

Curriculum Map

Subject: English

Year: 7



| LIFE AND IDENTITY |   |   |   |   |
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|                   | Hopes & Fears   | Life and Identity   | A Journey into the Elizabethan Era  | Power & Hierarchy   |
| Term              | Autumn 1 & 2  | Spring 1  | Spring 2  | Summer 1 & 2  |
| Weeks             | 15  | 5   | 7   | 14  |
| Homework          | <p>Every student in English has access to an online programme called Bedrock Vocabulary. This programme teaches vocabulary explicitly, whilst encouraging reading through a range of interactive activities where vocabulary is deliberately interwoven into a wide variety of aspirational, high quality and challenging fiction and non-fiction texts. This builds students' cultural capital, and expands their concept of the world at large, laying foundations for critical thinking and cultural awareness. Every student is expected to complete a minimum of two lessons every week and parents are able to monitor their child's progress with their own unique log in too.</p> |   |   |   |
| Overview          | <p><b>'A Monster Calls'</b><br/><b>Patrick Ness</b></p> <p>This text takes students on a journey with the protagonist, Connor, who is forced to grow up as he is faced by challenges he cannot control. It explores themes of family, friendship, bullying, loss and grief, hopes and fears. The themes encourage students to navigate the complexities of life with empathy and understanding, with valuable moral stories which are intertwined with the core narrative.</p>  | <p><b>Poetry</b></p> <p>Students continue to develop a sense of self and identity with exposure to a range of poems, varying in structure, form and language in this unit. They will learn to analyse and evaluate poetry with an ability to explore the purpose and impact of the poem, taking them on a different journey as they become familiar with the eclectic art of spoken word.</p> | <p><b>Shakespeare</b></p> <p>The Tempest, one of Shakespeare's magical plays centred around themes of power, identity and ownership. Students will focus their reading and learning on key characters Prospero and Caliban and unpick how events have shaped their characteristics. Students will be taught to decipher and decode Shakespeare use of language by establishing word families and groups of words, phrases, prefixes and suffixes that are recognisable.</p> | <p><b>'Ghost Boys'</b><br/><b>Jewell Parker- Rhodes</b></p> <p>Ghost Boys is a socio-political text based in Chicago, America, in which the prejudiced relationship between the police and young black men is explored.</p> <p>Students learn the African-American experience in America from Slavery to current day as they follow the lead of the victim, the ghost protagonist of the novel, Jerome.</p> |
|                   | <p>Connotations, empathy, infer, allegory, symbolism, recurring motif, supernatural, narrative perspective, structure, foreboding.</p>  | <p>Rhythm, rhyme, syllables, stanza, simile, metaphor, couplet, imagery.</p>  | <p>Soliloquy, act, scene, staging, lighting, pathetic fallacy, Globe Theatre, Elizabethan era, patriarchy,</p>  | <p>Epitaph, empathy, contrast, pathos, connotations, foreboding, prejudice, unconscious/conscious bias, discrimination.</p>   |

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| <p><b>Skills</b></p>        | <p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>● Summarising content clearly.</li> <li>● Explaining and justifying opinions.</li> <li>● Selecting and retrieving appropriate evidence to support ideas.</li> <li>● Beginning to form clear and confident inferences.</li> <li>● Beginning to understand how to explore connotations of words.</li> <li>● Showing an awareness of the methods that writers use and beginning to consider the effect they have.</li> </ul> <p><b><u>WRITING:</u></b></p> <ul style="list-style-type: none"> <li>● Developing vocabulary</li> <li>● Generally accurate spelling, punctuation and grammar.</li> <li>● Some understanding of tone, style and register.</li> </ul> | <p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>● Summarising content clearly.</li> <li>● Explaining and justifying opinions.</li> <li>● Selecting and retrieving appropriate evidence to support ideas.</li> <li>● Making clear and confident inferences.</li> <li>● Gaining a confident understanding of exploring connotations of words with some support.</li> <li>● Gaining a confident understanding of the methods that writers use and the impact they have.</li> </ul> <p><b><u>WRITING:</u></b></p> <ul style="list-style-type: none"> <li>● Developing vocabulary</li> <li>● Generally accurate spelling, punctuation and grammar.</li> <li>● Gaining a confident understanding of tone, style and register.</li> <li>● Beginning to emulate writers' poetic style and understanding how to use figurative language effectively.</li> </ul> | <p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>● Summarising content clearly and confidently.</li> <li>● Explaining and justifying opinions.</li> <li>● Selecting and retrieving appropriate evidence to support ideas.</li> <li>● Making clear and confident inferences.</li> <li>● Gaining a confident understanding of exploring connotations of words with some support.</li> <li>● Gaining a confident understanding of the methods that writers use and the impact they have.</li> <li>● Beginning to make links between text and context.</li> </ul> <p><b><u>WRITING:</u></b></p> <ul style="list-style-type: none"> <li>● Developing vocabulary</li> <li>● Mostly accurate spelling, punctuation and grammar.</li> <li>● Gaining a confident understanding of tone, style and register.</li> </ul> | <p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>● Summarising content clearly and confidently.</li> <li>● Explaining and justifying opinions.</li> <li>● Selecting and embedding appropriate evidence to support ideas.</li> <li>● Making confident and insightful inferences.</li> <li>● Possessing a confident understanding of exploring connotations of words independently.</li> <li>● Possessing a confident understanding of the methods that writers use and the impact they have.</li> <li>● Independently making links between text and context.</li> </ul> <p><b><u>WRITING:</u></b></p> <ul style="list-style-type: none"> <li>● Using enhanced vocabulary to express viewpoints.</li> <li>● Accurate spelling, punctuation and grammar.</li> <li>● Possessing a confident understanding of tone, style and register.</li> </ul> |
| <p><b>Key questions</b></p> | <ul style="list-style-type: none"> <li>● What are your hopes and fears for this year?</li> </ul>   | <ul style="list-style-type: none"> <li>● What role does our cultural heritage play in shaping our identity? What issues</li> </ul>  | <ul style="list-style-type: none"> <li>● How does Shakespeare portray the Elizabethan identity? What role did</li> </ul>  | <ul style="list-style-type: none"> <li>● How does the context of the text shape our understanding? How is power established within</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Why is it important to remind ourselves of our hopes and fears?</li> <li>• What are the deep fears that Connor is facing? What do we learn about the consequences of allowing your fears to take over?</li> <li>• How do the monster's tales serve an allegorical purpose?</li> </ul>   | <ul style="list-style-type: none"> <li>• do poets raise about dual identities? How is a reader's response constructed?</li> <li>• What methods do writers use to communicate their wider message?</li> <li>•</li> </ul> | <p>childhood and cultural heritage play in shaping an Elizabethan identity? How has patriarchy evolved through history? How do characters' thoughts and feelings represent the complex issues within Elizabethan society?</p> | <p>society? What are the consequences when power is abused? How can we tackle unconscious bias within our society?</p>  |
| <b>Assessment</b>                          | <ul style="list-style-type: none"> <li>• Peer/self assessed mid unit test every 3 weeks.</li> <li>• Teacher assessed end of unit test covering knowledge of: plot, characters, key words and retrieval of quotations.</li> </ul>   | <ul style="list-style-type: none"> <li>• Peer/self assessed mid unit test in week 3.</li> <li>• Teacher assessed end of unit test in week 5: approaching an unseen poem.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Elizabethan Research Project</li> <li>• Peer assessed end of unit test based on a taught extract.</li> </ul>   | <ul style="list-style-type: none"> <li>• Peer/self assessed mid unit test every 3 weeks.</li> <li>• Teacher assessed end of unit test covering knowledge of: plot, characters, key words, retrieval of quotations and exploding a quote.</li> </ul> |
| <b>Literacy/ Numeracy/ SMSC/ Character</b> | <p>In KS3, we teach a range of literature that develops students' spiritual development through discussion and debate. For example, the study of the texts such as 'Ghost Boys' and 'A Monster Calls' encourage the discussion of the difference between good and evil, the impact of our decisions on the wider society as well as developing the ability to empathise with characters. It enables students to take the opportunity to reflect on some of the topical issues we encounter within these texts and apply our discussions to issues they may be facing in their own lives.</p> <p>Creative writing and the study of poetry gives students the opportunity to reflect on their own beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experimental.</p> <p>Students learn about respecting others through the study of poetry from different cultures. Many poems deal with conditions faced by those in impoverished or less fortunate situations, therefore students are able to appreciate different cultures and empathise. Researching the Elizabethan era further provides an opportunity for students to appreciate British history and culture and gain an understanding of its development through time.</p> <p>We also give students the opportunity to speak in different contexts and regarding a range of different real-life issues, applying learning to careers and life after school. Debate is an important aspect of the subject, giving logical arguments with respect, rationality and thoughtfulness.</p> |   |   |   |

**Enrichment opportunities and futures**

- Globe theatre / London productions of Shakespeare's works.
- Virtual tour of the Globe theatre.
- Competitions to mark literary events: World Poetry Day, Roald Dahl Day, World Book Day.
- Research project on the Elizabethan era.
- Virtual author interviews during library lessons.

**Futures**

**Employability Skills:**

- Formality of writing
- Literary analysis
- Time management
- Presentation skills
- Critical thinking
- Cultural capital
- Reading for meaning
- Debate
- Self-management
- Fluent/ Articulate communication skills

**Career prospects:**

- Education
- Human Resources
- Public Relations
- Business
- Writer/ Novelist
- Journalist
- Communications
- Civil Service
- Librarian
- Newspaper/ Print Journalism
- Acting/ Theatre

