

English Y7 curriculum map				
Dates	Term 1	Three Weeks	Term 2	Term 3
Focus	Refugee Boy	The Power of Speech	Origins	A Midsummer Night's Dream
Key Knowledge	<ul style="list-style-type: none"> <li>- Understanding of Zephaniah's contribution to the literary heritage and contextual factors that may have influenced him.</li> <li>- Understanding of how to write a reading exam response.</li> <li>- Understanding of how to write a writing exam response.</li> <li>- Key language and structural devices..</li> <li>- Literacy skills.</li> <li>- <i>Refugee Boy</i></li> </ul>	<ul style="list-style-type: none"> <li>-Understanding of the power and importance of effective speaking and listening</li> <li>-Knowledge of different forms of speech</li> <li>-Knowledge and understanding of what makes an effective public speech</li> <li>-Knowledge of a range of persuasive and rhetorical devices</li> <li>-Knowledge of some of the most iconic speech through history to the present</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding of Shakespeare's contribution to the literary heritage and contextual factors that may have influenced him</li> <li>-Understanding of the Ancient Greek contribution to the literary heritage and contextual factors that may have influenced them.</li> <li>- Literacy skills.</li> <li>-Knowledge of religious beliefs around creation.</li> <li>- Key language and structural devices.</li> <li>- Chronological charting of texts and understanding that common themes recur.</li> <li>- Key aspects of students' identities and how this may have been influenced.</li> <li>- How to write an analytical paragraph.</li> <li>- How to write a successful speech.</li> <li>- Texts: <ul style="list-style-type: none"> <li>-<i>The Seven Pomegranate Seeds</i> and -<i>Pandora's Box</i> from Michael Morpurgo's -<i>Myths and Legends</i>;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Understanding of Shakespeare's contribution to the literary heritage and contextual factors that may have influenced him</li> <li>- Knowledge of key Elizabethan cultural, social, and religious beliefs and values</li> <li>- Knowledge of key literary tropes and how they have evolved</li> <li>- Analysis of different critical viewpoints</li> <li>- Understanding of how to write a reading exam response.</li> <li>- Understanding of how to write a writing exam response.</li> <li>- Key language and structural devices.</li> </ul>

			<ul style="list-style-type: none"> <li>-Extracts from Abrahamic religious texts</li> <li>-Shakespeare's sonnets 153 and 154 and key selected extracts</li> <li>-Range of poems written by migrant voices</li> <li>Range of spoken word poems</li> </ul>	
Key Vocab & Concepts	<ul style="list-style-type: none"> <li>Narrative structure</li> <li>Character</li> <li>Characterisation</li> <li>Plot</li> <li>Synopsis</li> <li>Climax</li> <li>Anti-climax</li> <li>pace</li> <li>Cliff-hanger</li> <li>Perspective</li> <li>Narrative hook</li> <li>Prejudice</li> <li>Discrimination</li> <li>Theme</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>-Audience</li> <li>-Purpose</li> <li>-Standard English</li> <li>-Colloquialism</li> <li>-Contradictory</li> <li>-Dialect</li> <li>-Idiolect</li> <li>-Emotive language</li> <li>-Rhetorical Question</li> <li>-Hyperbole</li> <li>-Imagery</li> <li>-Rule of Three</li> <li>-Personal pronouns</li> <li>-Anecdote</li> <li>-Repetition</li> <li>-Statistics</li> <li>-Quotations</li> <li>-Contrasts</li> </ul>	<ul style="list-style-type: none"> <li>-identity</li> <li>-autobiography</li> <li>-mythology</li> <li>-legend</li> <li>-narrative</li> <li>-culture</li> <li>-chronological</li> <li>-historical</li> <li>-ancient Greece</li> <li>-communication</li> <li>-democracy</li> <li>-empathy</li> <li>-tolerance</li> <li>-individualism</li> <li>-perspective</li> <li>-moral</li> <li>-value</li> <li>-belief</li> <li>-symbolism</li> <li>-metaphorical</li> <li>-tradition</li> </ul>	<ul style="list-style-type: none"> <li>-Appearance</li> <li>-Reality</li> <li>-Order/Disorder</li> <li>-Chaos</li> <li>-Humour</li> <li>-Independent</li> <li>-Daring</li> <li>-Virtuous</li> <li>-Fiery</li> <li>-Romantic</li> <li>-Persuasive</li> <li>-Dismissive</li> <li>-Arrogant</li> <li>-Stubborn</li> <li>-Unpredictable</li> <li>-Suspicious</li> <li>-Disparity</li> <li>-Traditional</li> <li>-Supernatural</li> <li>-Transformation</li> </ul> <ul style="list-style-type: none"> <li>-severe</li> <li>- ancient Athens</li> <li>- Elizabethan</li> <li>- unrequited</li> <li>- soliloquy</li> </ul>
Key Skills	<p><b><u>READING – Assessment Objectives</u></b></p> <p>AO1 • Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>AO2 • Explain, comment on and analyse how writers use language and structure ve effects and influence readers, using relevant subject ology to support their views.</p> <p>AO3 • Compare writers' ideas and perspectives, as well as how these are ed, across two or more texts.</p>		<p><b><u>READING – Assessment Objectives</u></b></p> <p>AO1 • Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>AO2 • Explain, comment on and analyse how writers use language and structure ve effects and influence readers, using relevant subject ology to support their views.</p> <p>AO3 • Compare writers' ideas and perspectives, as well as how these are ed, across two or more texts.</p>	<p><b><u>READING – Assessment Objectives</u></b></p> <p>AO1 • Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>AO2 • Explain, comment on and analyse how writers use language and structure ve effects and influence readers, using relevant subject ology to support their views.</p> <p>AO3 • Compare writers' ideas and perspectives, as well as how these are ed, across two or more texts.</p> <p>AO4 • Evaluate texts critically and support this with appropriate textual references.</p>

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Assessment Title	<p><b>READING: Analysis of an extract (modelled on AQA Lit paper 1 Q1)</b></p> <p><b>WRITING: Descriptive writing based on an image stimulus (modelled on AQA Lang paper 1 Q5)</b></p>	<p><b>Perform a speech to your peers on a subject of your choice.</b></p>	<p><b>READING: Analysis of an extract (modelled on AQA Lit paper 1 Q2)</b></p> <p><b>WRITING: Writing to persuade (modelled on AQA Lang paper 2 Q5)</b></p>	<p><b>READING: Analysis of an extract (modelled on AQA Lit paper 1 Q1)</b></p> <p><b>WRITING: Descriptive writing based on an image stimulus (modelled on AQA Lang paper 1 Q5)</b></p>
Homework	Weekly knowledge organiser homework	<p>-Weekly knowledge organiser homework</p> <p>-Research for student speeches</p> <p>-Speech drafting and practice</p>	Weekly knowledge organiser homework	Weekly knowledge organiser homework
Link to GCSE	<ul style="list-style-type: none"> <li>- Exposing students to the origins of storytelling and stories themselves, thus enriching students’ understanding and study of literature in general.</li> <li>- Chronological study to underpin students’ understanding of how literature has evolved</li> </ul>	<p>-Knowledge and practice for The Spoken Language Endorsement component of English Language GCSE</p> <p>-Exposure and exploration to wide range of non-fiction topics and the form of</p>	<ul style="list-style-type: none"> <li>- Study of a British literary heritage text</li> <li>- Key contextual information to link to poetry</li> <li>- Overlapping of themes with other GCSE texts such as <i>An Inspector Calls</i> and <i>A Christmas Carol</i></li> </ul>	<ul style="list-style-type: none"> <li>- Study of a British literary heritage text</li> <li>- Link to GCSE Shakespeare study</li> <li>- This is a circular curriculum so all the skills studied are those that are assessed at GCSE</li> </ul>

	<ul style="list-style-type: none"><li>- This is a circular curriculum so all the skills developed are those that are assessed at GCSE</li></ul>	speech writing (English Language Paper 2)	<ul style="list-style-type: none"><li>- This is a circular curriculum so all the skills developed are those that are assessed at GCSE</li></ul>	
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