



# CURRICULUM MAP FOR: ENGLISH YEAR 7

<p><b>HALF TERM 1: OLIVER TWIST</b> Context of Oliver Twist</p> <ul style="list-style-type: none"> <li>The text was written during the reign of Queen Victoria I</li> <li>Dickens was a 19<sup>th</sup> Century writer</li> <li>The growing population in the capital population in the capital was growing at this time play was written, Elizabeth 1<sup>st</sup> was Queen. She Victorian London was a very unhygienic place because of the waste going into the Thames</li> <li>Your quality of life in Victorian times depended on whether you were rich or poor</li> <li>Trafalgar Square, The Houses of Parliament and Victoria Station were all built during the Victorian era</li> <li>The Poor Law of 1834 meant that people who couldn't work went to workhouses because it was against the law to give them any other help</li> <li>Life in workhouses was very hard. There were lots of orphans as there was lots of sickness and disease</li> </ul> <p><b>Dickens' early life:</b></p> <ul style="list-style-type: none"> <li>Charles Dickens was born in 1812 in Portsmouth</li> <li>When Charles was 12, his father was sent to prison for owing money</li> <li>Charles Dickens worked in a factory and his wages were used to pay off his father's debt</li> <li>Dickens had to work twelve hour days putting labels and lids on pots</li> </ul> <p><b>Dickens' life after an education:</b></p> <ul style="list-style-type: none"> <li>Dickens went to work as a reporter for a newspaper</li> <li>At the age of 24, he wrote his first novel and it was an instant success</li> <li>He would give public readings of his novels as entertainment and hundreds of people would turn up to see him</li> <li>Dickens would publish a few chapters each month in a magazine</li> <li>Magazines were called 'periodicals'</li> <li>Dickens died in 1870 of a stroke, aged only 58</li> <li>A lot of his stories are about children who have had tough lives and have to struggle to survive</li> </ul> <p><b>Oliver Twist:</b></p> <ul style="list-style-type: none"> <li>Oliver Twist was an orphan and spent his early life at a workhouse</li> <li>Mr Bumble represented the ignorant, wealthier members of society</li> <li>Artful Dodger, Old Fagin and Bill Sykes were villains</li> </ul>		<p>'Oliver Twist' abridged version Freedom to Read novel: Lord of the Flies &amp; Northern Lights Non – fiction extracts.</p>
		<p>Students will complete two extended pieces of writing, one formative and one summative:</p> <p>Formative: Describe a market place</p> <p>Summative: How is Mr Bumble presented in the extract?</p>
		<p>Reading of the text 'Oliver Twist' Freedom to Read: oracy questions.</p>
		<p>History: Victorian England</p>
<p><b>HALF TERM 2: OLIVER TWIST</b> Gothic conventions:</p> <ul style="list-style-type: none"> <li>The first Gothic novels appeared in the late 18<sup>th</sup> Century</li> <li>Gothic fiction was a branch of the larger Romantic movement that tried to create strong emotions in the reader</li> <li>Horace Walpole's <i>The Castle of Otranto</i> is usually regarded as the first 'Gothic' novel</li> <li>Gothic' can refer to the type of architecture that was prominent or popular in what is now Germany during the medieval period</li> <li>Writers use setting and speech to build suspense</li> <li>Common subject matter includes the supernatural, family curses, mystery, madness and death</li> <li>Pathetic fallacy is where the weather creates a mood</li> </ul> <p><b>Gothic movement:</b></p> <ul style="list-style-type: none"> <li>Gargoyles were used as rain spouts to help remove water from roofs, but were used for decorated purposes, too</li> <li>Most Gothic buildings were made out of stone blocks and because of this they are often very dark in colour</li> </ul> <p><b>Gothic writers:</b></p> <ul style="list-style-type: none"> <li>Mary Shelley wrote 'Frankenstein; when she was 18 years old</li> <li>Bram Stoker's 'Dracula' has had a huge influence on modern films</li> <li>Edgar Allan Poe was</li> <li>Charles Dickens was also a writer of 'Great Expectations'</li> <li>Susan Hill's 'The Woman In Black' adheres to the gothic conventions</li> <li>Emily Bronte creates fear in 'Wuthering Heights'</li> </ul> <p><b>Twisted tales:</b></p> <ul style="list-style-type: none"> <li>The Elephant Man's name was Joseph Merrick</li> <li>'The Greatest Showman' film was based on P.T. Barnum, who exhibited 19<sup>th</sup> Century 'Freak Shows'</li> <li>Roald Dahl didn't just write children's fiction, he also wrote gruesome short stories such as 'Lamb to the Slaughter'</li> <li>'Little Brother' by Bruce Holland Rogers has a twist at the end</li> <li>There have been many eyewitness accounts of UFOs</li> </ul>		<p>A range of Gothic short stories and extracts Non-fiction: articles and reports Freedom to Read novel: Lord of the Flies &amp; Northern Lights</p>
		<p>Students will complete written responses to all reading tasks</p> <p>Summative: Haunted House persuasive writing</p>
		<p>Reading of short stories &amp; extracts Freedom to Read: Oracy questions</p>
		<p>History: Victorian period Art: Gothic images</p>











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<p><b>HALF TERM 3: A MIDSUMMER NIGHT'S DREAM</b> Context of AMND:</p> <ul style="list-style-type: none"> <li>Shakespeare went to a grammar school where he was taught Ancient Greek.</li> <li>The play is set in Ancient Greece and follows the rules of a comedy from Ancient Greece.</li> <li>When the play was written, Elizabeth 1<sup>st</sup> was Queen. She decided not to get married which many people disagreed with.</li> <li>Many Elizabethans believed in and feared magic.</li> <li>Cupid is the ancient god of love. He is usually presented as a baby whose arrows make people fall in love.</li> </ul> <p><b>Shakespeare's life:</b></p> <ul style="list-style-type: none"> <li>William Shakespeare was born in Stratford –Upon-Avon</li> <li>Father was a glove maker</li> <li>Mother was a daughter to a land owner</li> <li>Shakespeare was an actor</li> </ul> <p><b>The Globe Theatre:</b></p> <ul style="list-style-type: none"> <li>The first modern theatre, built in 1576</li> <li>No artificial lighting, plays performed in the day</li> <li>Women were allowed to attend plays</li> <li>Women were not allowed to perform in the plays</li> <li>Groundlings are people who were too poor to afford a seat in the theatre so they stood in 'the pit' the space just in front of the stage.</li> </ul> <p><b>Ancient Athens:</b></p> <ul style="list-style-type: none"> <li>Athens was known all around the world for its wealth and grand buildings</li> <li>They were very severe with their punishments, including burning people alive for breaking the rules.</li> <li>Women were un educated and had to obey men.</li> </ul>		<p>A Midsummer Night's Dream: Act 1 &amp; 2. Greek Myths: Pyramus &amp; Thisbe, Pan &amp; Cupid Freedom to Read novel: Lord of the Flies &amp; Northern Lights Non – fiction: The Cottingley Fairy hoax</p>
		<p>Students will complete two extended pieces of writing, one formative and one summative:</p> <p>Formative: How does Shakespeare use language to show the effects of unrequited love? Summative: Starting with this speech, explain how far you think Shakespeare presents Egeus as a loving father.</p>
		<p>Reading of the play A Midsummer Night's Dream. Freedom to Read: oracy questions.</p>
		<p>History: Greek mythology 7 Ancient Athens. Drama: Shakespeare &amp; structure of a play.</p>
<p><b>HALF TERM 4: A MIDSUMMER NIGHT'S DREAM</b> Structure of a story</p> <ul style="list-style-type: none"> <li>Background: an introduction of characters and setting</li> <li>Rising action: the events leading up to the main event or conflict</li> <li>Climax: when the story reaches the peak (high point).</li> <li>Falling action: when the characters work to solve the problem or conflict</li> <li>Resolution how things end in the story.</li> </ul> <p><b>Writer's methods</b></p> <ul style="list-style-type: none"> <li>Adverbial: a word that is used to explain how, where or when something happened. <i>Yesterday, I ran a marathon.</i></li> <li>Conjunction: a word used to connect clauses or sentences or to coordinate words in the same clause (e.g. <i>and, but, if</i>).</li> <li>Diagraph: A grapheme containing two letters that makes just one sound</li> <li>Grapheme: a <b>grapheme</b> is a letter or a number of letters that represent a sound</li> <li>Phoneme: The smallest unit of sound.</li> <li>Syllable: A syllable is a part of a word that contains a single vowel sound and that is pronounced as a unit.</li> <li>Plural: more than one of something.</li> </ul> <p><b>Features of a newspaper article</b></p> <ul style="list-style-type: none"> <li>Headline: This is a short, attention-getting statement about the event.</li> <li>By-line: This tells who wrote the story.</li> <li>Image: Image that links to the article's focus</li> <li>Lead paragraph: This has all of the who, what, when, where, why and how in it.</li> <li>Explanation: Other facts or details the reader might want to know, direct quotes from witnesses or bystanders.</li> </ul>		<p>A Midsummer Night's Dream: Act 3,4&amp;5. All the world's a stage, As you like it - William Shakespeare. Freedom to Read novel: Lord of the Flies &amp; Northern Lights</p>
		<p>Students will complete two extended pieces of writing, one formative and one summative:</p> <p>Formative: Transactional writing: Newspaper article reporting on the wedding of Theseus and Hippolyta. Summative: Complete a dramatic reading of the extract taken from 'A Midsummer Night's Dream'</p>
		<p>Dramatic performance of a section of the script. Performance poetry/speech: 'All the World's a Stage' from 'As you like it' – William Shakespeare.</p>
		<p>History: Ancient Athens Drama: Performance poetry, dramatic readings and monologues.</p>



# CURRICULUM MAP FOR: ENGLISH YEAR 7

<p><b>HALF TERM 5: THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT TIME</b> Context of The Curious Incident:</p> <ul style="list-style-type: none"> <li>Mark Haddon worked with children who had physical and mental disabilities, including Autism.</li> <li>Haddon was extremely successful in writing children’s literature</li> <li>Haddon branched into writing adult fiction, and tried to merge children’s fiction and adult fiction with the writing of The Curious Incident of the Dog in the Night Time.</li> <li>The novel very quickly sold over a million copies in both of the childrens and adults groups.</li> <li><i>The Curious Incident of the Dog in the Night-time</i> has been published in more than thirty-five countries and has become an international best seller.</li> <li>In the United Kingdom, Haddon’s book has sold more than 2.6 million copies, making it the third best-selling book of the decade.</li> </ul> <p><b>2003</b></p> <ul style="list-style-type: none"> <li>Haddon published his novel in 2003</li> <li>The Curious Incident has a child protagonist – Christopher</li> <li>Mark Haddon purposely used a child protagonist after the success of JK Rowling’s Harry Potter novels, and Philip Pullman’s His Dark Materials.</li> <li>In 2003, Mark Haddon expressed that ‘Autism’ wasn’t a word that was used widely, even within specialist professions such as teachers.</li> <li>The Autistic community criticized the novel , stating that it was an inaccurate portrayal of Autism</li> <li>Mark Haddon says he only ever intended the novel to be a work of fiction not medical advice on the condition.</li> </ul> <p><b>2012</b></p> <ul style="list-style-type: none"> <li>Simon Stephens adapted Mark Haddon’s novel into a play in 2012</li> <li>Simon Stephens believed that he could help the autistic community with coping strategies for their condition.</li> <li>Also, he believed that by adapting the novel to a play this would reach out to all different types of learner.</li> <li>Stephens left Christopher (the child protagonist) as undiagnosed Autistic within the play, this allowed the audience to see that people need to treat people as individuals and not label them.</li> </ul>		<p>Simon Stephens: <i>The Curious Incident of the Dog in the Night Time</i>. Freedom to Read novel: <i>Lord of the Flies &amp; Northern Lights</i></p>
		<p>Students will complete two extended pieces of writing, one formative and one summative:</p> <p>How does Stephens present Ed as a father?</p> <p>Write a monologue from the perspective of Christopher when he finds the hidden letters from his mother.</p>
		<p>Performance of their written monologue from the perspective of Christopher when he finds the hidden letters from his mother.</p> <p>Reading of the play: <i>The Curious Incident of the Dog in the Night Time</i>. Freedom to Read: oracy questions.</p>
		<p>Drama: Performance of a dramatic monologue. PSHE: Equality and understanding of Asperger’s syndrome.</p>
<p><b>HALF TERM 6: THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT TIME</b> Writer’s methods:</p> <ul style="list-style-type: none"> <li>Complement-a word, phrase, or clause that is necessary to complete the <b>meaning</b> of a given expression. <i>She is our teacher.</i></li> <li>Apostrophe – possession: when something belongs to someone else. <i>Nick’s boots are blue.</i></li> <li>Apostrophe – omission: <i>I’m going to run a marathon tomorrow.</i></li> <li>Register - Registers are ‘varieties’ of a language which are each tied to a range of uses, in contrast with dialects, which are tied to groups of users.</li> <li>Tenses. <ul style="list-style-type: none"> <li>*Past: verbs that are written as though they have happened previously, before the present. <i>Yesterday, Timmy walked to the shop for his mom.</i></li> <li>*Present: verbs that are written as though they are happening right now. <i>Jamal goes to the swimming pool every day.</i></li> </ul> </li> </ul> <p><b>Basic conventions of a letter:</b></p> <ul style="list-style-type: none"> <li><b>Salutation or greeting:</b></li> </ul> <p>1) Dear Sir or Madam-If you do not know the name of the person you are writing to. 2) Dear Mr Jenkins - If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only.</p> <ul style="list-style-type: none"> <li><b>Ending a letter:</b></li> </ul> <p>1) Yours faithfully - if you do not know the name of the person, end the letter this way.</p>		<p><i>Winnie the Pooh – Return to Hundred Acre Wood</i>. William Wordsworth – ‘I wandered lonely as a cloud’. Extract from ‘The world need people with Asperger’s Syndrome’ Lawrence Osbourne.</p>
		<p>Students will complete two extended pieces of writing, one formative and one summative:</p> <p>Write Christopher’s response letter to his mother Judy.</p>
		<p>Freedom to Read: oracy questions. Performance from Christopher’s letter to his mother.</p>
		<p>Drama: Dramatic reading of a letter. PSHE: Equality and understanding of Asperger’s syndrome.</p>



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2) Yours sincerely - If you know the name of the person, end the letter this way.

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