



ENGLISH CURRICULUM MAP

YEAR 7

<p>HALF TERM 1: Context of Oliver Twist</p> <ul style="list-style-type: none"> The text was written during the reign of Queen Victoria I Dickens was a 19th Century writer The growing population in the capital population in the capital was growing at this time play was written, Elizabeth 1st was Queen. She Victorian London was a very unhygienic place because of the waste going into the Thames Your quality of life in Victorian times depended on whether you were rich or poor Trafalgar Square, The Houses of Parliament and Victoria Station were all built during the Victorian era 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 Life in workhouses was very hard. There were lots of orphans as there was lots of sickness and disease <p>Dickens' early life:</p> <ul style="list-style-type: none"> Charles Dickens was born in 1812 in Portsmouth When Charles was 12, his father was sent to prison for owing money Charles Dickens worked in a factory and his wages were used to pay off his father's debt Dickens had to work twelve hour days putting labels and lids on pots <p>Dickens' life after an education:</p> <ul style="list-style-type: none"> Dickens went to work as a reporter for a newspaper At the age of 24, he wrote his first novel and it was an instant success He would give public readings of his novels as entertainment and hundreds of people would turn up to see him Dickens would publish a few chapters each month in a magazine Magazines were called 'periodicals' Dickens died in 1870 of a stroke, aged only 58 A lot of his stories are about children who have had tough lives and have to struggle to survive <p>Oliver Twist:</p> <ul style="list-style-type: none"> Oliver Twist was an orphan and spent his early life at a workhouse Mr Bumble represented the ignorant, wealthier members of society Artful Dodger, Old Fagin and Bill Sykes were villains 		<p>'Oliver Twist' abridged version Literacy Legends: short stories Non – fiction extracts.</p>
		<p>Opportunities for extended writing: Diary entries; story writing; article writing and analytical writing</p>
		<p>Morality – a code of right and wrong. People who try to be good can be called moral and people who do bad things can be called immoral. Vulnerable – in a situation in which you could be easily harmed. People living on the streets are vulnerable. Exploit – to use someone unfairly for your own advantage Villain—a bad person who harms other people or breaks the law, or a cruel or evil Corrupt – a word used to describe a person who uses their power in a dishonest or illegal way in order to make life better for themselves. Villain – a 'baddie' who harms other people or breaks the law to get what they want.</p>
<p>HALF TERM 2: Gothic conventions:</p> <ul style="list-style-type: none"> The first Gothic novels appeared in the late 18th Century Gothic fiction was a branch of the larger Romantic movement that tried to create strong emotions in the reader Horace Walpole's <i>The Castle of Otranto</i> is usually regarded as the first 'Gothic' novel Gothic' can refer to the type of architecture that was prominent or popular in what is now Germany during the medieval period Writers use setting and speech to build suspense Common subject matter includes the supernatural, family curses, mystery, madness and death Pathetic fallacy is where the weather creates a mood <p>Gothic movement:</p>		<p>A range of Gothic short stories and extracts Non-fiction: articles and reports Literacy Legends: short stories</p>
		<p>Assessments: Students will sit 1 temperature check each term and 2 summative assessments throughout the academic year</p>
		<p>Links to careers, personal development and other subject areas: Links to History: Victorian England and gothic genre Career links: novelist and police</p>



ENGLISH CURRICULUM MAP

YEAR 7

<ul style="list-style-type: none"> Gargoyles were used as rain spouts to help remove water from roofs, but were used for decorated purposes, too Most Gothic buildings were made out of stone blocks and because of this they are often very dark in colour <p>Gothic writers:</p> <ul style="list-style-type: none"> Mary Shelley wrote 'Frankenstein; when she was 18 years old Bram Stoker's 'Dracula' has had a huge influence on modern films Edgar Allan Poe was Charles Dickens was also a writer of 'Great Expectations' Susan Hill's 'The Woman In Black' adheres to the gothic conventions Emily Bronte creates fear in 'Wuthering Heights' <p>Twisted tales:</p> <ul style="list-style-type: none"> The Elephant Man's name was Joseph Merrick 'The Greatest Showman' film was based on P.T. Barnum, who exhibited 19th Century 'Freak Shows' Roald Dahl didn't just write children's fiction, he also wrote gruesome short stories such as 'Lamb to the Slaughter' 'Little Brother' by Bruce Holland Rogers has a twist at the end There have been many eyewitness accounts of UFOs 		<p>Malicious – meant to hurt or upset someone. Victim – someone who has been harmed, often by other people. Naïve – If someone is naïve if they don't have experience of how complicated life can be and therefore trust people too much. Society – the people who live in a certain area. This could be a country, town or small group. Dilapidated – of a building or object, in a state of disrepair or ruin. Sinister – giving the impression that something harmful or evil is or will happen. Grotesque – repulsively ugly or distorted. Afflicted – of a problem or illness, cause pain or suffering Euphemism: a mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something unpleasant or embarrassing.</p>
<p>HALF TERM 3: Context of AMND:</p> <ul style="list-style-type: none"> Shakespeare went to a grammar school where he was taught Ancient Greek. The play is set in Ancient Greece and follows the rules of a comedy from Ancient Greece. When the play was written, Elizabeth 1st was Queen. She decided not to get married which many people disagreed with. Many Elizabethans believed in and feared magic. Cupid is the ancient god of love. He is usually presented as a baby whose arrows make people fall in love. 		<p>A Midsummer Night's Dream: Act 1 & 2. Greek Myths: Pyramus & Thisbe, Pan & Cupid Literacy Legends: short stories Non – fiction: The Cottingley Fairy hoax</p>
<p>Shakespeare's life:</p> <ul style="list-style-type: none"> William Shakespeare was born in Stratford –Upon-Avon Father was a glove maker Mother was a daughter to a land owner Shakespeare was an actor <p>The Globe Theatre:</p> <ul style="list-style-type: none"> The first modern theatre, built in 1576 No artificial lighting, plays performed in the day Women were allowed to attend plays Women were not allowed to perform in the plays 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. 		<p>Opportunities for extended writing: Creating character profiles; story writing, article writing</p>
<p>Ancient Athens:</p> <ul style="list-style-type: none"> Athens was known all around the world for its wealth and grand buildings They were very severe with their punishments, including burning people alive for breaking the rules. Women were un educated and had to obey men. 		<p>Theme: an idea that recurs in or pervades a work of art or literature e.g. love, order and disorder, appearance and reality. Metaphor: something is described as being the thing it resembles, e.g. he is a shining star. Imperative verb: give commands, rather than make suggestions, e.g. 'spurn me, strike me, neglect me, lose me.' Repetition: repeating an idea that has been previously been written for emphasis e.g. 'Call you me fair? That fair again unsay.' Context: relevant historical or cultural background. Soliloquy: a speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters Monologue: A long speech delivered to other characters or the audience that express thoughts and feelings</p>
	<p>Spring term homework</p>	<p>Week 1 – Revise context Week 2 – Revise characters Week 3 – Revise who loves whom Week 4 – Revise Act 1 & 2 Week 5 – Revise the love potion Week 6 – Act 3, 4 & 5 Week 7 – Revise parts of the story mountain Week 8 – Revise techniques to use Week 9 – Revise key words Week 10 – Revise features of a newspaper article</p>



ENGLISH CURRICULUM MAP





YEAR 7

		<p>Week 11 – Plan a short story using the story mountain</p> <p>Week 12 – Revisit their own revision: what needs more work?</p> <p>Week 13 – General context/plot revision</p>	
<p>HALF TERM 4:</p> <p>Structure of a story</p> <ul style="list-style-type: none"> Background: an introduction of characters and setting Rising action: the events leading up to the main event or conflict Climax: when the story reaches the peak (high point). Falling action: when the characters work to solve the problem or conflict Resolution how things end in the story. <p>Writer's methods</p> <ul style="list-style-type: none"> Adverbial: a word that is used to explain how, where or when something happened. <i>Yesterday, I ran a marathon.</i> Conjunction: a word used to connect clauses or sentences or to coordinate words in the same clause (e.g. <i>and, but, if</i>). Diagraph: A grapheme containing two letters that makes just one sound Grapheme: A grapheme is a letter or a number of letters that represent a sound Phoneme: The smallest unit of sound. Syllable: A syllable is a part of a word that contains a single vowel sound and that is pronounced as a unit. Plural: more than one of something. <p>Features of a newspaper article</p> <ul style="list-style-type: none"> Headline: This is a short, attention-getting statement about the event. By-line: This tells who wrote the story. Image: Image that links to the article's focus Lead paragraph: This has all of the who, what, when, where, why and how in it. Explanation: Other facts or details the reader might want to know, direct quotes from witnesses or bystanders. 	<p>A Midsummer Night's Dream: Act 3,4&5. All the world's a stage, As you like it - William Shakespeare. Literacy Legends: short stories</p>		
		<p>Assessments:</p> <p>Students will sit 1 temperature check each term and 2 summative assessments throughout the academic year</p>	
		<p>Patriarchy: a social system in which the power is held by men. 7 Imperative verbs Unrequited love: If a person loves someone who doesn't love them back, the person's love is unrequited Betrothed: engaged to be married. Benevolent/malevolent: (adj)- kind/cruel Diagraph: A grapheme containing two letters that makes just one sound Grapheme: A grapheme is a letter or a number of letters that represent a sound Phoneme: The smallest unit of sound. Protagonist: the leading (main) character</p>	
		<p>Links to careers, personal development and other subject areas:</p> <p>Careers: journalism, play writer and Historian: Ancient Athens</p>	
<p>HALF TERM 5:</p> <p>Context of The Curious Incident:</p> <ul style="list-style-type: none"> Mark Haddon worked with children who had physical and mental disabilities, including Autism. Haddon was extremely successful in writing children's literature 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. The novel very quickly sold over a million copies in both of the childrens and adults groups. <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. 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. <p>2003</p> <ul style="list-style-type: none"> Haddon published his novel in 2003 The Curious Incident has a child protagonist – Christopher Mark Haddon purposely used a child protagonist after the success of JK Rowling's Harry Potter novels, and Philip Pullman's His Dark Materials. 	<p>Simon Stephens: The Curious Incident of the Dog in the Night Time. Literacy Legends: short stories</p>		
		<p>Opportunities for extended writing:</p> <p>Script writing; analytical paragraphs; diary entries and letter writing</p>	
		<p>Sympathy – the feeling or power of sharing the feelings of another, especially in sorrow or trouble Perspective – the ability to regard something from an alternative point of view Discrimination – the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability Vulnerable – susceptible to physical or emotional attack or harm Protagonist – the leading character in a drama, movie, novel or fictional text First person narrative - the protagonist recounts the story from their point of view Third person narrative– the narrator exists outside</p>	



ENGLISH CURRICULUM MAP

YEAR 7

<ul style="list-style-type: none"> In 2003, Mark Haddon expressed that 'Autism' wasn't a word that was used widely, even within specialist professions such as teachers. The Autistic community criticized the novel, stating that it was an inaccurate portrayal of Autism Mark Haddon says he only ever intended the novel to be a work of fiction not medical advice on the condition. <p>2012</p> <ul style="list-style-type: none"> Simon Stephens adapted Mark Haddon's novel into a play in 2012 Simon Stephens believed that he could help the autistic community with coping strategies for their condition. Also, he believed that by adapting the novel to a play this would reach out to all different types of learner. 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. 		<p>the events and relates the actions of the characters using their names</p> <p>Narrative perspective– the perspective the story is told from (1st, 2nd or 3rd person)</p>
<p>HALF TERM 6:</p> <p>Writer's methods:</p> <ul style="list-style-type: none"> Complement-a word, phrase, or clause that is necessary to complete the meaning of a given expression. <i>She is our teacher.</i> Apostrophe – possession: when something belongs to someone else. <i>Nick's boots are blue.</i> Apostrophe – omission: <i>I'm going to run a marathon tomorrow.</i> 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. Tenses. <ul style="list-style-type: none"> *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> *Present: verbs that are written as though they are happening right now. <i>Jamal goes to the swimming pool every day.</i> <p>Basic conventions of a letter:</p> <ul style="list-style-type: none"> Salutation or greeting: <ol style="list-style-type: none"> Dear Sir or Madam-If you do not know the name of the person you are writing to. Dear Mr Jenkins - If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only. Ending a letter: <ol style="list-style-type: none"> Yours faithfully - if you do not know the name of the person, end the letter this way. Yours sincerely - If you know the name of the person, end the letter this way. 		<p>William Wordsworth – 'I wandered lonely as a cloud'.</p>
		<p>Assessments:</p> <p>Students will sit 1 temperature check each term and 2 summative assessments throughout the academic year</p>
		<p>Didactic- to teach, particularly morals and manners</p> <p>Nature— characteristics—including ways of thinking, feeling, and acting—that humans are said to have naturally.</p> <p>Nurture - care for and protect (someone or something) while they are growing</p> <p>Socialisation—learning to behave in a way that is acceptable to society</p> <p>Morality—the extent to which an action is right or wrong</p> <p>Idiolect - the speech habits peculiar to a particular person</p> <p>Retrospect— looking back at the past</p>
		<p>Links to careers, personal development and other subject areas:</p> <p>Personal development: empathy and treating people as individuals rather than labelling them.</p>