



ENGLISH CURRICULUM MAP

YEAR 7

AUTUMN TERM

ANCIENT ORIGINS – THE ODYSSEY & GREEK MYTHS

Reading Assessment Task (Teacher Assessed)			The Odyssey Greek Myths FUR LESSONS: Wonder and Refugee Boy
Thesis Creation: How far do you agree that Odysseus is presented as a hero?	Sentence 1: Construct thesis statements Sentence 3: Topic sentences Sentence 4: Select and embed evidence		
Reading Assessment Strands			Opportunities for extended writing: Diary entries; creative writing and analytical writing
<ul style="list-style-type: none"> o Give or explain the meaning of words in context. o Identify key details from sources. o Summarise main ideas from fiction sources. o Use and gather information from within fiction sources to form opinions, build judgements and offer interpretations. o Select appropriate evidence from the sources to support opinions, judgements and interpretations. o Embed evidence 			
Writing Assessment Task			Key words: Reading Adjective, Noun, Verb, Simile, Symbol, Metaphor, Connotation, Method, Construct, Evidence, Interpret, Thesis Writing Paragraphs, Adjectives, Verbs, Nouns, Subject, Fragment, Simile, Metaphor, Personification, Pathetic fallacy Grammar Subject, Verb, Object, Clause, Fragment, Noun, Adjective Oracy Respond, Listen
Creative Writing: Plan and write a description of Poseidon's storm	<ul style="list-style-type: none"> o Triple adjective punch o Adjective Attack 		
Teacher Assessed			
<ul style="list-style-type: none"> o Effectively plan and organise ideas before writing. o Produce writing that is well organised, clear and cohesive. o Use paragraphs accurately and to aid meaning. o Choose and use vocabulary for effect including a range of adjectives, nouns, verbs, adverbs etc. o Use figurative language effectively in both fiction and non-fiction writing including similes, metaphors and personification. 			
Grammar (Implicitly Assessed)			
<ul style="list-style-type: none"> o Know that a grammatically correct sentence must include both a subject and a verb. o Identify and correct fragments. (A sentence that is missing either its subject or its main verb.) o Identify the subject in a sentence: The cat sat on the mat. o Identify the object in a sentence: The cat sat on the mat. o Identify different parts of speech/word class: e.g. noun, including noun phrases -concrete and abstract -common and proper o Identify different parts of speech/word class: verb o Identify different parts of speech/word class: adjective 			
Oracy			
Debate – pairs (presenting viewpoints clearly and responding carefully to viewpoints of others)			
HOMEWORK			
Week	Vocabulary		
1	Hero, Myth, Epic Hero, Hubris, Cautionary Tale, Epic Poem, Concept		
2	Interpretation, Tragic Hero, Mortal, Immortal, Metaphor, Omnipotent		Assessments: Termly: 1x mid point check, 1x end point check. Yearly: 2x summative assessments.
3	Sympathy, Lineage, Objectification		
4	Power, Masculinity, Loyalty, Simile, Character Construct, Personification		
5	Description, Subjects, Nouns, Adjective		
6	Sensory Detail, Preposition, Edit		
7	Redraft, Act, Leadership		
8	Savage, Civilised, Textual Details, Conjugation, Language, Connotation, Imagery, Topic sentence		
9	Embed, Tone, Annotation, Prophecy, Prophet		
10	Afterlife, Stage Directions, Temptation, Consequence,		
11	Tone, Subject, Verb, Prediction, Treachery, Loyalty		
12	Familial, Contrast, Xenia,		
13	Structure, Resolution, Character Arc, Debate, Proofread		Links to careers, personal development and other subject areas: Links to History: Victorian England and gothic genre Career links: careers in classics i.e. curator, teaching etc, triangulates with FUR – reading skills for interviews/ careers



ENGLISH CURRICULUM MAP

YEAR 7

SPRING TERM

LOVE AND REBELLION – ROMEO & JULIET

Reading Assessment Task (Teacher Assessed)			Romeo and Juliet Sonnets FUR LESSONS: Wonder and Refugee Boy
How far does Shakespeare present Juliet as a sympathetic character? (Plan, thesis and one/two paragraphs)	Sentence 1: Construct thesis statements Sentence Topic sentences Sentence 3: Select and embed evidence Sentence 4/5: Analyse a writer's use of language linked to intent		
Reading Assessment Strands			Opportunities for extended writing: Creating character profiles; story writing (openings) and analytical writing
<ul style="list-style-type: none"> o Give or explain the meaning of words in context. o Identify key details from sources. o Summarise main ideas from fiction sources. o Use and gather information from within fiction sources to form opinions, build judgements and offer interpretations. o Select appropriate evidence from the sources to support opinions, judgements and interpretations. o Understand how connotations of words shape meaning. o Identify figurative language within fiction sources e.g. simile, metaphor, personification. o Identify symbols used in fiction sources and explain their meaning. o Identify and explain methods used by writers to construct and convey characters. 			
Writing Assessment Task (Teacher Assessed)			Key words: Reading Adjective, Noun, Verb, Simile, Symbol, Metaphor, Personification, Connotation, Method, Construct, Evidence, Interpret, Topic sentence, Language, Intent, Method, Thesis Writing Paragraphs, Adjectives, Verbs, Nouns, Subject, Fragment, Simile, Metaphor, Personification, Pathetic fallacy Grammar Subject, Object, Verb, Clause, Fragment, Noun, Run-on, Adjective, Noun, Oracy Respond, Listen
Creative Writing Use the opening of the play as a springboard to a novel opening	Retrieve: Adjective attack and triple adjective punch o Three verb sentence o Without without sentence		
Writing Strands			
<ul style="list-style-type: none"> o Effectively plan and organise ideas before writing. o Produce writing that is well organised, clear and cohesive. o Use paragraphs accurately and to aid meaning. o Choose and use vocabulary for effect including a range of adjectives, nouns, verbs, adverbs etc. o Use figurative language effectively in both fiction and non-fiction writing including: similes, metaphors and personification. 			
Grammar (Midpoint common assessment)			
<ul style="list-style-type: none"> o Know that a grammatically correct sentence must include both a subject and a verb. o Identify and correct fragments. (A sentence that is missing either its subject or its main verb.) o Identify and correct run-on sentences. (Two or more main clauses following on from each other without proper punctuation or appropriate conjunctions.) o Identify the subject in a sentence: The cat sat on the mat. o Identify the object in a sentence: The cat sat on the mat. o Identify different parts of speech/word class: e.g. noun, including noun phrases -concrete and abstract -common and proper o Identify different parts of speech/word class: verb including verb phrases o Identify different parts of speech/word class: adjective 			
Oracy			
Debate - groups (presenting viewpoints clearly and responding carefully to viewpoints of others)			
HOMEWORK			Assessments: Termly: 1x mid point check, 1x end point check. Yearly: 2x summative assessments.
Week	Vocabulary		
1	Prologue, Fate, Chorus, Rebellion		
2	Conflict, Antithesis, Identity		
3	Oxymoron, Religious imagery, Motif		
4	Monologue, Soliloquy, Voice		
5	Extended metaphor, Aside, Idealism		
6	Dramatic irony, Juxtaposition, Defiance, Pacing		
7	Duality, Epiphany, Pathos, Ambiguity		
8	Anagnorisis, Hubris, Oppression, Authority		
9	Climax, Light and dark Imagery, Tone shift, Moral conflict		
10	Resolution, Catharsis, Ambition		
11	Resolution, Catharsis, Ambition		



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YEAR 7

SUMMER TERM

THE UNSILENCED – I AM MALALA

Reading Assessment Task (Teacher Assessed)			I Am Malala Novel FUR LESSONS: Wonder and Refugee Boy
Close extract analysis: How is tension created in this extract? (The day of the Taliban shooting)	Sentence 1: Construct thesis statements Sentence Topic sentences Sentence 3: Select and embed evidence Sentence 4/5: Analyse a writer's use of language linked to intent		
Reading Assessment Strands			Opportunities for extended writing: Creating character profiles; transactional writing and analytical writing
<ul style="list-style-type: none"> o Use textual clues to ascertain a writer's perspectives and emotions. o Give or explain the meaning of words in context. o Identify key details from non-fiction sources. o Summarise main ideas from non-fiction sources. o Select appropriate evidence from the sources to support opinions, judgements and interpretations. o Understand how connotations of words shape meaning. 			
Writing Assessment Task (Teacher Assessed)			Key words: Reading Adjective, Noun, Verb, Connotation, Method, Construct, Evidence, Interpret, Topic sentence, Language, Intent, Method, Perspective, Thesis Writing Paragraphs, Adjectives, Verbs, Nouns, Subject, Fragment, Simile, Metaphor, Personification, Pathetic fallacy Grammar Subject, Verb, Object, Clause, Fragment, Noun, Run-on, Adjective, Adverb, Noun, Phrase Adverbial phrase
Transactional writing: Personal account	Retrieve: Adjective attack, triple adjective punch, the verb sentence, without without sentence, So so sentence, Double adverb snap		
Writing Strands			
<ul style="list-style-type: none"> o Effectively plan and organise ideas before writing. o Produce writing that is well organised, clear and cohesive. o Use paragraphs accurately and to aid meaning. o Choose and use vocabulary for effect including a range of adjectives, nouns, verbs, adverbs etc. o Use figurative language effectively in both fiction and non-fiction writing including similes, metaphors and personification. o Use a range of rhetorical devices effectively including questions, repetition, hypophora, facts, opinions, triple 			
Grammar (End of Year Common Assessment)			
<ul style="list-style-type: none"> o Know that a grammatically correct sentence must include both a subject and a verb. o Identify and correct fragments. (A sentence that is missing either its subject or its main verb.) o Identify and correct run-on sentences. (Two or more main clauses following on from each other without proper punctuation or appropriate conjunctions.) o Identify the subject in a sentence: The cat sat on the mat. o Identify the object in a sentence: The cat sat on the mat. o Identify different parts of speech/word class: e.g. noun, including noun phrases -concrete and abstract -common and proper o Identify different parts of speech/word class: verb including verb phrases o Identify different parts of speech/word class: adjective o Identify different parts of speech/word class: adverb, including adverbial phrases, fronted adverbials o Understand how clause positioning can alter meaning 			
Oracy			
Paired presentation			
<h2>HOMEWORK</h2> <h2>UNDER CONSTRUCTION - COMING SOON</h2>			Assessments: Termly: 1x mid point check, 1x end point check. Yearly: 2x summative assessments.
			Links to careers, personal development and other subject areas: Careers: journalism