



# ENGLISH CURRICULUM MAP

## YEAR 7

### AUTUMN TERM

### ANCIENT ORIGINS – THE ODYSSEY & GREEK MYTHS

<b>Reading Assessment Task (Teacher Assessed)</b>			The Odyssey Greek Myths FUR LESSONS: Wonder and Refugee Boy
<b>Thesis Creation:</b> 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		
<b>Reading Assessment Strands</b>			Opportunities for extended writing:  Diary entries; creative writing and analytical writing
<ul style="list-style-type: none"> <li>o Give or explain the meaning of words in context.</li> <li>o Identify key details from sources.</li> <li>o Summarise main ideas from fiction sources.</li> <li>o Use and gather information from within fiction sources to form opinions, build judgements and offer interpretations.</li> <li>o Select appropriate evidence from the sources to support opinions, judgements and interpretations.</li> <li>o Embed evidence</li> </ul>			
<b>Writing Assessment Task</b>			<b>Key words:</b> <b>Reading</b> Adjective, Noun, Verb, Simile, Symbol, Metaphor, Connotation, Method, Construct, Evidence, Interpret, Thesis  <b>Writing</b> Paragraphs, Adjectives, Verbs, Nouns, Subject, Fragment, Simile, Metaphor, Personification, Pathetic fallacy  <b>Grammar</b> Subject, Verb, Object, Clause, Fragment, Noun, Adjective  <b>Oracy</b> Respond, Listen
<b>Creative Writing:</b> Plan and write a description of Poseidon's storm	<ul style="list-style-type: none"> <li>o Triple adjective punch</li> <li>o Adjective Attack</li> </ul>		
<b>Teacher Assessed</b>			
<ul style="list-style-type: none"> <li>o Effectively plan and organise ideas before writing.</li> <li>o Produce writing that is well organised, clear and cohesive.</li> <li>o Use paragraphs accurately and to aid meaning.</li> <li>o Choose and use vocabulary for effect including a range of adjectives, nouns, verbs, adverbs etc.</li> <li>o Use figurative language effectively in both fiction and non-fiction writing including similes, metaphors and personification.</li> </ul>			
<b>Grammar (Implicitly Assessed)</b>			
<ul style="list-style-type: none"> <li>o Know that a grammatically correct sentence must include both a subject and a verb.</li> <li>o Identify and correct fragments. (A sentence that is missing either its subject or its main verb.)</li> <li>o Identify the subject in a sentence: The cat sat on the mat.</li> <li>o Identify the object in a sentence: The cat sat on the mat.</li> <li>o Identify different parts of speech/word class: e.g. noun, including noun phrases                      -concrete and abstract                      -common and proper</li> <li>o Identify different parts of speech/word class: verb</li> <li>o Identify different parts of speech/word class: adjective</li> </ul>			
<b>Oracy</b>			
Debate – pairs (presenting viewpoints clearly and responding carefully to viewpoints of others)			
<b>HOMEWORK</b>			Assessments: Termly: 1x mid point check, 1x end point check. Yearly: 2x summative assessments.
Week	Vocabulary		
1	Hero, Myth, Epic Hero, Hubris, Cautionary Tale, Epic Poem, Concept		
2	Interpretation, Tragic Hero, Mortal, Immortal, Metaphor, Omnipotent		
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

<b>Reading Assessment Task (Teacher Assessed)</b>			Romeo and Juliet Sonnets FUR LESSONS: Wonder and Refugee Boy
<b>How far does Shakespeare present Juliet as a sympathetic character? (Plan, thesis and one/two paragraphs)</b>	Sentence 1: Construct thesis statements Sentence 2: Topic sentences Sentence 3: Select and embed evidence Sentence 4/5: Analyse a writer's use of language linked to intent		
<b>Reading Assessment Strands</b>			Opportunities for extended writing:  Creating character profiles; story writing (openings) and analytical writing
<ul style="list-style-type: none"> <li>o Give or explain the meaning of words in context.</li> <li>o Identify key details from sources.</li> <li>o Summarise main ideas from fiction sources.</li> <li>o Use and gather information from within fiction sources to form opinions, build judgements and offer interpretations.</li> <li>o Select appropriate evidence from the sources to support opinions, judgements and interpretations.</li> <li>o Understand how connotations of words shape meaning.</li> <li>o Identify figurative language within fiction sources e.g. simile, metaphor, personification.</li> <li>o Identify symbols used in fiction sources and explain their meaning.</li> <li>o Identify and explain methods used by writers to construct and convey characters.</li> </ul>			
<b>Writing Assessment Task (Teacher Assessed)</b>			<b>Key words:</b> <b>Reading</b> Adjective, Noun, Verb, Simile, Symbol, Metaphor, Personification, Connotation, Method, Construct, Evidence, Interpret, Topic sentence, Language, Intent, Method, Thesis <b>Writing</b> Paragraphs, Adjectives, Verbs, Nouns, Subject, Fragment, Simile, Metaphor, Personification, Pathetic fallacy <b>Grammar</b> Subject, Object, Verb, Clause, Fragment, Noun, Run-on, Adjective, Noun, <b>Oracy</b> Respond, Listen
<b>Creative Writing</b> 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		
<b>Writing Strands</b>			
<ul style="list-style-type: none"> <li>o Effectively plan and organise ideas before writing.</li> <li>o Produce writing that is well organised, clear and cohesive.</li> <li>o Use paragraphs accurately and to aid meaning.</li> <li>o Choose and use vocabulary for effect including a range of adjectives, nouns, verbs, adverbs etc.</li> <li>o Use figurative language effectively in both fiction and non-fiction writing including: similes, metaphors and personification.</li> </ul>			
<b>Grammar (Midpoint common assessment)</b>			
<ul style="list-style-type: none"> <li>o Know that a grammatically correct sentence must include both a subject and a verb.</li> <li>o Identify and correct fragments. (A sentence that is missing either its subject or its main verb.)</li> <li>o Identify and correct run-on sentences. (Two or more main clauses following on from each other without proper punctuation or appropriate conjunctions.)</li> <li>o Identify the subject in a sentence: The cat sat on the mat.</li> <li>o Identify the object in a sentence: The cat sat on the mat.</li> <li>o Identify different parts of speech/word class: e.g. noun, including noun phrases -concrete and abstract -common and proper</li> <li>o Identify different parts of speech/word class: verb including verb phrases</li> <li>o Identify different parts of speech/word class: adjective</li> </ul>			
<b>Oracy</b>			
Debate - groups (presenting viewpoints clearly and responding carefully to viewpoints of others)			
<b>Homework</b>			Assessments: Termly: 1x mid point check, 1x end point check. Yearly: 2x summative assessments.
Week	Vocabulary		
1	Prologue, Fate, Chorus, Rebellion		Links to careers, personal development and other subject areas:  Careers: Historical study linking to historian/ curator. In depth study into Shakespeare as a playwright and study of actors/ acting conventions/ stagecraft. Study of The Globe Theatre - backstage/ production etc
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		



# ENGLISH CURRICULUM MAP

## YEAR 7

### SUMMER TERM

### THE UNSILENCED – I AM MALALA

<b>Reading Assessment Task (Teacher Assessed)</b>			I Am Malala Novel FUR LESSONS: Wonder and Refugee Boy
<b>Close extract analysis:</b> 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		
<b>Reading Assessment Strands</b>			Opportunities for extended writing:  Creating character profiles; transactional writing and analytical writing
<ul style="list-style-type: none"> <li>o Use textual clues to ascertain a writer's perspectives and emotions.</li> <li>o Give or explain the meaning of words in context.</li> <li>o Identify key details from non-fiction sources.</li> <li>o Summarise main ideas from non-fiction sources.</li> <li>o Select appropriate evidence from the sources to support opinions, judgements and interpretations.</li> <li>o Understand how connotations of words shape meaning.</li> </ul>			
<b>Writing Assessment Task (Teacher Assessed)</b>			<b>Key words:</b> <b>Reading</b> Adjective, Noun, Verb, Connotation, Method, Construct, Evidence, Interpret, Topic sentence, Language, Intent, Method, Perspective, Thesis  <b>Writing</b> Paragraphs, Adjectives, Verbs, Nouns, Subject, Fragment, Simile, Metaphor, Personification, Pathetic fallacy  <b>Grammar</b> Subject, Verb, Object, Clause, Fragment, Noun, Run-on, Adjective, Adverb, Noun, Phrase Adverbial phrase  <b>Oracy</b> Pace, Tone, Projection
<b>Transactional writing:</b> <b>Personal account</b>	Retrieve: Adjective attack, triple adjective punch, th verb sentence, without without sentence, So so sentence, Double adverb snap		
<b>Writing Strands</b>			
<ul style="list-style-type: none"> <li>o Effectively plan and organise ideas before writing.</li> <li>o Produce writing that is well organised, clear and cohesive.</li> <li>o Use paragraphs accurately and to aid meaning.</li> <li>o Choose and use vocabulary for effect including a range of adjectives, nouns, verbs, adverbs etc.</li> <li>o Use figurative language effectively in both fiction and non-fiction writing including similes, metaphors and personification.</li> <li>o Use a range of rhetorical devices effectively including questions, repetition, hypophora, facts, opinions, triple</li> </ul>			
<b>Grammar (End of Year Common Assessment)</b>			
<ul style="list-style-type: none"> <li>o Know that a grammatically correct sentence must include both a subject and a verb.</li> <li>o Identify and correct fragments. (A sentence that is missing either its subject or its main verb.)</li> <li>o Identify and correct run-on sentences. (Two or more main clauses following on from each other without prop punctuation or appropriate conjunctions.)</li> <li>o Identify the subject in a sentence: The cat sat on the mat.</li> <li>o Identify the object in a sentence: The cat sat on the mat.</li> <li>o Identify different parts of speech/word class: e.g. noun, including noun phrases -concrete and abstract -common and proper</li> <li>o Identify different parts of speech/word class: verb including verb phrases</li> <li>o Identify different parts of speech/word class: adjective</li> <li>o Identify different parts of speech/word class: adverb, including adverbial phrases, fronted adverbials</li> <li>o Understand how clause positioning can alter meaning</li> </ul>			
<b>Oracy</b>			
Paired presentation			
<b>Homework</b>			Assessments: Termly: 1x mid point check, 1x end point check. Yearly: 2x summative assessments.
Week	Vocabulary		
1	Perspective, Voice, Narrative, Tone		
2	Ethos, Credibility, Identity, Activism, Vulnerability		
3	Pathos, Pronouns, Rhetoric, Repetition, Rhetorical Questions		
4	Expectation, Conflict, Propaganda, Stereotype, Bias, Memoir		
5	Tension, Sensory Detail, Contrast, Impact, Media Literacy		
6	Advocacy, Equality, Empowerment, Global Identity		
7	Culture, Belonging, Purpose, Closure		
8	Experience, Solidarity, Protest, Form		
9	Ethos, Pathos, Logos, Rhetoric		
10	Pitch, Pace, Tone		
11	Perspective, Identity, Activism, Tension		
12	Solidarity, Advocacy, Equality, Bias		
13	Full Vocabulary Quiz		
			Links to careers, personal development and other subject areas:  Careers: journalism