



Curriculum Map: Year: 7 Subject: English

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
Initial writing assessment Reading Passport introduction Baseline skills testing	<p>This unit is not about what knowledge we will teach the students, but about what we will learn about the students and what knowledge they already have.</p> <p>Students will have the opportunity to:</p> <ul style="list-style-type: none">Recap what makes successful writingPlan, draft and redraft their own piece of expository writingShare what they like to read and set individual reading targets for the termLearn about how the library is organised and how to use itFamiliarise themselves with Bedrock Learning	<p>All students should be able to:</p> <ul style="list-style-type: none">explain what they know about effective descriptive writing and demonstrate thisuse the DEWEY system in the library to locate bookscomplete their reading passport with relevant information and know how to find out more (eg where the reading lists are located etc)access Bedrock learning using their own username and password	<p>All students will:</p> <ul style="list-style-type: none">Complete a spelling testComplete an expository writing taskComplete a baseline assessment on Bedrock Learning

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<p>Novel: 'Girl of Ink and Stars' – Full literature text.</p>	<p>All students will:</p> <ul style="list-style-type: none"> • enjoy the experience of reading a full novel • understand the full plot of 'Girl of Ink and Stars' • understand how key characters and settings are presented • discuss key issues such as leadership, tyranny, friendship and heroism • learn the elements of traditional myths: the hero's journey (plot structure), the quest genre, the characteristics of a hero, the features of gods and monsters. They will also be introduced to examples from myths from around the world • structure and write an extended analytical piece, exploring a key character 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • read aloud within a group • explain key features of the settings • give opinions about characters • find evidence to support their ideas in the text • infer ideas based on evidence in the text • annotate extracts to identify relevant examples and explore ideas • begin to examine how the writer uses language to present the characters and setting • begin to use appropriate terminology to discuss writer's methods • to develop analytical and descriptive writing skills 	<p>All students will:</p> <ul style="list-style-type: none"> - Complete a short comprehension task and an extended written piece analysing the presentation of the main character - Complete an online SPaG assessment to recap core knowledge from KS2
<p>'Survival of the Fittest'</p> <p>Adventure non-fiction reading and writing</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Explore a range of non-fiction reading and media texts • Be introduced to ideas about Genre, Audience and Purpose. • Write in a range of straightforward non-fiction styles eg. magazine article, letter, account • Identify some persuasive methods and their effect • Develop speaking and listening skills through taking part in a discussion 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Explain what non-fiction is and its key features • Read and understand a range of non-fiction texts • find evidence to support their ideas in the text • infer ideas based on evidence in the text • Plan, structure and write an effective piece of opinion writing • Identify genre, audience and purpose of a text and shape their own writing accordingly • Use some persuasive methods in order write persuasively • Write using a variety of sentences, vocabulary and punctuation 	<p>All students will:</p> <ul style="list-style-type: none"> - Write a magazine article

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		<ul style="list-style-type: none"> • Proofread their own writing and correct their mistakes 	
<p>'Hamlet' Full Shakespeare play</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Be introduced to Shakespeare's life • Be introduced to Shakespeare's Globe • Understand the significant impact that Shakespeare has made on our culture • enjoy the experience of reading a full play • Understand the plot of the play • Be introduced to some of the characters and understand their feelings • Understand the conventions of a debate • The key themes of the text • Watch an acclaimed version of Hamlet recorded from stage • Revise persuasive methods 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • read aloud within a group • give opinions about how Shakespeare engages the audience • give opinions about characters • find evidence to support their ideas in the text • infer ideas based on evidence in the text • examine the presentation of key themes in the text: revenge, family, madness • begin to examine how the writer uses language to present the characters and setting • begin to use appropriate terminology to discuss writer's methods • practise debating in small and then larger groups • write and perform a persuasive speech 	<p>Ongoing formative assessment</p>

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<p>'Ghostwriters'</p> <p>Fiction reading and writing</p> <p>(To be updated with The Gothic – 23-24)</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Explore a range of fiction extracts on a spooky theme • Understand the conventions of ghost and horror genre stories • Understand the ways that writers create tension • Understand the ways that writers create frightening characters • Identify some writer's methods and their effect • Identify the narrative perspective of a piece of writing and the effect 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Read and understand a range of fiction extracts • Give opinions on what they have read • find evidence to support their ideas in the text • Explain some ways that writers create tension • infer ideas based on evidence in the text • Plan, structure and write an effective piece of narrative writing • Add tension to their writing • Write from a different narrative perspective • Write using a variety of sentences, vocabulary and punctuation • Proofread their own writing and correct their mistakes 	<p>All students will:</p> <ul style="list-style-type: none"> - Complete an end of year reading assessment based on an extract - Complete a piece of narrative writing based on a picture
<p>'Their place in our world'</p> <p>Animal poetry</p> <p>(To be updated with Heroes of Poetry – 23-24)</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Enjoy the experience of reading a range of poetry about animals • Read poetry from different times and cultures • Identify a range of poetic methods and their effect • Understand how writers 'zoom in' on details • To understand how to create their own metaphors and similies • To use the senses to create sensory poetry • To consider alternative interpretations to the poems • To consider some of the issues raised in the poems eg. captivity 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Read and understand a range of poetry • Give opinions on what they have read • find evidence to support their ideas in the text • infer ideas based on evidence in the text • Explain the effect of some of the writer's methods • Plan, structure and write an effective piece of poetry • To use a range of poetic methods for effect 	<p>Ongoing formative assessment</p>

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<p>Fortnightly library lessons</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Enjoy reading books of their own choice, independently • Learn how to use a library and have the opportunity to borrow books <p>Work through their Reading passport journey to stretch and challenge their reading repertoire</p>	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Read independently for an extended period of time • Choose appropriate texts to challenge themselves <p>Monitor their own progress using the Reading passport and Accelerated reader</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Complete a termly STAR reading test which ascertains their reading age <p>Have the opportunity to complete an Accelerated reader quiz after they finish reading a book</p>
<p>Fortnightly Writer's workshop lessons</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Enjoy writing creatively – exploring different genres, narrative perspectives and foci • Learn strategies to plan, structure and proofread their own work <p>Practise writing skills, identified their teacher, in order to improve their writing skills</p>	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Write independently for an extended period of time • Identify different genres and understand how to tailor their writing accordingly • Write using a variety of sentences, vocabulary and punctuation • Develop, edit and redraft their own work • Proofread their own writing and correct their mistakes 	<p>All students will:</p> <p>Ongoing formative assessment – with a focus on peer and self assessment</p>