

English Curriculum Map - Year 7

Term	Units of Study	Curriculum Guidelines	NC –Aims / Focus Points
Autumn 1	<p><u>Contemporary novels:</u> Skellig -David Almond,</p> <ul style="list-style-type: none"> • Two Weeks with the Queen-Morris Glietzman • Holes-Louis Sachar • Fantastic Mr Fox – Roald Dahl (low ability) • Charlie & The Chocolate Factory- Roald Dahl 	<ul style="list-style-type: none"> • Making inferences and referring to evidence in the text. • Studying setting, plot, and characterisation, and the effects of these 	<ul style="list-style-type: none"> • Read easily, fluently and with good understanding • They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading
Autumn 2	<p><u>Classics- 20th/21st Century novel. Pre 1914/19th Century novel</u></p> <ul style="list-style-type: none"> • A Christmas Carol- Charles Dickens (low ability) • Oliver Twist- Charles Dickens • The Lion the Witch and The Wardrobe-C.S.Lewis 	<ul style="list-style-type: none"> • Making inferences and referring to evidence in the text. • Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries 	<ul style="list-style-type: none"> • Appreciate our rich and varied literary heritage
Spring 1	<p><u>Media Project –</u></p> <ul style="list-style-type: none"> • Adverts through the ages Creating an advert. Moving images. • Radio adverts- Writing scripts. 	<ul style="list-style-type: none"> • Giving short speeches and presentations, expressing their own ideas and keeping to the point. • Improvising, rehearsing and performing in order 	<ul style="list-style-type: none"> • Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills. • Pupils should be taught to understand and use the conventions for discussion and debate,

		to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.
Spring 2	<u>Shakespeare</u> A Midsummer Night's Dream	<ul style="list-style-type: none"> Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play 	<ul style="list-style-type: none"> Appreciate our rich and varied literary heritage
Summer 1	<u>Introduction to poetry:</u> <i>Examples</i> <ul style="list-style-type: none"> Where we live Figurative Language/poetic devices 	<ul style="list-style-type: none"> Making inferences and referring to evidence in the text. Recognising a range of poetic conventions and understanding how these have been used 	<ul style="list-style-type: none"> To understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.
Summer 2 Creative Writing	<ul style="list-style-type: none"> <u>Creative Writing</u> Introduction to Genre and Creative Writing around Images <p><u>Autobiography writing</u></p>	<ul style="list-style-type: none"> Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form Considering how their 	<ul style="list-style-type: none"> Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences Pupils should continue

		writing reflects the audiences and purposes for which it was intended	to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length
Notes***** Speaking and Listening should be incorporated and assessed through each unit.			<ul style="list-style-type: none"> • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.