

English



Year 7

Curriculum Map



Year 7 – Autumn Term

Texts All Around Us

Prior Learning	At key stage 2, pupils explore different forms of fiction and non-fiction, identifying their stylistic features and conventions, and looking at the effect of audience and purpose on how a text is written and presented. They also work on developing a range of different reading skills e.g. retrieval, inference, using evidence and beginning to comment on language and its effect. Furthermore, pupils work on developing their knowledge of grammar, punctuation and spelling. Throughout the year, pupils will be asked to write in a range of genres e.g. narrative, descriptive and persuasive writing.
What will I learn?	Within the unit 'Texts All around Us' the pupils will explore different text types – fiction and non-fiction – identifying their key stylistic features. Within non-fiction texts, pupils will explore how the audience, purpose and genre of the text affects layout, structural features and the language used. They will comment on the use of language in different texts and explore the intended effects, leading to them being able to develop a personal response to texts, using evidence to support their views. Pupils will be able to make connections between different texts and draw comparison/contrast between them. During this term, pupils will learn how to write and structure their own poetry, scripts and short speeches. They will read and study the short novel 'The Unforgotten Coat' by Frank Cottrell-Boyce as well as explore speeches and the differences between Standard English and non-standard English.
How will I be assessed?	Pupils will complete regular recall activities in lessons to review and reinforce key knowledge and skills. The use of mini whiteboards and other methods of formative assessment will enable teachers to check the pupils' knowledge and understanding. Pupils will also complete mini checkpoint assessments reviewing their learning every two weeks. Pupils will complete a summative assessment each term, which will assess the pupils' understanding and application of the key content and skills covered during the unit.
Next Steps	Pupils will continue to explore different genres within fiction e.g. crime fiction and quest narratives later in year 7, followed by gothic fiction and its conventions in year 8. Across key stage 3, pupils will continue to explore different forms of non-fiction too e.g. newspaper reports, travel writing and autobiography in year 7, with some comparison between texts introduced towards the end of the first year. The study of poems, begun in this unit, continues across year 7 with the focus turning to how writers use figurative language to express their views and looking at how context influences the stories told in poetry. During the study of fiction and non-fiction texts, pupils will continue to explore the writers' use of language, techniques and structural choices, as well as considering how audience and purpose can influence how texts are written.
Opportunities for Independent Learning	Link to BBC Bitesize: How to Deliver a Speech - https://www.bbc.co.uk/bitesize/topics/z86qsbk/articles/z6vq7yc Link to BBC Bitesize: Reading/Writing Poetry - https://www.bbc.co.uk/bitesize/topics/zmbj382 Link to BBC Bitesize: Exploring Non-fiction - https://www.bbc.co.uk/bitesize/topics/zfwpd6f Links to exploring the background of the writer Cottrell-Boyce - https://www.theguardian.com/profile/frankcottrellboyce https://en.wikipedia.org/wiki/Frank_Cottrell-Boyce
Personal Development and CEIAG	Within this unit, pupils will read and explore texts depicting other cultures e.g. The Unforgotten Coat and Pigeon English and texts by writers from other cultures e.g. poetry by Shukria Rezaei and Malala Yousafzai's speech to the UN. Pupils will learn about practices and cultures different from their own, encouraging tolerance and respect for other cultures. Pupils will also gain an understanding of the diversity of British society and the value it places on equality and fairness.

	Within this unit, through the exploration of fiction and non-fiction texts, pupils will learn about different people who write for a living e.g. journalists, poets, bloggers and how writing is so important in their lines of work.
Enrichment Opportunities (Cultural Capital)	Creative Writing Competition held towards the end of term in which pupils are encouraged to write a poem, script or speech connected to a particular theme. Year 7 Book Club – a forum for interested year 7s to meet twice a half-term to discuss books they have read and socialise with like-minded pupils.

	<h2>Year 7 – Spring Term</h2> <h3>Crime and its Consequences</h3>
Prior Learning	Prior to this, pupils have studied a range of fictional texts, identifying and exploring how writers' use language and techniques for effect, as well as how characters are presented in a range of different stories, preparing them for further prose analysis in this unit. As well, pupils will be familiar with the story mountain structure, which will be revisited during the planning of a short story in this unit. Furthermore, pupils will have encountered first and third person narrators in stories they have read before e.g. the first-person narrator in 'The Unforgotten Coat' in the first term, preparing them for exploring narrative voice in this unit. The previous study of non-fiction in which pupils explored text conventions, the writer's viewpoint and their language choices will link with the analysis and comparison of non-fiction in this unit.
What will I learn?	Within the unit 'Crime and its Consequences' the pupils will learn about the conventions of crime fiction, explore narrative perspectives and some of the different methods of characterisation e.g. through description of actions and use of dialogue. The pupils will also plan a crime story and write an engaging opening. To complement this work, pupils will read and study the novel 'Enola Holmes: The Missing Marquess', which will be used to reinforce the mystery/crime genre and its conventions, as well as developing the pupils' reading skills further e.g. inference and commenting on the writer's use of language and structure.
How will I be assessed?	Pupils will complete regular recall activities in lessons to review and reinforce key knowledge and skills. The use of mini whiteboards and other methods of formative assessment will enable teachers to check the pupils' knowledge and understanding. Pupils will also complete mini checkpoint assessments reviewing their learning every two weeks. Pupils will complete a summative assessment each term, which will assess the pupils' understanding and application of the key content and skills covered during the unit.
Next Steps	Pupils will continue to focus on fictional extracts later in the year, exploring narrative voice and quest narratives as a literary form, which will culminate in pupils planning and writing their own quest narrative. There will also be return to the study of different non-fiction texts related to the theme of travel. This time, as an addition, pupils will be exploring how persuasion is used by writers in non-fiction texts, before using a range of rhetorical devices themselves in a persuasive speech on the theme of travel.
Opportunities for Independent Learning	Book Review/Summary of 'Enola Holmes: The Case of the Missing Marquess' – https://bookshelffantasies.com/2020/11/07/book-review-the-case-of-the-missing-marquess-enola-holmes-1-by-nancy-springer/ Link to descriptive and narrative writing - https://www.bbc.co.uk/bitesize/courses/zwt6m39 Link to local newspaper (articles relating to crime) - https://www.burnleyexpress.net/news
Personal Development and CEIAG	Within this unit, pupils will be focusing on both fictional and non-fiction texts relating to the theme of crime and its consequences, which will develop in pupils an appreciation that living within the rules of the law protects individuals and is essential for their wellbeing; furthermore,

	<p>through the breaking of gender stereotypes in the presentation of protagonist Enola Holmes in 'The Case of the Missing Marquess' pupils will recognise the unfair misogyny and sexism faced by girls/women in the late nineteenth century, encouraging some pupils to re-evaluate their attitudes towards women.</p> <p>Within this unit, pupils will gain an insight into the criminal justice system and the multifarious roles performed at different levels by various people e.g. the Police, the courts, solicitors, judges and juries, crime reporters.</p>
Enrichment Opportunities (Cultural Capital)	<p>Wider reading – link to the 'Complete Sherlock Holmes' - https://sherlock-holm.es/pdf/a4/1-sided/.</p> <p>Year 7 Book Club – a forum for interested year 7s to meet twice a half-term to discuss books they have read and socialise with like-minded pupils.</p>

	<h2>Year 7 – Summer Term Journeys and Discoveries</h2>
Prior Learning	<p>Prior to this unit, pupils will have analysed a range of fiction and non-fiction texts, examining how writers use language and techniques for effect. Pupils have also explored different narrative approaches in fiction, preparing them for the story writing element of this unit. Earlier in the year, pupils explored powerful speeches made by different writers, evaluating the different ways that writers engage their audience and convey effects. In the autumn term, pupils encountered a few different dramas/plays, including scenes from 'Romeo and Juliet', preparing pupils for work on Shakespeare's play 'The Tempest' in this unit.</p>
What will I learn?	<p>Within the unit 'Journeys and Discoveries' the pupils will be on developing their understanding of the conventions of quest narratives. Pupils will explore different literary extracts, focussing on how writers set the scene, establish characters and use language to create mood and atmosphere, before writing their own first-person quest narrative. Following on, pupils will explore poetry and non-fiction writing relating to travel. Next, pupils will plan and write their own piece of travel writing in the appropriate style and a speech promoting sustainable travel. To complement exploring the theme of travel/journeys, Shakespeare's play 'The Tempest' will be read and studied this term.</p>
How will I be assessed?	<p>Pupils will complete regular recall activities in lessons to review and reinforce key knowledge and skills. The use of mini whiteboards and other methods of formative assessment will enable teachers to check the pupils' knowledge and understanding. Pupils will also complete mini checkpoint assessments reviewing their learning every two weeks. Pupils will complete a summative assessment each half term, which will assess the pupils' understanding and application of the key content and skills covered during the unit.</p>
Next Steps	<p>Pupils will pick up the study of fiction next year, reading and exploring a range of novels e.g. 'The Spook's Apprentice', 'Boy, Everywhere' and the play/musical 'Blood Brothers' by Willy Russell. As well, pupils will analyse a range of Gothic fiction in extract form, exploring how language and techniques are used for effect to create mood and atmosphere and to shock/scare the reader. Pupils will continue with the analysis and comparison of non-fiction texts as they read and explore a range of texts connected with ghosts and the supernatural. Further creative writing will also ensue in year 8 with pupils describing a gothic setting and then, later in the year, planning and writing a short story related to the theme of multi-culturalism.</p>
Opportunities for	<p>Plot/character summaries, context and a line-by-line translation of 'The Tempest' - https://www.sparknotes.com/nofear/shakespeare/tempest/</p>

Independent Learning	<p>Link to BBC Teach on 'The Tempest' – background to the play, plot, characters and themes - https://www.youtube.com/watch?v=Fkyd6Vr61Bk&list=PLcvEcrsF_9zKct7d3VEpft2zlixQrmk02</p> <p>How to Write a Travel Article - https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/z7gkdp3</p>
Personal Development and CEIAG	<p>Within this unit, pupils will read and explore texts depicting foreign travel, affording an insight into other cultures and opening pupils' eyes to the diversity of our world. The study of poetry focusing on journeys by refugees will encourage discussion about conflict and oppression, often faced by refugees fleeing their home countries, as well as reinforcing the importance of democracy and freedom in British society. Work on sustainable travel will encourage pupils to think ethically about the damage that travel can cause to the environment, encouraging them to be responsible citizens themselves.</p> <p>Pupils will learn about the process of foreign travel, the various steps involved in relocating to another country and some of the issues associated with travel e.g. pollution, energy usage, as well as gaining an insight into some of the different jobs involved within the travel industry.</p>
Enrichment Opportunities (Cultural Capital)	<p>Wider reading on the life, work and inspirations of William Shakespeare: https://www.bbc.co.uk/bitesize/courses/zx39wsg.</p> <p>Potential year 7 theatre trip to watch 'The Tempest' performed live.</p> <p>Year 7 Book Club – a forum for interested year 7s to meet twice a half-term to discuss books they have read and socialise with like-minded pupils.</p>