

English



Year 7

Curriculum Map



Year 7 – Autumn Term

Home and Away

Is the mystery of life a problem to solve?

Prior Learning	At key stage 2, pupils explore different forms of fiction and non-fiction, identifying their stylistic features and conventions. In their reading, they also develop and practise a range of skills e.g. prediction, retrieval, inference, exploring word choices and identifying writers' views. In their writing, pupils will learn how to plan and draft descriptions, narratives, letters, reports, adverts, poems and scripts. Furthermore, pupils work on developing their knowledge of grammar, punctuation and spelling to support their writing and in readiness for the key stage 2 SATs.
What will I learn?	Work in this unit will build on pupils' prior learning in year 6 through the study of a range of literary texts: initially, the Jubilee Park Mystery, in which pupils' detective skills will be put to the test; followed by the short story 'The Speckled Band' by Arthur Conan-Doyle (to develop inference and analysis further); culminating with the reading and study of Nancy Springer's novel 'Enola Holmes: The Case of the Missing Marquess' in which pupils will explore characterisation, setting and the writer's language choices. Creative writing in the forms of describing a setting and presenting a villainous character will complement their study of the novel. Pupils will also work on developing their non-fiction writing in the form of a formal letter introducing themselves to their new teacher. Weekly SPaG activities focusing on the appropriate use of comma, dash, brackets, semi colon and colon will help to promote greater technical accuracy in their writing.
How will I be assessed?	Pupils will complete two baseline assessments towards the start of the term: a formal letter and a reading assessment based on extracts from 'Alice in Wonderland' which focuses on inference, use of evidence, language analysis and evaluation. Setting will occur after half term, once the data from the baseline assessments has been analysed. During the term, regular retrieval activities in the form of low stakes testing and mini-whiteboard work will take place on a weekly basis. The concluding formal assessment this term will be on a passage from 'Enola Holmes', focusing on how Springer presents her protagonist.
Next Steps	Pupils will develop a range of reading skills during their study of the novel 'In the sea there are crocodiles' by Fabio Geda next term: prediction, inference and deduction, language analysis, and summary. Their understanding of narrative perspectives, methods of characterisation and use of description will complement the work undertaken previously. Writing tasks connected with the novel's characters and themes, as well as developing understanding, will improve pupils' narrative and descriptive writing. Further work on spelling, punctuation and grammar (SPaG) will help to improve the pupils' technical accuracy in their written work.
Opportunities for Independent Learning	'The Speckled Band' audiobook recording - https://www.youtube.com/watch?v=yaRIKossxKs 'The Speckled Band' film adaptation (1949) - https://www.youtube.com/watch?v=P62mZvU-dbk Wider reading 'The Complete Sherlock Holmes' - https://sherlock-holm.es/pdf/a4/1-sided/ . 'Enola Holmes' background on character/s and plot - https://bakerstreet.fandom.com/wiki/Enola_Holmes?so=search 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/
Personal Development and CEIAG	Within this unit, pupils will be focusing on fictional texts relating to 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, 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 females in the late nineteenth century, encouraging some pupils to re-evaluate their attitudes and values.

Enrichment Opportunities (Cultural Capital)	Millie Bobby Brown Reads Enola Holmes - https://www.youtube.com/watch?v=uUdfZ5Z5iek Behind the scenes of 'Enola Holmes' - https://www.youtube.com/watch?v=7QgCAIB1SiA 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.
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	<h2>Year 7 – Spring Term</h2> <h3>Home and Away</h3> <p><i>How do we become resilient in life?</i></p>
Prior Learning	In the previous unit, pupils encountered both short stories and a novel, exploring the presentation of setting, characters and themes, relating texts to their socio-historical context. This will continue in this unit with the exploration of Geda’s novel ‘In the sea there are crocodiles’. Pupils will continue to develop their core reading skills e.g. inference and deduction, analysis, summary and evaluation, building on work done in primary and in the previous unit. Prior work in year 7 on creative writing will complement some of the work done on descriptive and narrative writing in this module.
What will I learn?	In this unit, pupils will research and reflect on the lives of refugees and asylum seekers through events presented in the novel ‘In the sea there are crocodiles’. They will explore the narrative voice in the novel, the narrative structure (largely chronological) and the presentation of characters and setting. As the plot progresses, pupils will trace the emergence and development of key themes such as migration, prejudice and hope. Pupils will develop their skills of literary analysis focusing on key extracts from the novel, identifying how symbolism is used for effect. The novel will be used as a springboard for numerous different writing opportunities such as descriptive and narrative writing, helping to reinforce understanding of the characters and novel’s concerns, whilst developing creative writing.
How will I be assessed?	Pupils will complete two assessments this term: a reading assessment focusing on how the writer uses language for effect in a specific extract, followed by a S&L assessment in which pupils explore how refugees are presented negatively in the Media. During the term, regular retrieval activities in the form of low stakes testing and mini-whiteboard work will take place on a weekly basis. There will also be the opportunity for self and peer assessment of the creative writing produced during the term relating to the novel.
Next Steps	Pupils will be moving on to poetry next term, exploring a range of poems by different authors and considering how context has a bearing on subject matter, themes and the messages conveyed. Skills of literary analysis will be further developed with the introduction next term of Shakespeare’s comedic play ‘A Midsummer Night’s Dream’; whilst exploring key scenes from the play, pupils will explore the presentation of character and themes and comment on Shakespeare’s use of language and imagery.
Opportunities for Independent Learning	Information on context, plot, characters, theme, language and structure in ‘In the sea there are crocodiles’: https://www.bbc.co.uk/bitesize/topics/zwpfvwx/articles/zs3mtrd Link to descriptive and narrative writing - https://www.bbc.co.uk/bitesize/courses/zwt6m39
Personal Development and CEIAG	Pupils will be exposed to a harrowing tale of migration and displacement in the novel ‘In the sea there are crocodiles’ which will expose them to the horrors of human trafficking and the cruelty suffered under autocratic regimes like the Taliban in Afghanistan. This will facilitate discussion about different forms of government in different parts of the world (including the UK) e.g. autocracy v democracy, whilst confronting pupils with the dangers of prejudice and how it often leads to intolerance and persecution.

Enrichment Opportunities (Cultural Capital)	<p>Link to Book Trust (info on the author, the novel and other stories) – https://www.booktrust.org.uk/authors/g/geda-fabio/</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>
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	<h2>Year 7 – Summer Term</h2> <h3>Home and Away</h3> <p><i>Can we find magic in ordinary things?</i></p>
Prior Learning	<p>At primary school, pupils encountered plays, including a study of Shakespeare, preparing them for work on his comedic play 'A Midsummer Night's Dream' in this unit. Similarly, pupils will already have encountered numerous different poems, linking with the work in this unit to explore the different genres within poetry. Furthermore, there will be an element of re-reading some narrative poetry from popular children's stories, which will form a useful link between the key stage 2 and 3 programmes of study. Analysis of how characters and scenes are presented within 'A Midsummer Night's Dream' follows earlier work completed on previous literary texts.</p>
What will I learn?	<p>In this unit, pupils will be introduced to a range of poetic forms e.g. the ballad, sonnet, elegy. Pupils will learn how context, personal and socio-historical, influences the writer's viewpoint, the poem's themes and moral messages underpinning them. Pupils will explore how language, form and structure are used by writers for effect before learning how to craft their own narrative poem aimed at a younger audience.</p> <p>During the study of Shakespeare's play 'A Midsummer Night's Dream', pupils will explore relevant context relating to the writer, Elizabethan theatre and ancient Greek culture. Furthermore, they will explore a sequence of key scenes within the play, focusing on the presentation of characters and themes, whilst developing their skills of literary analysis.</p>
How will I be assessed?	<p>In this unit, pupils will write a narrative poem aimed at a younger audience. They will be assessed on their knowledge of the genre (narrative poetry), how well they connect with their audience and achieve their purpose, as well as the quality of their vocabulary, imagery, ideas and use of form/structure. Pupils will also complete a written assessment relating to 'A Midsummer Night's Dream' in which pupils will be tasked to produce a persuasive advertisement marketing Puck's love potion. During the term, regular retrieval activities in the form of low stakes testing and mini-whiteboard work will take place on a weekly basis.</p>
Next Steps	<p>The work completed this term on exploring different genres of poetry will be developed in Y8 by studying a range of poems presenting other cultures and teaching pupils how to compare two different poems from the collection. The study of fiction next year continues with the novels 'A Monster Calls' and 'Animal Farm', both presenting increasingly complex allegorical stories to the reader. Furthermore, the Gothic unit will develop pupils core reading and writing skills through literary analysis of selected pre- and post-1914 extracts, as well as creative writing exercises to devise a Gothic story opening and Gothic monster. Pupils will be introduced to the analysis and comparison of non-fiction texts connected with ghosts and the supernatural, further developing the skills of comparison introduced during the earlier poetry module.</p>
Opportunities for Independent Learning	<p>Wider reading on the life, work and inspirations of William Shakespeare: https://www.bbc.co.uk/bitesize/courses/zx39wsg.</p> <p>Plot/character summaries, context and a line-by-line translation of 'A Midsummer Night's Dream' - https://www.sparknotes.com/shakespeare/msnd/</p> <p>Link to BBC Teach on 'AMND' – information on the plot and main characters – https://www.bbc.co.uk/teach/class-clips-video/english-a-midsummer-nights-dream-index/z6rcgwx</p> <p>Reading and Writing Poetry BBC Bitesize – https://www.bbc.co.uk/bitesize/topics/zmbj382</p>

Personal Development and CEIAG	<p>Through the fallout between the young lovers (Hermia and Helena, Demetrius and Lysander) pupils will learn how jealousy can have a negative impact on friendship, and the importance of loyalty towards one's friends. The consequences of selfishness and name-calling are also made clear in the unfair treatment of Helena (then Hermia) in the play.</p>
Enrichment Opportunities (Cultural Capital)	<p>Poetry Writing and Recital Competition within Classes Potential Y7 theatre trip to watch 'A Midsummer Night's Dream' performed live. 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>