

English



Year 7

Curriculum Map



Year 7 – Autumn Term

Narrative Hooks

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?	At the start of this transition unit the pupils will complete a letter introducing themselves to their teachers incorporating the stylistic features of formal letter writing. Focus will then shift to the study of the novella ‘The Unforgotten Coat’ by Frank Cottrell-Boyce and the development of key reading skills such as inference, use of evidence and analysis of the writer’s craft. From this, pupils will progress on to a unit focussing on story openings in which they will explore a range of different narrative hooks used in contemporary fiction, before developing their own narrative writing skills by crafting their own story openings, for example, by focussing on a central character or setting, or by throwing the reader immediately into some action (in media res).
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 in lessons will enable teachers to check the pupils’ knowledge and understanding. Pupils will complete one formal assessment each half term, which will assess the pupils’ understanding and application of the key content and skills covered during the unit. DIRT to follow written feedback, correcting any SPaG errors and improving a section of their response in green pen.
Next Steps	Pupils will continue to explore different genres within fiction in Y7 e.g. fantasy (A Monster Calls) and Shakespearean comedy (A Midsummer Night’s Dream) before moving on to the study of gothic and dystopian fiction in years 8 and 9 respectively. Similarly, pupils will continue to develop their non-fiction reading and writing with a focus on fact files, vlogs/blogs, reviews and travel brochure advertisements later on in year 7, before moving on to speech writing in year 8, then article writing in year 9.
Opportunities for Independent Learning	<p>How to write a formal letter - https://www.grammarly.com/blog/how-to-write-a-formal-letter/</p> <p>Articles by Frank Cottrell-Boyce and biographical information - https://www.theguardian.com/profile/frankcottrellboyce https://en.wikipedia.org/wiki/Frank_Cottrell-Boyce</p> <p>Context/reading of ‘The Unforgotten Coat’ by Frank Cottrell-Boyce - https://www.youtube.com/watch?v=E1gnbl8x3pk&t=9s</p>
Personal Development and CEIAG	<p>Within this unit, pupils will read ‘The Unforgotten Coat’ by Frank Cottrell-Boyce which focusses on two Mongolian refugees who join a primary school in Bootle (Liverpool). 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.</p> <p>Within this unit, pupils will learn how to structure and write a formal letter, which will help prepare pupils when applying for college or future job opportunities.</p>
Enrichment Opportunities	Creative Writing Competition to be held this term in which pupils will write an engaging short story opening with winning entries to be shared via Facebook.



Year 7 – Spring Term

Symbols and Metaphors

Prior Learning	<p>Prior to this, pupils have studied a range of fiction, developing their inference skills by exploring how characters and relationships are presented in the novella ‘The Unforgotten Coat’ as well as commenting on the effects of the writers’ language. Furthermore, pupils have explored various story openings, evaluating how description, dialogue and action can be used to engage the reader. Pupils have also encountered first and third person narratives, which will prepare them for the ‘Introduction to Poetry’ unit and study of ‘A Monster Calls’ this term.</p>
What will I learn?	<p>Within the unit, pupils will learn about the different poetic forms e.g. elegy, ballad, sonnet and their key characteristics. As well, pupils will explore the writer’s viewpoint, tracking the development of key ideas and commenting on the effects of language, structure and form. Pupils will learn about the use of regular rhyme and rhythm in narrative poetry and within children’s stories, which they will employ in their own narrative poem aimed at infants. Pupils will continue to develop their core reading skills such as prediction, inference, use of evidence and analysis during their study of the novel ‘A Monster Calls’.</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 in lessons will enable teachers to check the pupils’ knowledge and understanding. Pupils will complete one formal assessment each half term, which will assess the pupils’ understanding and application of the key content and skills covered during the unit. DIRT to follow written feedback, correcting any SPaG errors and improving a section of their response in green pen.</p>
Next Steps	<p>Further analysis of poetry will ensue in year 8 when pupils will explore a range of poems by writers from different cultures, with pupils considering the important relationship between culture, identity and language. This will be supplemented in year 9 with a unit on ‘The Romantics’ in which pupils will explore the context surrounding this important literary movement as well as comparing the presentation of themes and methods in a range of poems by Blake, Shelley and Browning. Furthermore, the study of a range of extracts from classic and modern gothic and dystopian fiction in year 8 and 9 will supplement the introduction to fiction commenced in year 7.</p>
Opportunities for Independent Learning	<p>BBC Bitesize: Reading Poetry – Reading poetry - KS3 English - BBC Bitesize</p> <p>BBC Bitesize: Information and Activities on ‘A Monster Calls’ – A Monster Calls by Patrick Ness - BBC Bitesize</p>
Personal Development and CEIAG	<p>Within this unit, pupils will be focusing on poems connected by the theme of love, affording opportunity for discussion regarding the nature of love and the qualities underpinning positive relationships. Furthermore, the elegy ‘O Captain!’ will promote discussion about the assassination of Abraham Lincoln owing to his abolition of slavery in America.</p> <p>The novel ‘A Monster Calls’ deals with themes of grief, anxiety and loss. Pupils should find this upsetting story cathartic in nature and a gateway for expressing their own feelings and emotions.</p>
Enrichment Opportunities (Cultural Capital)	<p>Review Writing Competition to be held this term in which pupils will write an engaging review of ‘A Monster Calls’ with winners to be determined by the English department and shared via Facebook.</p>



Year 7 – Summer Term

Journeys and Discoveries

Prior Learning	At primary school, pupils encountered different dramas/plays, including a study of Shakespeare, preparing them for work on Shakespeare’s play 'A Midsummer Night’s Dream’ in this unit. Earlier work in year 7 which focused on developing inference and using evidence to support points, as well as commenting on the effects of language, will prepare pupils for the exploration of character, relationships and scenes from Shakespeare’s play. Non-fiction writing in the form of a formal letter and critical review earlier in year 7, as well as the focus on developing SPaG too, will support pupils independent writing in this unit.
What will I learn?	In the ‘Introduction to Non-fiction’ unit, pupils will explore examples of a range of different forms of non-fiction connected by the theme of travel: a how-to guide, vlog, blog, travel brochure advertisement, review and article. Pupils will learn about the key features, content and layout of each text, before producing their own non-fiction texts. 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, relationships and themes, whilst developing their skills of literary analysis.
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 in lessons will enable teachers to check the pupils’ knowledge and understanding. Pupils will complete one formal assessment each half term, which will assess the pupils’ understanding and application of the key content and skills covered during the unit. DIRT to follow written feedback, correcting any SPaG errors and improving a section of their response in green pen.
Next Steps	Pupils will continue their studies of Shakespeare in year 8 with the play ‘Romeo and Juliet’, where they will focus on an anthology of key scenes exploring character, relationships and themes, before moving on to ‘The Crucible’ in year 9. Furthermore, in year 8, pupils will also study the use of rhetoric in a range of key socio-political speeches, past and present, before planning, writing and performing a speech on the topic of the environment. Work on article writing in year 9 will look to build upon the earlier focus on travel articles in year 7.
Opportunities for Independent Learning	Plot/character summaries, context and a line-by-line translation of ‘A Midsummer Night’s Dream’ - https://www.sparknotes.com/shakespeare/msnd/ 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 How to Write a Travel Article - https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/z7gkdp3
Personal Development and CEIAG	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. 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.
Enrichment Opportunities (Cultural Capital)	Wider reading on the life, work and inspirations of William Shakespeare: https://www.bbc.co.uk/bitesize/courses/zx39wsg . Potential Year 7 theatre trip to watch ‘A Midsummer Night’s Dream’ performed live.