

English – Year 7 Curriculum Map

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p><b>Term 1 / 2</b>  <b>Short Stories and Grammar for Writing</b></p> <ul style="list-style-type: none"> <li>• Conventions of story-telling.</li> <li>• Conventions of short-stories.</li> <li>• Conventions of different genres of writing.</li> <li>• Parts of Speech.</li> <li>• Independent and dependent clauses.</li> <li>• Use of commas.</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate learning from Primary School.</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline reading test.</li> <li>• Baseline spelling test.</li> <li>• Formative assessment of writing to describe/narrate.</li> <li>• Ongoing formative assessment of ability to identify parts of speech, ability to identify independent and dependent clauses, and ability to use commas.</li> </ul>	<ul style="list-style-type: none"> <li>• To demonstrate ability to produce a descriptive short story, which incorporates generic conventions, and ability to use commas correctly.</li> </ul>
<p><b>Term 1 / 2</b>  <b>The Modern Novel: <i>The Other Side of Truth</i></b></p> <ul style="list-style-type: none"> <li>• Conventions of narrative writing.</li> <li>• Conventions of descriptive writing.</li> <li>• Writers' methods.</li> <li>• Characterisation.</li> <li>• Analytical vocabulary.</li> <li>• Analytical writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of story-telling and how to use characters to convey information.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment of how the writer uses to language to convey meaning.</li> <li>• Summative narrative writing assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• To demonstrate ability to construct analytical paragraphs.</li> <li>• To demonstrate ability to produce a narrative piece of writing, employing a range of devices to convey information.</li> </ul>

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<p><b>Term 3 / 4</b>  <b>Introduction to Shakespeare:</b>  <b>Sonnets</b></p> <ul style="list-style-type: none"> <li>• The life and times of William Shakespeare.</li> <li>• Conventions of poetry.</li> <li>• The conventions of the sonnet form.</li> <li>• Poetry terminology.</li> <li>• Writers’ methods.</li> <li>• Analytical vocabulary.</li> <li>• Analytical writing.</li> <li>• Features of effective delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of how to analyse texts and produce written analysis.</li> <li>• Understanding of how to use language to convey meaning.</li> <li>• Understanding features of effective delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment of students’ ability to analyse how writers use language to convey meaning.</li> <li>• Summative assessment of students’ ability to write their own sonnet.</li> <li>• Summative assessment of students’ ability to perform their own sonnet.</li> </ul>	<ul style="list-style-type: none"> <li>• To demonstrate ability to construct analytical paragraphs.</li> <li>• To demonstrate ability to write a sonnet, incorporating the key conventions of the form. To</li> <li>• demonstrate ability to perform a sonnet with confidence so as to elicit an audience’s engagement.</li> </ul>
<p><b>Term 3 / 4</b>  <b>Myths and Legends</b></p> <ul style="list-style-type: none"> <li>• The classical myths that permeate Western literature – especially the Greco-Roman mythical figures.</li> <li>• Narrative arcs.</li> <li>• Writers’ methods.</li> <li>• Analytical vocabulary.</li> <li>• Analytical writing.</li> <li>• Features of effective performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of narrative writing.</li> <li>• Understanding of characterisation.</li> <li>• Understanding of how to analyse texts and produce written analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Summative assessment of students’ ability to analyse how writers use language to convey meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• To demonstrate ability to explain how writers employ allusions to mythology in their writing.</li> <li>• To demonstrate ability to construct analytical paragraphs.</li> </ul>

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<p><b>Term 5 / 6</b> <b>Victorian Literature</b></p> <ul style="list-style-type: none"><li>• Overview of the social and historical context of the Victorian period.</li><li>• Conventions of Victorian literature.</li><li>• Play adaptation of <i>Oliver Twist</i>.</li><li>• Extracts from Victorian novels.</li><li>• Features of effective performance.</li></ul>	<ul style="list-style-type: none"><li>• Understanding of narrative writing.</li><li>• Understanding of characterisation.</li><li>• Understanding of how to analyse texts and produce written analysis.</li><li>• Understanding features of effective performance.</li></ul>	<ul style="list-style-type: none"><li>• Summative assessment of students' ability to analyse how writers use language to convey meaning.</li><li>• Summative assessment of students' ability to perform a character.</li></ul>	<ul style="list-style-type: none"><li>• To demonstrate ability to analyse how writers use language to make meaning. To</li><li>• demonstrate ability to link analysis to the social and historical context.</li></ul>
<p><b>Term 5 / 6</b> <b>Travel Writing</b></p> <ul style="list-style-type: none"><li>• Conventions of non-fiction writing.</li><li>• Conventions of descriptive writing.</li><li>• Writers' methods.</li></ul>	<ul style="list-style-type: none"><li>• Understanding of descriptive writing.</li><li>• Understanding of how writer's use language to convey information.</li></ul>	<ul style="list-style-type: none"><li>• Summative assessment of students' ability to produce a descriptive piece of travel writing.</li></ul>	<ul style="list-style-type: none"><li>• To demonstrate ability to produce a descriptive piece of travel writing.</li></ul>