

# Curriculum map: English



TERM	YEAR 7	YEAR 8	YEAR 9
Autumn 1	<p><b>Cultural Heritage:</b> <i>Ancient Myths, Legends and Heroes</i> (Indian and Greek)</p> <ul style="list-style-type: none"> <li>• <b>Read</b> a range of texts spanning different cultural epics/stories from Indian and Greek Heritage.</li> <li>• <b>Practise</b> selection/retrieval of evidence.</li> <li>• <b>Understand</b> and <b>evaluate</b> events and characters.</li> <li>• <b>Refer</b> to the text, <b>selecting</b> evidence to support ideas.</li> </ul> <p><b>[READING ASSESSMENT]</b></p>	<p><b>Pre-1914 Text:</b> <b>Gothic Fiction (extracts)</b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> abridged/graphic novel versions of C19<sup>th</sup> prose.</li> <li>• <b>Consider</b> the impact of context on key themes and characters.</li> <li>• <b>Learn</b> conventions of GH through reading and discussion of extracts.</li> <li>• <b>Understand, explore</b> and <b>interpret</b> plot, characters and themes in texts.</li> <li>• <b>Employ</b> knowledge of conventions to <b>create</b> a GH story plan; <b>write</b> the introduction.</li> <li>• <b>Devise</b> an original and intelligent plot-line.</li> <li>• <b>Employ</b> a varied, mature and subject-specific vocabulary.</li> <li>• <b>Develop</b> ideas and characters in detail and depth.</li> <li>• <b>Use</b> a range of simple, compound and complex sentences for specific effect.</li> </ul> <p><b>[WRITING ASSESSMENT]</b></p>	<p><b>Writing Form &amp; Convention:</b> <b>Media &amp; Non-Fiction</b> (Newspaper Articles and Travel Writing)</p> <ul style="list-style-type: none"> <li>• <b>Learn</b> differences between tabloid &amp; broadsheet press.</li> <li>• <b>Learn</b> features of travel writing &amp; autobiography.</li> <li>• <b>Produce</b> effective non-fiction texts which adhere to relevant conventions.</li> <li>• <b>Incorporate</b> appropriate and effective linguistic and structural devices for a range of effects.</li> <li>• <b>Write</b> in SE with a range of punctuation, sentence and grammatical features.</li> <li>• <b>Use</b> ambitious vocabulary and adapt appropriate register of writing (formal/informal).</li> </ul> <p><b>[WRITING ASSESSMENT]</b></p>
Autumn 2	<p><b>Writing Form &amp; Convention:</b> <b>Descriptive Writing</b> (Fairy Tales)</p> <ul style="list-style-type: none"> <li>• Descriptive writing – <b>subvert</b> form and convention.</li> <li>• <b>Recreate</b> Fairy Tales or myths and legends.</li> <li>• <b>Recreate</b> texts to suit new audience/purpose.</li> <li>• <b>Develop</b> a varied vocabulary.</li> <li>• <b>Extend</b> ideas and <b>use</b> a range of sentences.</li> </ul>	<p><b>Modern Novel:</b> <i>'Noughts &amp; Crosses'/</i> <i>'The Hunger Games'/</i> <i>'The Curious Incident of the Dog in the Night-Time'</i></p> <ul style="list-style-type: none"> <li>• <b>Explore, discuss</b> and <b>compare</b> writer's presentation of characters.</li> <li>• <b>Explore</b> structure/pace and its effects.</li> <li>• <b>Empathise</b> with characters, ideas and themes.</li> </ul>	<p><b>Modern Novel:</b> <i>'Of Mice and Men'</i></p> <ul style="list-style-type: none"> <li>• <b>Interpret</b> characters/themes/language/structure.</li> <li>• <b>Analyse</b> language and structure in multiple ways, using skills of <b>inference</b> and <b>deduction</b>.</li> <li>• <b>Actively read</b> for meaning.</li> <li>• <b>Consider</b> author's intentions &amp; effects.</li> </ul>

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	<ul style="list-style-type: none"> <li>• <a href="#">Create</a> interesting and engaging texts.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Read</a> aloud and dramatise text with confidence and expression.</li> <li>• <a href="#">Select</a> evidence to support interpretation and <a href="#">zoom</a> into key words to <a href="#">develop</a> explanation.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Select and embed</a> quotations as evidence for analysis.</li> <li>• <a href="#">Establish</a> a coherent and logical structure of ideas for deliberate effect in own writing.</li> <li>• <a href="#">Employ</a> a varied and sophisticated vocabulary.</li> <li>• <a href="#">Use</a> a wide range of appropriate linguistic techniques, including emotive language, in view of audience and purpose.</li> <li>• <a href="#">Use</a> a range of simple, compound and complex sentences for a range of intended effects.</li> </ul>
	<b>[WRITING ASSESSMENT]</b>	<b>[READING ASSESSMENT]</b>	<b>[WRITING ASSESSMENT]</b>
<b>Spring 1</b>	<p style="text-align: center;"><b>Modern Novel: 'Holes'</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Understand</a> key characterisation.</li> <li>• <a href="#">Understand</a> structure/pace/ language and effects.</li> <li>• <a href="#">Empathise</a> with characters and ideas.</li> <li>• <a href="#">Read aloud</a> and privately.</li> <li>• <a href="#">Refer</a> to the text, <a href="#">selecting</a> evidence to support ideas.</li> <li>• <a href="#">Sequence</a> ideas to form an appropriate structure in own writing.</li> <li>• <a href="#">Employ</a> a varied vocabulary.</li> <li>• <a href="#">Use</a> a selection of appropriate linguistic techniques to create an effect.</li> <li>• <a href="#">Use</a> a mixture of simple, compound and complex sentences.</li> </ul>	<p style="text-align: center;"><b>Writing Form &amp; Convention: Persuasive Writing (Political and Persuasive Speeches)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Read</a> and watch a range of speeches and presentations to <a href="#">analyse</a> and <a href="#">interpret</a> conventions and form.</li> <li>• <a href="#">Plan</a> a speech using linguistic/rhetorical devices.</li> <li>• <a href="#">Write</a> in SE with a range of grammatical features.</li> <li>• <a href="#">Use</a> ambitious, formal vocabulary.</li> </ul>	<p style="text-align: center;"><b>19<sup>th</sup> Century Poetry &amp; GCSE Poetry Anthology Taster</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Explore</a> poetic forms across time and cultures.</li> <li>• <a href="#">Consider</a> the impact of social, cultural, historical and personal context on key themes, characterisation and meaning.</li> <li>• <a href="#">Interpret/analyse</a> use of language and structure to <a href="#">create</a> a variety of effects.</li> <li>• <a href="#">Compare</a> common themes, ideas and linguistic techniques.</li> <li>• <a href="#">Develop</a> personal opinion and response alongside textual analysis.</li> </ul>
	<b>[WRITING ASSESSMENT]</b>	<b>[WRITING ASSESSMENT]</b>	<b>[READING ASSESSMENT]</b>

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<p><b>Spring 2</b></p>	<p style="text-align: center;"><b>War Poetry</b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> a range of poems to <b>revise</b> poetic techniques taught in Y6.</li> <li>• <b>Read</b> war poems to <b>explore</b> the themes/context of 'conflict'.</li> <li>• Begin to <b>interpret</b> and <b>explore</b> the effects of poetry.</li> <li>• <b>Create</b> poems using learnt conventions and techniques.</li> </ul> <p style="text-align: center;"><b>[READING ASSESSMENT]</b></p>	<p style="text-align: center;"><b>Romantic Poetry</b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> a range of poems to <b>reinforce and expand</b> understanding of poetic techniques and form.</li> <li>• <b>Explore</b> and <b>consolidate</b> ideas surrounding major themes, context and ideologies of Romantic poets.</li> <li>• <b>Explore</b> a range of effects as well as author's intention.</li> <li>• <b>Write</b> a selection of 'nature poems' using conventions and a wide range of language and structural techniques.</li> </ul> <p style="text-align: center;"><b>[READING ASSESSMENT]</b></p>	<p style="text-align: center;"><b>William Shakespeare: 'Romeo and Juliet'</b></p> <ul style="list-style-type: none"> <li>• <b>Understand</b> and <b>dissect</b> Shakespeare's use of language and structure.</li> <li>• <b>Evaluate</b> and <b>identify</b> the relevance of the Elizabethan context.</li> <li>• <b>Consider</b> the response of both a Shakespearean and modern audience to key themes, ideas and relationships in the text.</li> <li>• <b>Comment on</b> and <b>interpret</b> key themes, characters and ideas in a number of ways.</li> <li>• <b>Closely read</b> extracts to <b>analyse</b> the various effects of language and structure.</li> </ul> <p style="text-align: center;"><b>[READING ASSESSMENT]</b></p>
<p><b>Summer 1</b></p>	<p style="text-align: center;"><b>William Shakespeare: 'A Midsummer Night's Dream'</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> Shakespearean time and theatre.</li> <li>• Learn, adapt and employ Shakespeare's language/grammar patterns.</li> <li>• <b>Consider</b> relationships between characters.</li> <li>• <b>Comment</b> on characterisation and create own characters.</li> <li>• <b>Use</b> drama to <b>reveal</b> dramatic elements and <b>explore</b> dramatic effects of the play.</li> </ul> <p style="text-align: center;"><b>[SPEAKING &amp; LISTENING ASSESSMENT]</b></p>	<p style="text-align: center;"><b>William Shakespeare: 'Hamlet'</b></p> <ul style="list-style-type: none"> <li>• <b>Research</b> and <b>reflect</b> on context.</li> <li>• <b>Identify</b> and <b>analyse</b> key features of theme, and characterisation and language.</li> <li>• <b>Interpret</b> predominant ideas and explore relationships between characters.</li> <li>• <b>Present</b> formally as a group.</li> </ul> <p style="text-align: center;"><b>[READING ASSESSMENT]</b></p>	<p style="text-align: center;"><b>Researching and Presenting: Persuasive Speech (Room 101/'A Hero')</b></p> <ul style="list-style-type: none"> <li>• <b>Research</b> autobiographical information on a hero or on 'Room 101'.</li> <li>• <b>Plan</b> and <b>develop</b> an attractive and organised visual aid.</li> <li>• <b>Plan</b> and <b>deliver</b> a persuasive speech <b>using</b> a range of sophisticated linguistic/rhetorical devices for multiple effects.</li> <li>• <b>Present</b> ideas to a group using SE and non-verbal features.</li> </ul> <p style="text-align: center;"><b>[SPEAKING &amp; LISTENING ASSESSMENT]</b></p>

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<p><b>Summer 2</b></p>	<p><b>Pre-1914 Text:</b> <i>'Treasure Island'/</i> <i>'The Jungle Book'</i></p> <ul style="list-style-type: none"> <li>• <u>Read</u> literary heritage texts to <u>explore</u> contexts.</li> <li>• <u>Explore</u> characters, ideas and themes in texts.</li> <li>• <u>Read aloud</u>, privately and in small groups.</li> <li>• <u>Refer</u> to the text, <u>selecting</u> evidence to support ideas.</li> </ul> <p><b>[READING ASSESSMENT]</b></p>	<p><b>Media and Advertising</b></p> <ul style="list-style-type: none"> <li>• <u>Learn</u> media codes and conventions.</li> <li>• <u>Learn</u> media terminology.</li> <li>• <u>Create</u> texts to suit audience and purpose.</li> <li>• <u>Produce</u> formal, persuasive presentations.</li> </ul> <p><b>[SPEAKING &amp; LISTENING ASSESSMENT]</b></p>	<p><b>Pre-1914 Text (GCSE Intro.):</b> <i>'A Christmas Carol'</i></p> <ul style="list-style-type: none"> <li>• <u>Relate</u> the ideas/themes to the context of the text and consider the reactions of both a 19<sup>th</sup> Century and modern audience.</li> <li>• <u>Understand</u>, <u>explore</u> and <u>interpret</u> characters, ideas and themes in multiple ways.</li> <li>• <u>Interpret/analyse</u> writer's methods and language techniques used to create a variety of effects.</li> <li>• <u>Analyse</u> a range of structural devices.</li> <li>• <u>Develop</u> personal opinion and response with textual analysis.</li> </ul> <p><b>[READING ASSESSMENT]</b></p>
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