

St Mary's CE High School Curriculum Map 2022-23



Subject: English

Year: 7

Studying English in Year 7 is not only concerned with developing literacy skills, writing techniques and analysing texts; English is also about exploring universal themes of love, hate, power, morality and humanity. By exploring fiction and non-fiction texts, students will be exposed to the world outside their own experiences and consider how contextual features can shape a text and create meaning.

English in Year 7 encourages students to work independently and collaboratively, developing analytical and evaluative skills and recognising and applying reading and writing techniques. Students will secure a foundation of knowledge and skills on which to build in subsequent years.

	Autumn 1 School Days Poetry	Autumn 2 Short Stories	Spring 3 Macbeth	Spring 4 Non-fiction Writing	Summer 5 Refugee Boy	Summer 6 Descriptive & Narrative writing
CONTENT <i>Declarative Knowledge - Know what</i>	<u>Imagery</u> <ul style="list-style-type: none"> • Metaphors (extended) • Similes • Personification • Use of Adjectives (extended interpretation of descriptive language and wider significance) • Speaker's voice 	<u>Character and location</u> <ul style="list-style-type: none"> • Genre • Character types • Symbolism • Tier 2 vocabulary 	<ul style="list-style-type: none"> ▪ Witchcraft in Jacobean society ▪ King James reign ▪ Gender ▪ Tragedy ▪ Hierarchy ▪ Transgression ▪ Regicide ▪ Guilt <u>Methods</u> <ul style="list-style-type: none"> ▪ Pathetic fallacy ▪ Imagery ▪ Foreshadowing 	<u>Persuasive writing</u> <ul style="list-style-type: none"> • Persuasive devices • Targeted reader • Purpose, audience & format • Speeches 	<u>Modern fiction</u> <ul style="list-style-type: none"> • Use of language to create empathy • Representation of refugees • Family & responsibility • Impact of war 	<u>Creative Writing</u> <ul style="list-style-type: none"> • Sensory writing • Imagery • Sentence types • Tier 2 vocabulary • Mood/ tone • Narrator types
SKILLS <i>Procedural Knowledge Know how</i>	<u>Reading</u> <ul style="list-style-type: none"> ▪ Respond to key ideas and concepts in set texts ▪ Use evidence to support interpretations and ideas ▪ Consider writer's intentions by including appropriate methods. ▪ Make wider links and consider the bigger picture. 		<u>Reading</u> <ul style="list-style-type: none"> ▪ Respond to key ideas and concepts in set texts ▪ Use evidence to support interpretations and ideas ▪ Consider writer's intentions by including appropriate methods. 		<u>Reading</u> <ul style="list-style-type: none"> ▪ Respond to key ideas and concepts in set texts ▪ Use evidence to support interpretations and ideas ▪ Consider writer's intentions by including appropriate methods. ▪ Make wider links and consider the bigger picture. <u>Writing</u>	

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	<p>Writing</p> <ul style="list-style-type: none"> To write in a style that is well-structured, articulate and carefully planned. To include appropriate and imaginative vocabulary according to task, purpose and audience. To write with technical accuracy – SPAG 	<ul style="list-style-type: none"> Make wider links and consider the bigger picture – consider contextual impact on a text <p>Writing</p> <ul style="list-style-type: none"> To write in a style that is well-structured, articulate and carefully planned. To include appropriate and imaginative vocabulary according to task, purpose and audience To write with technical accuracy - SPAG 	<ul style="list-style-type: none"> To write in a style that is well-structured, articulate and carefully planned. To include appropriate and imaginative vocabulary according to task, purpose and audience. To write with technical accuracy - SPAG
KEY QUESTIONS	<p>How are relationships between teachers and students presented through primary and secondary settings?</p> <p>To what extent are students allowed to celebrate their identity in school?</p> <p>What role does hierarchy play in school?</p> <p>How do writers present characters that are complex and developed?</p> <p>How is genre made explicit in written texts?</p>	<p>Spring 1: How can ambition be a dangerous trait if placed in the wrong hands?</p> <p>How might secrecy lead to destructive consequences?</p> <p>How can mental isolation lead to feelings of terror?</p> <p>Does justice always have a satisfying outcome?</p> <p>Spring 2: How do writers present their point of view?</p> <p>What structural features make a successful speech?</p> <p>How is an awareness of audience important in creating persuasive writing?</p>	<p>Summer 1: How do writers create empathy in a reader?</p> <p>How does war impact on families and loved ones?</p> <p>How are refugees represented in the media? Do all narratives need a 'happily ever after'?</p> <p>Summer 2: How can structural devices create imagery?</p> <p>Can we paint pictures in a reader's mind by using sensory imagery?</p> <p>How can mood and atmosphere be created using writing techniques?</p>
ASSESSMENT	<p>READING: Compare the ways the teachers are presented in the poems <i>'Mrs. Tilscher's Class'</i> by Carol Ann Duffy and <i>'Last Lesson of the Afternoon'</i> by D.H Lawrence.</p> <p>WRITING: Based on the skills that you have developed, create your own short story.</p>	<p>READING: How is Macbeth presented at the beginning of the play?</p> <p>How is Macbeth presented at the end of the play?</p> <p>WRITING: Write a speech persuading your audience to take action on an issue you feel strongly about.</p>	<p>READING: Starting with this extract, how does Zephaniah depict the treatment of refugees and asylum seekers?</p> <p>WRITING: Write a description of being in a storm, inspired by Peter Monomy's painting.</p>
EXTENDED LEARNING	<p>Accelerated reader text from fortnightly LRC session Bedrock vocabulary to develop Tier 2 language</p>	<p>Accelerated reader text from fortnightly LRC session Bedrock vocabulary to develop Tier 2 language</p>	<p>Accelerated reader text from fortnightly LRC session Bedrock vocabulary to develop Tier 2 language</p>

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CROSS CURRICULAR LINKS	Autumn 1: PSHE: Bullying/ intolerance (Back in the Playground Blues) History: Changes in education Autumn 2: Media- exploring similarities/ differences between written text and adaptation	Spring 1: History: James 1 st and the Witch trials Drama: Depictions of characters in various theatre productions Spring 2: Geography: environmental speeches History: Martin Luther King/ civil Rights. Churchill/ Dunkirk speech.	Summer 1: Media Studies: how newspapers represent social groups. Geography- journeys made by refugees. History- global wars/ refugees Summer 2: Art- descriptive lessons have an image of a piece of art and some details of the artist.
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