

## 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.

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

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	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>To write in a style that is well-structured, articulate and carefully planned.</li> <li>To include appropriate and imaginative vocabulary according to task, purpose and audience.</li> <li>To write with technical accuracy – SPAG</li> </ul>	<ul style="list-style-type: none"> <li>Make wider links and consider the bigger picture – consider contextual impact on a text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>To write in a style that is well-structured, articulate and carefully planned.</li> <li>To include appropriate and imaginative vocabulary according to task, purpose and audience</li> <li>To write with technical accuracy - SPAG</li> </ul>	<ul style="list-style-type: none"> <li>To write in a style that is well-structured, articulate and carefully planned.</li> <li>To include appropriate and imaginative vocabulary according to task, purpose and audience.</li> <li>To write with technical accuracy - SPAG</li> </ul>
<b>KEY QUESTIONS</b>	<p>How are <b>relationships</b> between teachers and students presented through primary and secondary settings?</p> <p>To what extent are students allowed to celebrate their <b>identity</b> in school?</p> <p>What role does <b>hierarchy</b> play in school?</p> <p>How do writers present <b>characters</b> that are complex and developed?</p> <p>How is <b>genre</b> made explicit in written texts?</p>	<p><b>Spring 1:</b> How can <b>ambition</b> be a dangerous trait if placed in the wrong hands?</p> <p>How might <b>secrecy</b> lead to destructive consequences?</p> <p>How can <b>mental isolation</b> lead to feelings of terror?</p> <p>Does <b>justice</b> always have a satisfying outcome?</p> <p><b>Spring 2:</b> 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><b>Summer 1:</b> 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><b>Summer 2:</b> 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>
<b>ASSESSMENT</b>	<p><b>READING:</b> 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><b>WRITING:</b> Based on the skills that you have developed, create your own short story.</p>	<p><b>READING:</b> How is Macbeth presented at the beginning of the play?</p> <p>How is Macbeth presented at the end of the play?</p> <p><b>WRITING:</b> Write a speech persuading your audience to take action on an issue you feel strongly about.</p>	<p><b>READING:</b> Starting with this extract, how does Zephaniah depict the treatment of refugees and asylum seekers?</p> <p><b>WRITING:</b> Write a description of being in a storm, inspired by Peter Monomy's painting.</p>
<b>EXTENDED LEARNING</b>	<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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<b>CROSS CURRICULAR LINKS</b>	<b>Autumn 1:</b> PSHE: Bullying/ intolerance ( Back in the Playground Blues) History: Changes in education <b>Autumn 2:</b> Media- exploring similarities/ differences between written text and adaptation	<b>Spring 1:</b> History: James 1 <sup>st</sup> and the Witch trials Drama: Depictions of characters in various theatre productions <b>Spring 2:</b> Geography: environmental speeches History: Martin Luther King/ civil Rights. Churchill/ Dunkirk speech.	<b>Summer 1:</b> Media Studies: how newspapers represent social groups. Geography- journeys made by refugees. History- global wars/ refugees <b>Summer 2:</b> Art- descriptive lessons have an image of a piece of art and some details of the artist.
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