

Curriculum Map: <<English>> Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content Declarative knowledge 'I Know'</p>	<p>The Odyssey, Geraldine McCaughrean I know the plot of The Odyssey. I know the key features of narrative structure. I know the characters in The Odyssey. I know what defines different characters. I know the context – literary and historical – of The Odyssey. I know key narrative terminology. I know a range of Greek roots.</p>	<p>The Canterbury Tales (Usborne Classics Retold) I know the ideas introduced in The Prologue. I know the plot of The Miller’s Tale, The Knight’s Tale and The Wife of Bath. I know the way in which characters are shaped. I know the context of the original Chaucer text and the English it was written in.</p>	<p>Extracts from Shakespeare I know the plots of a range of Shakespeare plays – these could include Macbeth, Richard III, Twelfth Night, The Tempest, Hamlet and Much Ado About Nothing. I know the features of an engaging Shakespearean play opening. I know what makes a Shakespearean villain. I know some of the ways Shakespeare presents differences between men and women. I know the context of the world in which Shakespeare was living and writing. I know key dramatic terminology.</p>	<p>17th Century Non-fiction I know the features of diary writing. I know how different writers used diaries to record their ideas. I know the features of letter writing. I know how different writers used letters to convey their ideas. I know the features of speech writing. I know how different writers used speeches to present their ideas. I know the contexts in which these texts were produced.</p>	<p>The Early Novel I know the overall plot of some of the first novels written and published – these could include Robinson Crusoe, Gulliver’s Travels, Oroonoko, The Swiss Family Robinson, Waverley, Treasure Island. I know how plot is structured in early novels. I know how characters are constructed in early novels. I know the contexts in which these texts were produced.</p>	
<p>Skills Procedural Knowledge 'I know how to'</p>	<p>I know how to identify key information in a text. I know how to select evidence to support my ideas. I know how to summarise ideas in a text. I know how to communicate my written ideas in a clear fashion. I know how to communicate in an imaginative and descriptive way. I know how to structure the opening of a story. I know how to structure a short story. I know how to create a round character. I know how to use dialogue in narrative writing. I know how to proofread my writing for technical accuracy.</p>	<p>I know how to identify key information in a text. I know how to select evidence to support my ideas. I know how to explain how a writer chooses words and phrases to shape meaning. I know how to select the best words to express my views and ideas. I know how to structure my sentences and</p>	<p>I know how to identify key information in a text. I know how to select evidence to support my ideas. I know how to explain how a writer chooses words and phrases to shape meaning. I know how to select the best words to express my views and ideas. I know how to structure my sentences and</p>	<p>I know how to identify key information in a text. I know how to select evidence to support my ideas. I know how to summarise ideas in a text. I know how to construct my own diary entry according to the conventions of diary writing.</p>	<p>I know how to verbally express my ideas in a clear and concise manner – this should be in paired and group discussion as well as in a formal presentation setting. I know how to verbally express a range of ideas in an organised structure. I know how to select my vocabulary and language</p>	

		paragraphs in a clear and concise manner.	paragraphs in a clear and concise manner.	I know how to construct my own letter according to the conventions of letter writing. I know how to construct my own speech according to the conventions of speech writing.	devices to engage an audience. I know how to respond to questions verbally in a detailed and fluent manner. I know how to listen to the ideas my peers share in a respectful and supportive manner.
Strategies Conditional Knowledge 'I know when to'	I know when to use a quotation. I know when to explain my ideas. I know when to use a range of literary devices to shape meaning. I know when to use paragraphs. I know when to use dialogue in a piece of narrative writing. I know when to use a range of punctuation. I know when to vary my sentence structures for effect.	I know when to explain my interpretations of a text. I know when to support my ideas with evidence. I know when to unpick the methods a writer uses to shape meaning in a text. I know when to reflect on the context of a text. I know when to engage with the effect a text has on a reader.	I know when to explain my interpretations of a text. I know when to support my ideas with evidence. I know when to unpick the methods a writer uses to shape meaning in a text. I know when to reflect on the context of a text. I know when to engage with the effect a text has on a reader.	I know when to use a quotation. I know when to explain my ideas. I know when to use a range of literary devices to shape meaning. I know when to use paragraphs. I know when to use a range of punctuation. I know when to vary my sentence structures for effect.	I know when to use spoken standard English to express myself in an intelligible and audible manner. I know when to engage with ideas or questions shared by my peers in a respectful and supportive manner.
Key Questions	How are characters constructed? How is structure used to shape plot? How do I emulate a writer's style in my own writing?	How does Chaucer construct characters? How does Chaucer create moments of tension? How does Chaucer create moments of humour? How do ideas develop across the tales?	How does Shakespeare hook in his audiences? How does Shakespeare construct villainous characters? How do we see similarities and differences between some of Shakespeare's men and women?	How do writers use diaries to convey ideas and opinions? How do writers use letters to convey ideas and opinions? How do writers construct speeches to convey ideas and opinions?	What were common features of the early novel? How are early novels similar and different to novels we read today? How effective are the early novels in presenting key themes? How do the extracts we look at this term link to learning across the year?
Assessment topics	Creating a character Writing a short story <i>or</i> writing the opening of a story	Analysis of a key theme and/ or character in one of the Tales.	Analysis of a key theme and/ or character in one of the plays looked at.	Writing either a diary, letter or speech.	Spoken language- group discussion and presentation (delivered in pairs)

<p>Cross curricular links/Character Education</p>	<p>What do we mean by a 'hero'? What is 'courage'? How do we choose our friends? How do we look adversity in the face? Links to Art – the building of shape and pattern. Links to Drama – Greek Theatre/ storytelling, characterisation. Links to RE – Creation Myths.</p>	<p>How do we ensure we are respectful in our friendships and relationships with others? Links to History – Medieval Britain, as studied in first half of year 7. Links to Art – the building of shape and pattern. Links to Music – Medieval Music.</p>	<p>What do we mean by a 'good' character vs a 'villain'? How do we define 'gender roles'? How do we build and sustain relationships built on mutual respect? Links to History – Britain 1509-1745, as studied in second half of year 7.</p>	<p>How do we express opinions in a balanced and respectful manner? Links to Art – the building of shape and pattern</p>	<p>What do we mean by a 'hero'? How can we articulate our ideas clearly through spoken voice? How can we identify and celebrate links between people of different times, ages and experiences?</p>