



(ENGLISH) Curriculum Map

Year	Term	Content	Knowledge	Skills	Progress Check
7	1	300 mins – Survival	The importance of collaborative work; the creativity element of writing; varying uses of lexical choice	Collaborative Work; Inference Reasoning	Checks on performance, oracy - analysis and explanation.
		Lord of the Flies	How a writer creates narrative, time, place and character; different ways an author can construct a narrative (e.g. linear/non-linear)	Writing: Drafting, editing, proof reading through peer, self-assessing; writing for different purposes and audiences- argue, persuade, analyse, explain – articles, speeches; entertain - writing from different perspectives/non-linear narratives; text conversion; script writing; focussing on the effect of word choice; be able to use correct form of spelling, punctuation and grammar; Revisiting terminology from KS2 and applying it. Reading: Group reading – narratives; non-fiction texts – e.g. newspapers retrieval of information/inference. Oracy: Group work on presentations; drama activities; group discussions, analysis of texts; debating of issues brought up in texts	<p>Progress checks on the performance of students' work;</p> <p>Mini-Progress checks on the analysis of other students' work and a variety of texts;</p> <p>Midpoint progress check (autumn 1) on the analysis of Golding's writing</p> <p>End of unit Progress Check (autumn 2) on descriptive writing based on the novel</p>

Spaced Learning RAG

Red = Introduction of new Knowledge or skill

Amber = Revisit

Green = Reinforce



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	2	'Crime & Punishment'	<p>Know the different forms of non-fiction writing; know how to construct the different forms of writing (layout, techniques); importance of audience.</p>	<p>Writing: Drafting, editing, proof reading through peer, self-assessing; writing for different purposes and audiences- argue, persuade, analyse, explain – articles, speeches; writing from different perspectives; focussing on the effect of word choice; be able to use correct form of spelling, punctuation and grammar; Revisiting terminology from KS2 and applying it.</p> <p>Reading: Group reading – non-fiction texts – e.g. newspapers retrieval of information/inference.</p> <p>Oracy: Group work on presentations; group discussions, analysis of texts; debating of issues brought up in texts</p>	<p>Progress checks on the performance of students' debating;</p> <p>Mini-Progress checks on the analysis of other students' work and a variety of texts;</p> <p>Cumulative progress checks on the analysis and writing of various non-fiction texts.</p> <p>End of unit Progress Check on the students' oracy skills and non-fiction writing skills</p>
		Narrative Writing - Writing for Suspense	<p>How a writer creates narrative, time, place and character; writing terminology; knowledge of different genres of writing; importance of audience.</p>	<p>Writing: Drafting, editing, proof reading through peer, self-assessing; Using a variety of writing techniques to create different effects to appeal to an audience; creating narrative and descriptive writing; structuring a piece of writing; empathetic writing; be able to use correct form of spelling, punctuation and grammar;</p>	<p>Lesson 2 – mini Progress Checks - peer/student and teacher marked;</p> <p>Lesson 8 – Progress Checks on drama activity;</p> <p>End of Unit Progress Checks – narrative writing skills</p>

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				<p>Reading: explaining and analysing own and others' work; comprehension on various fiction texts;</p> <p>Oracy: via role play and presentation; collaborative work; inference; explaining and analysing</p>	
	3	<i>A Midsummer Night's Dream</i>	<p>How a playwright creates narrative, plot and character; terminology; importance of context;</p>	<p>Writing: Drafting, editing, proof reading through peer, self-assessing; Using a variety of writing techniques to create different effects to appeal to an audience; creating narrative and descriptive writing; writing pieces of non-fiction based on the play; structuring a piece of writing; empathetic writing; be able to use correct form of spelling, punctuation and grammar;</p> <p>Reading: explaining and analysing own and Shakespeare's work; comprehension on various parts of the text;</p> <p>Oracy: via role play and presentation; collaborative work; inference; explaining and analysing</p>	<p>Progress checks on the performance of students' performance;</p> <p>Mini-Progress checks on the analysis of other students' work and a variety of texts;</p> <p>Cumulative progress checks on the analysis of Shakespeare's writing</p> <p>End of unit Progress Check on a character from the play.</p>

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		Poetry	<p>That a writer uses a range of techniques to create effect; that tone, pitch and speed of voice can affect the performance and reception of a text; that context affects a piece of writing; culture of the US/world of the 1960s and contemporary culture</p>	<p>Writing: drafting/editing own poems for performance, using techniques and knowledge of contextual influences; Reading: explain, analyse; finding and summarising information; reading for explicit and inferred meaning; collaborative work Oracy- collaborative work for writing and performance; performing and presentation skills; explaining and analysing own and others' work; reading poems out aloud.</p>	<p>Progress Checks on the performance of students' own poem;</p> <p>Mini-Progress Checks on the analysis of chosen quotations from other students' work;</p> <p>Cumulative Progress Checks on the writing of four poems/lyrics.</p> <p>End of Unit progress check on oracy/ performance skills</p>
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