



## Striving For Excellence Together

### Year 7 English Curriculum Map

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| <b>Key Concepts:</b> <a href="#">(Threshold Concepts)</a> | Writing with Accuracy<br>Organising Ideas<br>Using Language for effect<br>Adapting to Form and Audience<br>Presenting Ideas orally | Understanding Ideas in texts<br>Evaluating opinions<br>Supporting ideas<br>Analysing the effect of language, Structure and form<br>Considering Context |
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| 7      | Topics                              | Assessment  | Key Concepts  | Key Vocabulary <a href="#">Tier 3</a>                |   | Our Pillars   | Knowledge tracking  |
|--------|-------------------------------------|---|---|--|---|---|---|
| Term 1 | Treasure Island and Fantasy Writing | <b>Timed Writing Assessment:</b><br><i>Describe your arrival on an Island</i><br><i>Write an extract from a fantasy narrative.</i>  | Writing with accuracy<br>Organising ideas<br>Using Language and techniques for effect<br>Analysing Language   | Word Class<br>Dialogue<br>Tense                      | Portal<br>Solitary<br>Exhilarating        | Literacy and Oracy<br>Life Beyond SWR<br>Diversity and Inclusivity    | Year 6 Expected Standard and Transition lessons<br>Year 7 and 8 Shared Readers<br>Year 9 Diversity Short Stories<br>Year 9 Transformational Writing<br>GCSE Narrative Writing |
| Term 2 | Shared Novel – A kind of Spark.     | <b>Timed Reading Assessment:</b><br><i>Responding to an extract by evaluating a given view on a character.</i><br><i>A student who read this extract said, “Addie is clearly overwhelmed by what has happened.” How far do you agree with this statement?</i> | Supporting ideas<br>Evaluating opinions<br>Analysing Language<br>Considering Context                          | Narrative<br>Inference<br>Protagonist/<br>Antagonist | Discrimination<br>Diminished<br>Diversity | Diversity and Inclusivity<br>Life Beyond School<br>Literacy and Oracy | Year 7 Victorian Childhood<br>Year 8 Gothic Fiction.<br>Year 9 Diversity Short Stories<br>GCSE Modern Text  |
| Term 3 | Poetry of Identity                  | <b>Timed Reading Assessment:</b><br><i>Analyse how an identity presented in one poem.</i>   | Supporting Ideas<br>Analysing Language<br>Analysing Form and Structure<br>Considering Context                 | Metaphor<br>Poetic Voice<br>Stanzas                  | Melancholic<br>Persona<br>Marginalised    | Life Beyond School<br>Literacy and Oracy                              | Year 8 Poetry of Expression<br>Year 9 Conflict Poetry<br>Year 7 A Kind of Spark<br>Year 9 Diversity Short Stories   |
| Term 4 | Language over time                  | <b>Timed Writing assessment:</b><br><i>Write a speech arguing your point of view on the use of spoken language</i>  | Writing with accuracy<br>Organising ideas<br>Developing Arguments<br>Using Language and techniques for effect | Etymology<br>Accent/Dialect<br>Prefix/Suffix         | Lacklustre<br>Besmirch<br>Churlishness    | Diversity and Inclusivity<br>Literacy and oracy<br>Life Beyond School | Year 8 Media and Advertising<br>Year 8 Shakespeare’s plays and Speeches<br>Year 9 Macbeth<br>GCSE Shakespeare   |
| Term 5 | Victorian Childhood                 | <b>Timed Reading Assessment:</b> <i>Extract analysis of a 19th century fiction text.</i><br><i>What impression does Dickens give the reader of Fagin in this extract from Oliver Twist?</i>   | Supporting ideas<br>Analysing Language<br>Considering Context   | Vulnerable<br>Devour<br>Boisterous                   | Context<br>Analysis<br>Writer's Intention | Literacy and Oracy<br>Life Beyond School                              | Year 7 shared reader unit.<br>Year 8 Gothic Fiction<br>Year 8 Novel.<br>GCSE 19TH Century Text  |
| Term 6 | Media and Advertising               | <b>A group presentation</b><br>Pitch and promote a new product to the class.  | Presenting ideas verbally<br>Organising ideas<br>Developing Arguments<br>Using Language for effect            | Connotation<br>Superlative<br>Imperative             | Emotive<br>Evoke<br>Vivid                 | Life After SWR<br>Literacy and Oracy                                  | Year 7 Language over time<br>Year 8 Persuasive Speech<br>Year 9 Spoken Language<br>Endorsement  |