

**English Department – Year 7**

Students in year 7 will begin to learn and understand the importance of literary heritage in influencing today's literary canon. In year 7 we deliver a programme of study based on the theme of Identity through which students will experience and explore the fascinating world of literature. The year 7 curriculum has been designed so that knowledge and skills learnt at KS2 are consolidated but also provides students with a secure foundation of language and literature enabling them to progress throughout year 7 and into year 8.			
 <b>Shirley High Curriculum Map</b>	Autumn Term	Spring Term	Summer Term
	Theme/Topic/Skill: Exploring Identity	Theme/Topic/Skill: Celebrating Diversity	Theme/Topic/Skill: The Power of Empire and Enchantment
	<i>Face by Benjamin Zephaniah</i>  Identity, fitting in, acceptance	<i>The Curious Incident of the dog in the Night time by Mark Haddon</i>  Diverse voices: acceptance, resilience, celebration, appreciation	<i>Shakespeare: The Tempest</i> Isolation, identity, colonialism, gender, how diverse characters can be represented in classic literature
Why Now?	Students will read a contemporary British novel that explores as well as confronts ideas and issues. Students will begin exploring wider concepts and ideas to do with identity, fitting in and acceptance, how family and friends impact on who we are and our ability to be ourselves. Students will build on and develop the components of fiction that they have already studied. Students will study narrative voice, authorial methods, the conventions of a narrative story arc and how audience appreciation changes and adapts over time.	In the second term of Year 7, students build on their engagement with language and literature that they fostered in the autumn term. In this unit, students will cover a range of different texts with the primary text being <i>The Curious Incident of the Dog in the Night time</i> by Mark Haddon, which allows a platform for students to explore how diversity can be expressed in deliberate character narrative voices. Students will also explore how hardship and struggle can be presented from different narrative points of view. There will be opportunities for extended writing for different audiences and writing for different purposes.	In the final term of Year 7, students develop their engagement with literature through studying a classical Shakespearean comedy which explores challenging themes such as colonialism and the presentation of 'diverse, seemingly unconventional figures.' Students will further develop their knowledge of literary heritage and understand how Shakespeare has influenced the literary canon as it is today. Students will also deepen their understanding of the playfulness, verbosity and the abundance of language in poetry and prose.
Fundamental Concepts	<ul style="list-style-type: none"> <li>Character and thematic development within a text.</li> <li>Identity, society, acceptance, tolerance, and kindness.</li> <li>Characterisation and atmosphere.</li> <li>Plot, themes.</li> </ul>	<ul style="list-style-type: none"> <li>Diversity and Inclusion</li> <li>Exploring the writer's craft</li> <li>Development of Narrative voice</li> <li>Critical appreciation of writer's methods</li> </ul>	<ul style="list-style-type: none"> <li>Social and political contexts of empire</li> <li>Thematic writing</li> <li>Narrative structures</li> <li>Cultural heritage</li> <li>Characterisation</li> </ul>
Students will...	<ul style="list-style-type: none"> <li><b>Study and read</b> Benjamin Zephaniah's <i>Face</i> to develop a critical understanding of how the written word can express marginalised individuals.</li> <li><b>Explore</b> a range of connections between texts and understand how characters and themes develop over a text.</li> <li><b>Develop</b> retrieval skills by identifying specific quotes within a text to support ideas.</li> <li><b>Explore</b> the individual experiences of those marginalised by inequalities in society and how they are represented in literature including children, women and other minority groups.</li> <li><b>Practise</b> how to write extended responses to a text; develop skills when writing to explain and creative writing.</li> <li><b>Redraft and edit</b> own writing to improve and develop mastery.</li> <li><b>Develop knowledge</b> of parts of speech such as verbs, nouns, adjectives, adverbs, prepositions as well as subject-verb agreement and tense.</li> <li><b>Determine</b> the meaning of figurative language, words and phrases within a text.</li> <li><b>Be given the opportunity to develop and discuss</b> their ideas and opinions in relation to key themes explored within texts.</li> </ul>	<ul style="list-style-type: none"> <li><b>Engage fully</b> with the idea of diversity and inclusion.</li> <li><b>Understand</b> how writers use tone.</li> <li><b>Adapt</b> my tone in my writing to advise my audience.</li> <li><b>Appreciate</b> the writers' use of language in key extracts of a novel.</li> <li><b>Be judicious in own choice</b> of sentences (statements, exclamatory, imperatives and questions), punctuation and connectives when creating a first-person narrative from a character's point of view.</li> <li><b>Read strategically</b> by activating what prior knowledge and understanding, and then link it to what is currently being learnt and what is being studied and read.</li> <li><b>Develop</b> writing to advise features</li> <li><b>Understand</b> the use and impact of using enjambment in poetry.</li> <li><b>Identify and explain</b> the writer's structural choices in making the text engaging.</li> <li><b>Write discursively</b>, using discourse markers accurately in own writing.</li> <li><b>Review and critically appreciate</b> a whole novel, using a range of review features and a range of different sentence structures to adapt own writing and engage the reader.</li> </ul>	<ul style="list-style-type: none"> <li><b>Read and engage fully</b> with a Shakespearean play</li> <li><b>Develop</b> an understanding of how narratives and plots are constructed for effect and reader engagement.</li> <li><b>Deepen</b> an understanding about how diverse cultures and society can be explored and presented through creative writing.</li> <li><b>Explore</b> the effect and emotional response of readers and how narrative and creative writing evokes images and ideas within the reader's mind.</li> <li><b>Explore</b> the effects of figurative language, words and phrases within a text.</li> <li><b>Develop</b> knowledge and mastery of how to construct sentences through the use of techniques such as listing, bracketing commas, hyphens, dashes, speech punctuation and apostrophes.</li> <li><b>Broaden</b> own use of ambitious vocabulary and how varied sentence types and structures can make writing more interesting and engaging for the reader as well add to meaning and atmosphere.</li> <li><b>Appreciate</b> the advantages and limitations of various narrative voices.</li> <li><b>Be given the opportunity to develop</b> own confidence in articulating their ideas and opinions through discussion and writing.</li> </ul>
Language for Life (Key terms/Vocabulary)	A Glossary of key terms will be provided for each unit. These will be signposted in lessons.	A Glossary of key terms will be provided for each unit. These will be signposted in lessons. There is an accompanying <b>Celebrating Diversity Booklet</b> to promote and develop student progress.	A Glossary of key terms will be provided for each unit. These will be signposted in lessons.
Extended writing Opportunities	<p><b>Creative:</b> Write the diary entry or entries for your chosen character at a key moment in the novel</p> <p><b>Reading:</b> Choose a specific section of the novel: How has Zephaniah presented ... to make the reader feel...?</p>	<p><b>Creative:</b> Write a missing chapter of the novel adopting Mark Haddon's narrative choices and style as Christopher.</p> <p>Write own short story centred around a character who is facing a challenge.</p>	<p><b>Reading:</b> Write a blog reviewing the stories &amp; poems you have read. Explain why they are worthwhile, which ones do you recommend, why?</p> <ul style="list-style-type: none"> <li>Write about at least one poem &amp; one short story</li> </ul>
Maths Across the Curriculum	<ul style="list-style-type: none"> <li>Timelines- concept of time</li> <li>Venn diagrams to help identify overlapping and shared themes</li> <li>Drawing tables for comparison</li> <li>Making predictions using evidence</li> </ul>	<ul style="list-style-type: none"> <li>Timelines- concept of time</li> <li>Drawing tables for comparison</li> <li>Making predictions using evidence</li> <li>Venn diagrams to help identify overlapping and shared themes.</li> </ul>	<ul style="list-style-type: none"> <li>Venn diagrams to help identify overlapping and shared themes</li> <li>Drawing tables for comparison</li> <li>Sequencing to make sense the arc of narratives</li> </ul>
Links to careers/aspirations	Author, historian, human rights lawyer, researcher, educator, librarian, journalist	Author, historian, researcher, educator, librarian, archaeologist, philologist, museum curator	Author, proof-reader, sub-editor, educator, journalist, social media specialist, creative director, lexicographer
Cultural Capital	Students will be encouraged to relate the knowledge and ideas learnt in this unit to their contemporary society. They will be encouraged to look at forms of prejudice and intolerance in the contemporary world and relate these to their own personal circumstances. They will also develop their knowledge of minorities around the world and make relevant links to how people from different cultures and experiences have influenced modern day British literature. Students will also be encouraged to explore attitudes to others, how we over-come our own biases and strive to make society more tolerant and inclusive. A range of documentaries, films and online museum exhibitions will be used to help facilitate and develop their cultural capital.	Students will be encouraged to relate the knowledge and ideas learnt in this unit to their contemporary society about how language, cultures, religions and diverse experiences have helped shaped the literary canon as it is today.  Students will also be encouraged to explore different cultures & minority groups within contemporary society and consider how these have shaped modern attitudes and views of diverse cultures. A range of documentaries, films and online museum exhibitions will be used to help facilitate and develop their cultural capital.	Students will be encouraged to relate the knowledge and ideas learnt in this unit to their contemporary society about how language, cultures, religions and diverse experiences have helped shaped the literary canon as it is today.  Students will also be encouraged to explore different cultures & minority groups within contemporary society and consider how these have shaped modern attitudes and views of diverse cultures. A range of documentaries, films and online museum exhibitions will be used to help facilitate and develop their cultural capital.
Practical Application of Skills	<ul style="list-style-type: none"> <li>Written and oral communication skills to help devise and construct an opinion.</li> <li>Use of language and ambitious vocabulary to express an idea and opinion.</li> <li>Identifying clues within a text in order to retrieve information</li> <li>Writing with clarity and precision with the appropriate use of grammar.</li> <li>Cross-curricular: awareness of changing world and how this can affect people</li> </ul>	<ul style="list-style-type: none"> <li>Written and oral communication skills to help devise and construct an opinion.</li> <li>Use of language and ambitious vocabulary to express an idea and opinion.</li> <li>Identifying clues within a text in order to retrieve information</li> <li>Writing with clarity and precision with the appropriate use of grammar.</li> <li>Critical thinking.</li> <li>Cross-curricular: awareness of changing world and how this can affect people</li> </ul>	<ul style="list-style-type: none"> <li>Written and oral communication skills to help devise and construct an opinion.</li> <li>Use of language and ambitious vocabulary to express an idea and opinion.</li> <li>Writing with clarity and precision with the appropriate use of grammar</li> <li>Using ambitious vocabulary for a developed and sophisticated response.</li> </ul>