English Department – Year 7

Shirley High Curriculum Map

In Year 7 we deliver a programme of study that is ambitious, challenging and diverse which allows our students to enjoy a wide range of literary texts, nonfiction and poetry. We map our curriculum effectively with a thematic approach which enables our students to develop both mastery and precision in their reading, writing and verbal communication. Our Year 7 curriculum starts with the theme of Innocence and Social Injustice in the Autumn Term, to Celebrating Diversity in the Spring Term and then finishing the academic year with the theme based on The Power of Empire. The nature of the subjects that we teach in English go well beyond developing core literacy skills. At the heart of our curriculum is our commitment in facilitating that every young person develops a cultural awareness as well as forging a capacity for genuine critical appreciation.

	Autumn Term	Spring Term	Summer Term	Summer Term 1/2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Oliver Twist by Charles Dickens Innocence, Moral Providence, Hypocrisy, Social Injustice, Resilience, Retribution and Redemption	*The Curious Incident of the dog in the Night time by Mark Haddon* Diverse voices: Acceptance, Resilience, Inclusion, Appreciation	*Shakespeare: The Tempest* Isolation, Identity, colonialism, Gender, the 'other' in classic Literature	*Shakespeare: The Tempest* Isolation, Identity, colonialism, Gender, the 'other' in classic Literature
Why Now?	Students will read a classic literary British novel that explores as well as confronts ideas and issues. Our study of Oliver Twist is underpinned by the three overarching big ideas of: Dickens presents institutions such as the workhouse and the legal system as failing the people they should most protect; Dickens presents Oliver Twist as an example of moral providence - he remains innocence and pure throughout the novel despite being exploited by various forms of corruption and through characters like Fagin and the Artful Dodger, Dickens exposes the harsh realities of Victorian poverty and injustice.	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 The Curious Incident of the Dog in the Night time by Mark Haddon, which allow 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.	Students will progress their learning through studying a Shakespearean comedy to understand how challenging themes such as colonialism and the presentation of 'others', can be dramatized for the purpose of both entertainment and challenging accepted norms. 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 advance their understanding of the playfulness of language in poetry and prose.	Students will progress their learning through studying a Shakespearean comedy to understand how challenging themes such as colonialism and the presentation of 'others', can be dramatized for the purpose of both entertainment and challenging accepted norms. Student progress and achievement in Year 7 will be assessed in the End of Year 7 Exams which will be a combined exam of both Reading and Writing.
Fundamental Concepts	• Character and thematic development within a text. • Identity, society, acceptance, tolerance, and kindness. • Characterisation and atmosphere. • Plot, themes. • Embedding evidence in own analysis	• Intertextuality • Marginalisation • Identity • Cultural perspective • Thematic poetry • Identity poetry	• Social and political contexts • Thematic writing • Narrative voice • Diversity • Narrative structures • Cultural heritage • Characterisation	• Writer's craft - use of language and structure • Personal response to literature • Appreciation of the writer's characterisation • Writing and adapting own written style for an audience
Students will…	• Study and read *Oliver Twist* to develop their understanding of how the written word be used to criticise the failure of institutions who should protect the most vulnerable and needy in society • Explore a range of connections between texts and understand how characters and themes develop over a text. • Develop their retrieval skills by identifying specific quotes within a text to support their ideas. • Read a challenging literary text with ambition and resilience • Learn how to write extended responses to a text; develop their skills when writing to analyse and creative writing. • Learn the importance and benefits of redrafting work and see how this has benefitted established writers. • Develop their knowledge of parts of speech such as verbs, nouns, adjectives, adverbs, prepositions as well as subject-verb agreement and tense. • Determine the meaning of figurative language, words and phrases within a text. • Be given the opportunity to develop and discuss their ideas and opinions in relation to key themes explored within texts. • Be able to develop mastery in knowledge of how Dickens uses language to propel his social criticism of an unjust society	• Study and read a range of poetry from a selection of diverse cultures and perspectives. • Understand how poets use a range of poetic techniques in order to convey meaning • Develop their understanding of the diversity of literary works and consider their importance in forming today's diverse society. • Explore how different voices are portrayed and shaped in poetry through the use of a range of poetic forms. • Develop their understanding from having studied *Face* and diverse texts of the importance of how social, cultural and political movements have influenced poets in their writing and helped shape people's identities and influence relationships. • Develop their proficiency to write extended responses to a text; develop their skills when writing to explain and creative writing. • Redraft work and see how this has benefitted established writers. • Continue to develop an understanding of the meaning of figurative language, words and phrases within a text. • Continue to develop their knowledge of parts of speech such as verbs, nouns, determiners (articles), adjectives, adverbs, prepositions as well as subject-verb agreement and tense. • Be given the opportunity to further develop and discuss their ideas and opinions in relation to key themes explored within texts. • Explore the effects and influences of a range of poetic works on the reader.	• Read a range of short stories and develop their understanding of how narratives and plots are constructed for effect and reader engagement. • Advance their understanding about how diverse cultures and society are explored and presented through creative writing. • Explore the effect and emotional response of readers and how narrative and creative writing evokes images and ideas within the reader's mind. • Explore the effects of figurative language, words and phrases within a text. • Develop their knowledge of how to revise sentences through the use of techniques such as listing, bracketing commas, hyphens, dashes, speech punctuation and apostrophes. • Develop their 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. • Consider the importance of planning and redrafting and how these have benefited established writers. • Explore the advantages and limitations of various narrative voices. • Be given the opportunity to develop their confidence in articulating their ideas and opinions through discussion and writing.	• Study a complete Shakespearean play which will introduce them to a wide range of characters and ideas furthering their understanding and knowledge of how marginalised characters were perceived in the historical context in which Shakespeare was writing. • Develop and consolidate their knowledge from KS2 on what life was like in the late 16th and early 17th centuries. • Develop their retrieval skills in being able to identify information from a script rather than a prose text. • Explain how Shakespeare conveys themes and ideas to an audience through character's interactions on the stage. • Understand how costume and stage settings convey ideas to do with a character's status and privilege and contribute to plot development. • Understand a variety of play genres. • Explore the meaning of figurative language, words and phrases used by Shakespeare. • Understand the importance of soliloquies and dramatic monologues. • Explore a range of recurring dilemmas explored in Shakespeare's plays and consider how these are relevant to our current political and social climate in the 21st century. • Commenting on the various interpretations of key scenes and characters through a range of film/stage adaptations. • Develop their knowledge of how to build sentences through the use of techniques such as listing, bracketing commas, hyphens, dashes, speech punctuation and apostrophes. • Further develop their oracy skills through taking on roles from the play and class discussions
Language for Life (Key terms / Vocabulary)	A Glossary of key terms will be provided for each unit. These will be signposted in lessons and expertly integrated in the Knowledge Booklets.	A Glossary of key terms will be provided for each unit. These will be signposted in lessons and expertly integrated in the Knowledge Booklets.	A Glossary of key terms will be provided for each unit. These will be signposted in lessons and expertly integrated in the Knowledge Booklets.	A Glossary of key terms will be provided for each unit. These will be signposted in lessons and expertly integrated in the Knowledge Booklets.
Extended writing Opportunities	***Creative***: Write the diary entry or entries for your chosen character at a key moment in the novel ***Reading:*** How does Dickens present key characters like Mr Bumble, Mr Fang, Mr Gamfield and Mrs Mann in the opening chapters in the novel	***Creative***: write own poem based on themes or other poem + paragraph about why this topic and these poetic choices	***Reading***: write a blog reviewing the stories & poems you have read. Explain why they are worthwhile, which ones do you recommend, why? • Write about at least one poem & one short story	***Creative***: write a letter to one of the characters in the play, explaining why you think their actions and behaviour are correct, or need changing. Eg; Prospero, Caliban ***End of Year Assessment***: From your reading this year explain what you have learned that is important to you about Identity. *Explain what you understand about identity and why it's important. *Explain how the writer(s) has explored identity *Refer to at least one of your texts
Maths Across the Curriculum	• Timelines- concept of time • Venn diagrams • Drawing tables Making predictions using evidence	• Timelines- concept of time • Drawing tables • Making predictions using evidence	• Venn diagrams • Drawing tables • Sequencing	• Timelines- concept of time • Making predictions using evidence • Sequencing

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	Author, historian, educator, philologist, actor/actress, director, costume and stage designer, theatre manager, choreographer, cinematographer, archivist, exhibit designer
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 social injustice in the contemporary world and relate these to contemporary topical issues. They will also develop their knowledge of how writers use language to satirise what they see as unjust and unfair. Students will also be encouraged to explore attitudes to others, how we overcome social injustice and corruption and strive to make society more tolerant and inclusive and ourselves more resilient and tenacious in the process..	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.	Students will be encouraged to relate the knowledge and ideas learnt in this unit to their contemporary society about how language, cultures and religions have helped shaped the literary canon it is today. Students will learn about the impact and influence of Shakespeare in contemporary literature, art and the media. Students will also learn about the evolution of drama and plays and the importance of theatres including the Globe in shaping British history and culture.
Practical Application of Skills	• Written and oral communication skills to help devise and construct an opinion. • Use of language and ambitious vocabulary to express an idea and opinion. • Identifying clues within a text in order to retrieve information • Writing with clarity and precision with the appropriate use of grammar. • Cross-curricular: awareness of changing world and how this can affect people	• Written and oral communication skills to help devise and construct an opinion. • Use of language and ambitious vocabulary to express an idea and opinion. • Identifying clues within a text in order to retrieve information • Writing with clarity and precision with the appropriate use of grammar. • Critical thinking. • Cross-curricular: awareness of changing world and how this can affect people	• Written and oral communication skills to help devise and construct an opinion. • Use of language and ambitious vocabulary to express an idea and opinion. • Writing with clarity and precision with the appropriate use of grammar • Using ambitious vocabulary for a developed and sophisticated response.	• Written and oral communication skills to help devise and construct an opinion. • Use of language and ambitious vocabulary to express an idea and opinion. • Identifying clues within a text in order to retrieve information • Writing with clarity and precision with the appropriate use of grammar. • Critical thinking. • Cross-curricular: awareness of changing world and how this can affect people.