



Bishop Stopford's School

Curriculum Map Year 7

ENGLISH

Curriculum Intent: To inspire every student to engage in lessons and want to explore the curriculum beyond the classroom

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	• Novel - A Monster Calls by Patrick Ness Why? To build on KS2 foundation of writing creatively.	• Shakespeare play - Hamlet Why? In line with National Curriculum expectations of Shakespeare study at KS3 and to enable students to build on KS2 knowledge of Shakespearean context and the methods and conventions employed by the playwright in his work.	• Poetry Across Cultures Why? To introduce and develop knowledge of a variety of perspectives in literature via exploration of different cultures.	• Non-Fiction Writing Why? To build upon transactional writing skills.	• Roald Dahl - Short Stories Why? Inspire students to critique how successfully murder mystery stories entertain and engage readers.	• Dystopian Writing Why? To develop student enjoyment of reading by exploring a range of dystopian texts whilst improving writing skills
Core Skills	<ul style="list-style-type: none"> • Use of linguistic devices for effect • Use of structural devices for effect • Literacy Skills Oracy 	<ul style="list-style-type: none"> • Analysis of authorial methods used to create effects • Numerical Skills - charts/tension graphs etc. • Literacy Skills 	<ul style="list-style-type: none"> • Analysis of language and structural devices • Inference and interpretation • Evaluation Literacy skills 	<ul style="list-style-type: none"> • Adapting writing to suit various audience and purposes • Using language and structural devices for effect • Literacy Skills Paired/ group work 	<ul style="list-style-type: none"> • Evaluation • Identification of themes, ideas, settings and events • Literacy Skills 	<ul style="list-style-type: none"> • Oracy • Use of linguistic and structural devices for effect • Literacy Skills
Core Knowledge	Build on knowledge of effective use of methods such as 'show not tell', similes, metaphors etc. Understanding of how and why writers use language and structure create effects for the reader	Understanding the ways in which Shakespeare uses linguistic and structural devices to create effects for the audience. Learning how to analyse the effect of the playwright's methods.	Understanding texts at literal and implied levels and linking the meaning of texts to writers' use of language and structural methods.	Understanding how and why writers use vocabulary/ linguistic devices/ structural devices in non-fiction. Shaping writing to suit particular non-fiction styles and conventions.	Learning how to critique texts in relation to the ideas, events, themes and settings used by the writer and evaluate how effective and successful the use of these methods are in entertaining and engaging readers.	Learning how to use particular methods such as setting and characterisation to create writing suitable for specific genres.
Assessment & Feedback	Formative assessment - Creative writing piece followed by DIRT (Directed Improvement Reflection Time) of teacher feedback and Summative assessment - second creative writing piece. Both assessments use images and concepts from the novel as stimulus. Also self and peer assessment of classwork.	Formative assessment of extract from the play where students explore how Shakespeare presents a character within an extract followed by DIRT of teacher feedback and Summative Assessment - same format as the formative but with a different extract. Self and Peer assessment of classwork too.	Formative assessment - analysis of how poet has used language and structure to convey meaning for the reader followed by DIRT. Summative assessment - assesses same skill but with a different poem. In class self and peer assessment too.	Formative assessment - Transactional writing piece followed by DIRT (Directed Improvement Reflection Time) of teacher feedback and Summative assessment - second Transactional writing piece. Both assessments use concepts and ideas from the scheme as stimulus. Also self and peer assessment of classwork.	Formative assessment - Evaluation of how writer has used specific methods to create effects within an extract followed by DIRT. Summative assessment - assesses same skill but with a different extract from another short story. In class self and peer assessment too.	Formative assessment - Creative writing piece followed by DIRT (Directed Improvement Reflection Time) of teacher feedback and Summative assessment - second creative writing piece. Both assessments use images and concepts from various dystopian text extracts as stimulus. Also self and peer assessment of classwork.
Link to prior learning	Development of KS2 writing composition skills	Development of KS2 understanding of Shakespearean literature and context	Development of KS2 ability to make inferences about texts with understanding at both literal and implicit level and demonstrate comprehension of what has been read.	Development of KS2 understanding of conventions of non-fiction writing e.g. speeches, letters and articles.	Development of KS2 vocabulary and approaches for evaluating texts.	Development of KS2 writing composition skills