Curriculum Map for English Year 7

YEAR 7	Autumn 1	Autumn 2
Topics	**Children Across Time**	**Fairy Tales**
Substantive Knowledge – The Knowledge Taught By The Teacher	• Initial understanding of contextual information from a range of time periods to prepare for other texts in Key Stage 3 and Key Stage 4. • Understanding of a range of reading strategies.	• Understanding links between texts and contexts. • Developing an initial understanding of purpose and authorial intent. • Developing an understanding of reading strategies.
Disciplinary Knowledge – How The Knowledge Taught Is Applied	• Able to interpret, organise and categorise information. • Able to apply contextual knowledge to their own writing. • Able to apply a range of reading strategies to texts in multiple contexts.	• Able to interpret, organise and categorise information. • Able to apply contextual knowledge to their own writing. • Able to apply a range of reading strategies to texts in multiple contexts.
Skills	• Development and application of a range of reading strategies. • Able to make inferences, identify connections and make informed predictions. • Able to identify, summarise and synthesise key information. • Spelling, punctuation and grammar.	• Development and application of a range of reading strategies. • Able to make inferences, identify connections and make informed predictions. • Able to identify, summarise and synthesise key information. • Spelling, punctuation and grammar.
Links To Prior Learning	• Builds on reading strategies developed in Key Stage 2. • Consolidates reading and writing skills to build on Key Stage and transition to Key Stage 3.	• Builds on reading strategies developed in Key Stage 2. • Consolidates reading and writing skills to build on Key Stage and transition to Key Stage 3.
Literacy/ Numeracy	• Develop reading strategies and 'best practise' to improve reading overall. • Understanding of timelines to build numeracy. • Explicitly teach basic reading skills to identify and close gaps in knowledge.	• Develop reading strategies and 'best practise' to improve reading overall. • Understanding of timelines to build numeracy. • Explicitly teach basic reading skills to identify and close gaps in knowledge.
Cross Curricular	• Develop an understanding of self, individuals and groups. • Consider connections and links between literature and time periods (cross-curricular link to History).	• Consider connections and links between literature and time periods (cross-curricular link to History).
Assessment	Formative: • SIR 1 - Students complete up to four tasks on identifying information, making inferences and summarising information (story provided).	Formative: • SIR 1 – 'The Princess and the Pea' Reading comprehension, questions testing the understanding of explicit content. • SIR 2 - Comprehension Task

• SIR 2 - Students complete up to three tasks on summarising, synthesising and analysing (extracts provided). Summative: • End of Half Term - Students complete a range of reading comprehension and analysis tasks to practise key skills. This includes identifying writing methods, making comparisons, making inferences and summarising information.	Summative: • End of term- Extended Writing Task: "Are you an ant or a grasshopper? In other words, do you tend to finish all your work and then relax or do you relax first and procrastinate about work?"

YEAR 7	Spring 1	Spring 2
Topics	**Culture Poetry**	**A Midsummer Night's Dream**
Substantive Knowledge – The Knowledge Taught By The Teacher	• Understanding of poetry terminology and writer's methods. • Develop contextual knowledge.	• Dramatic devices and terminology. • An understanding of the Elizabethan stage. • Structure of a Shakespearean comedy.
Disciplinary Knowledge – How The Knowledge Taught Is Applied	• Able to Identify, Comment On and Discuss Writer Methods in Poetry • Recognise the Impact of Context and Perspective on Texts	• Making Clear Inferences • Deducing Information • Commenting on Effects • Adding Contextual Knowledge • Characterisation
Skills	• Develop an Understanding of Authorial Intent • Writing and Analysing Own Poetry • Self-Evaluation • Spelling, Punctuation and Grammar	• Acquiring Skills Ready for Year 8 • Develop an Understanding of Reading and Writing • Extended Writing • Spelling, Punctuation and Grammar
Links To Prior Learning	• Building on making inferences, identifying information and interpreting key ideas from texts.	• Using inference skills from prior topics. • Practising reading and writing skills. • Responding to texts. • Discussing effects on an audience.
Literacy/ Numeracy	• Students continue to develop their writing skills, especially regarding organisation of thoughts and ideas. • Students develop an understanding of patterns, pace, rhythm and meter in poetry.	• Engage with academic vocabulary on a regular basis through text work and discussions. • Word Games. • Vocabulary notebooks to consolidate knowledge. • Spelling Tests.
Cross Curricular	• Self-evaluation and goal setting. • Develop an understanding of different cultures, perspectives and viewpoints.	• Engaging with characters in the play. • Thought tracking to understand human emotions. • Look at the complexities of society and life.
Assessment	Formative: • SIR 1 - Write a paragraph analysing the quote 'silver crashes to the ground'	Formative: • SIR 1 - "How is language used by Shakespeare to demonstrate Egeus'

	from "Blessing" by Imtiaz Dharker" • SIR 2 - Students complete a series of tasks to practise identifying writer's methods and the effect on the reader, discussing key ideas and analysing poetry. Summative: • End of Half Term - "How effectively has the poet used imagery in the poem to communicate her thoughts and feelings to the reader?" - 'Search for my Tongue' by Sujata Bhatt	anger towards his daughter, Hermia?" • SIR 2 - Write a narrative based on the title: '*The Struggle*' Summative: • End of Term - "How are the fairies and the concept of magic presented in Act 2 Scene 1?"

YEAR 7	**Summer 1 & 2**
Topics	**Animal Farm**
Substantive Knowledge – The Knowledge Taught By The Teacher	• Understand basic links between texts and contexts. • Develop an initial understanding of purpose and authorial intent.
Disciplinary Knowledge – How The Knowledge Taught Is Applied	• Explain and discuss the importance of context. • Identify and comment on writer's intentions. • Apply knowledge of narrative elements to own writing.
Skills	• Write clear analytical responses that examine characterisation in detail and consider key themes. • Comprehend texts in depth and understand key details. • Spelling, punctuation and grammar.
Links To Prior Learning	• This scheme consolidates the skills acquired and provides opportunities for students to demonstrate their confidence in reading and responding to texts in preparation for Year 8.
Literacy/ Numeracy	• Students continue to develop writing and reading skills. • Students build communication skills and develop extended writing skills in greater depth.
Cross Curricular	• Students consider the role of individuals in society. • Develop an understanding of key historical context.
Assessment	Formative: SIR 1 - "How does Orwell present the pigs as leaders within Animal Farm?" SIR 2 - "How is the theme of leadership presented to the reader?" Summative: End of Term- Extended Writing Task • "How does Orwell use the character of Old Major to highlight ideas about inequality in Animal Farm?" Students are provided with an extract.