

Year 7 English Curriculum Map

How does the writer engage or influence us? How, as writers, can we engage or influence our readers?									
Topic Studied	Transition unit – ‘Sky Dancer’ by Gill Lewis	Villains in Literature	Story Writing	Themed unit ‘School’	Spoken English competition	Macbeth (including social and historical context)	‘Fabulous Beasts’	Coraline by Neil Gaiman	
Learning intentions	<p>Students will start the year continuing their study of ‘Sky Dancer’, which they read over the summer holiday. Through this study, they will study plot, setting and character and the writer’s purpose.</p> <p>Students will draw on their knowledge of literary devices to write their own story.</p> <p>The work on ‘Villains in Literature’ intends to develop their love of reading and introduce increasingly challenging material. They explore how figurative language, vocabulary choice, grammar, text structure & organisational features, present meaning and begin to make critical comparisons across texts. This is continued and developed in the topic of ‘School’, where students read a range of texts, including classic literary heritage and poetry. The Spoken English Competition takes place annually and gives students the opportunity to deliver a speech using formal Standard English.</p>					<p>Though studying this important Shakespeare play -</p> <p>Students will learn how the social context of the play would have affected contemporary audiences.</p> <p>Students will develop their knowledge of how character is developed through studying the characters of Macbeth and Lady Macbeth. By studying key passages in detail, students will make inferences and develop their ability to use evidence.</p> <p>Students will develop their knowledge of literature by learning about Shakespeare, the context in which the play was written and how it would have affected audiences at the time, thereby enhancing their understanding of the text.</p>		<p>The ‘Fabulous Beasts’ topic further develops students’ experience of a range of high-quality fiction and non-fiction writing, including extracts from Black Beauty and Northern Lights. By further developing and widening their experience of how writers use figurative language, vocabulary and grammar to present meaning, they build their ability to express their understanding in analysing a piece from ‘White Fang’ by Jack London. In addition, students revisit creative writing and use their knowledge of literary devices to write creatively.</p> <p>Students study another contemporary novel, ‘Coraline’ by Neil Gaiman, further developing their ability to make inferences, use evidence and analyse the writer’s techniques. Students study how the writer creates tension and foreboding, developing their understanding of a writer at work, including how a satisfying ending is created.</p>	
	<p>Throughout the year, students are encouraged to develop their love of reading through reading widely and independently. They are encouraged to use the school library and share their opinions of the books that they are reading.</p> <p>Students develop their vocabulary through reading and explicit teaching of vocabulary on a regular basis, supported by the digital leaning platforms ‘Bedrock’ and Century Tech.</p> <p>Students are given regular opportunities for extended writing in a range of styles and for different purposes in regular ‘Writing Challenges’.</p> <p>Grammar, punctuation and spelling is taught throughout the year and adapted according to the needs of the learners.</p>								