

Curriculum Knowledge Map 2022-23



Year 7	AUTUMN	
Topics	SHORT STORIES	NOVEL
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> How the concept of transformation is presented across a range of different short stories, including both literal and metaphorical journeys that people go on to explore their own identity and culture A range of linguistic and structural techniques 	<ul style="list-style-type: none"> How a writer's background and the time in which a novel is set can bring meaning to what is written and the role these contextual factors play in understanding a writer's intention How writers use a range of linguistic and structural techniques to give information about characters, setting and plot
Procedural <i>What should they be able to do?</i>	<p>Primary focus: Creative Writing</p> <ul style="list-style-type: none"> Use a range of linguistic and structural techniques when writing fiction <p>Secondary focus: Analysis</p> <ul style="list-style-type: none"> Find a range of linguistic and structural techniques in fiction texts and use their inference skills to comment on the impact of those Selecting relevant quotes which support their viewpoint of a text 	<p>Primary focus: Language Analysis</p> <ul style="list-style-type: none"> Find quotations to back up their thoughts and feelings about characters, setting and plot when reading a fiction text Analyse the language choices by a writer and write up their inferences in a paragraph Comment on writers' experiences and influences as part of their analysis of a text and explore their intent <p>Secondary focus: Structural Analysis</p> <ul style="list-style-type: none"> Find a range of structural techniques and comment on the effect of them within a text
Disciplinary Literacy (Tier 3 Vocab)	Transformation, iridescent, protagonist, heritage, empathy, innovate, mythology, metamorphosis, belonging, reflection	Animal Farm: Hierarchy, power, manipulation, revolution, politics, context, intention, cohesion, genre, interpretation A Pocketful of Stars: magic realism, parallel, courageous, fantasy, inexplicable, context, intention, cohesion, genre, interpretation Parvana's Journey: Displacement, journey, relationships, refugee, connection, context, intention, cohesion, genre, interpretation
Grammar	1.1 Understanding nouns – Week 2 1.2 Using nouns to create character – Week 2 Homework 2.1 Identifying and using verbs – Week 3 2.2 Using verbs to create character – Week 3	



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Year 7	AUTUMN	
Assessment	<ol style="list-style-type: none"> 1. A teacher assessed piece of creative writing 2. A whole class teacher assessed piece of analysis 3. A peer assessed piece of creative writing 	<ol style="list-style-type: none"> 4. A teacher assessed piece of analysis on the novel 5. A peer assessed piece of analysis on the novel
Diversity	<p>The collection of short stories has been carefully curated to ensure a mixture of voices and representations. Themes such as embracing heritage, culture, coming-of-age, family relationships and personal growth all feature from a range of different voices and experiences.</p>	<p>Animal Farm: Looking at how the key themes and concepts, such as power, dictatorship and teamwork transcend into societies and cultures.</p> <p>A Pocketful of Stars: Bahrain born author Aisha Bushby who uses Kuwait as the settings for half of her novel.</p> <p>Parvana’s Journey: Focus on human achievement through the lens of a young girl travelling alone across war-ridden Afghanistan in an attempt to be reunited with her family.</p>



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Year 7	SPRING	
Topics	UNLOCKING SECRETS	POETRY
<p>Declarative <i>What should they know?</i></p>	<ul style="list-style-type: none"> • A range of linguistic and structural techniques used in non-fiction writing, such as rhetorical questions, direct address, statistics, and the use of case studies • The concept of media bias; how it used and how the public respond to it • The concept of conspiracy, how conspiracy theories are presented in the media and how they spread • How society consumes media and the personal responsibility writers have when reporting to the public 	<ul style="list-style-type: none"> • To explore ideas surrounding our identity, personal growth, culture, and heritage and how writers use their poetic craft to convey ideas about their experiences • How poets use linguistic devices for meaning, including repetition, metaphors, and personification • How poets use form and structure for meaning, including use of enjambment and rhyme schemes • How a poet’s background can add meaning to the messages in their poetry
<p>Procedural <i>What should they be able to do?</i></p>	<p>Primary focus: Discursive Writing</p> <ul style="list-style-type: none"> • Use a range of linguistic and structural techniques when writing non-fiction • Consider the intended audience and purpose of the non-fiction they are writing and understand how that will impact their choices <p>Secondary focus: Language Analysis</p> <ul style="list-style-type: none"> • Find a range of linguistic and structural techniques in non-fiction texts and use their inference skills to comment on how these presenter the writer’s attitudes and intentions • 	<p>Primary focus: Language Analysis</p> <ul style="list-style-type: none"> • Comment on the impact of language choices in poetry <p>Secondary focus: Structural Analysis</p> <ul style="list-style-type: none"> • Comment on the impact of structural choices in poetry
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<p>Reliable, discern, verification/verify, influence, bias, scrutinise, perplex, bewildered, conspiracy, critical reading</p>	<p>Metre, enjambment, tone, narrative voice, identity, resilience, conquer, bilingualism, carpe diem, nostalgia</p>



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Year 7	SPRING	
Grammar	<p>1.5 Using pronouns to create address – Week 1</p> <p>2.6 Repeating verbs to create anaphora – Week 1</p> <p>6.1 Identifying and writing imperatives – Week 2</p> <p>6.2 Using imperatives to create a call to action – Week 2</p>	
Assessment	<p>1. Progress Checkpoint on creative writing (teacher assessed)</p> <p>2. A whole class teacher assessed piece of analysis on an extract</p> <p>3. A peer assessed piece of discursive writing</p>	<p>4. A teacher assessed piece of analysis on one of the anthology poems</p> <p>5. A peer assessed piece of analysis on one of the anthology poems</p>
Diversity	<p>This SOW guides and directs students to be aware of the way the media can use stereotypes. It teaches them to look behind the headlines into the stereotypes portrayed and dig deeper into understanding the real story and challenge those stereotypes and assumptions, with a view to celebrating difference.</p>	<p>The anthology has been specifically designed to ensure students explore a variety of different voices and experiences within poetry. The themes cover ideas regarding identity, heritage and culture and features an opportunity for students to celebrate their own uniqueness.</p>



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Year 7	SUMMER	
Topics	SHAKESPEARE	SUMMATIVE
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> An overview of Shakespearean life and values The plot of each play studied: Richard III, Macbeth, Othello, Romeo and Juliet The concept of villainy and the seven deadly sins The play form, including knowledge of stage directions, asides, and soliloquies 	<ul style="list-style-type: none"> A range of linguistic and structural techniques used in non-fiction writing to persuade, specifically speeches and letters in campaigns How to write and deliver an effective speech The concepts of charity, citizenship, social action and social responsibility
Procedural <i>What should they be able to do?</i>	<p>Primary focus: Analysis</p> <ul style="list-style-type: none"> To explore how Shakespeare presents the character studied in each play as a villain by his word choices, actions and stage directions <p>Secondary focus: Comparison</p> <ul style="list-style-type: none"> Compare the similarities and differences between the villains and make comparative comments about them 	<p>Primary focus: Discursive Writing</p> <ul style="list-style-type: none"> Use a range of linguistic and structural techniques when writing to persuade Consider the intended audience and purpose of their writing and understand how that will impact their choices <p>Secondary focus: Oracy</p> <ul style="list-style-type: none"> Use the four strands of oracy to analyse successful speeches Use the four strands of oracy to write and perform a successful persuasive speech
Disciplinary Literacy (Tier 3 Vocab)	Fate, free will, ambition, duality, justice, soliloquy, aside, antagonist, foil, tragedy	Charity, citizenship, social action, social responsibility, emotive/emotion, rhetoric, persuasion, open letter, denotation, connotation
Grammar		3.1 Identifying and punctuating adjectives – Week 1 3.3 Using adjectives and adjectival phrases to emote – Week 1 4.1 Identifying and using adverbs - Week 2 4.2 Using conjunctive adverbials to link ideas- Week 2 <u>RECAP & REVISIT – Possibly Homework Based</u> 1.5 Using pronouns to create address 2.6 Repeating verbs to create anaphora 6.2 Using imperatives to create a call to action



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Year 7	SUMMER	
Assessment	<p>1. A teacher assessed piece of analysis on one of the plays 2. A peer assessed comparison of villains</p>	<p>3. A peer assessed piece of discursive writing 4. Progress Checkpoint on Shakespeare and poetry (teacher assessed) 5. A peer assessed oracy performance</p>
Diversity	<p>This unit features an opportunity to explore damaging and harmful stereotypes surrounding disability and neurodivergence within literature. Physical disability was a commonly used trope when creating villains in literature and students will be invited to explore how we can challenge that and focus on the actions of the villains rather than the physical descriptions of them.</p>	<p>The social action campaigns designed by students will support charities we work with as a school which directly impact on our community, enabling us to be aware of local and national social issues and success stories. Students will learn about charities and social action projects founded by diverse role models, which will inspire and motivate them to make a positive difference to their community.</p>

