

Curriculum Knowledge Map 2023-24



Year 7		AUTUMN	
TOPICS	SHORT STORIES	NOVEL – ANIMAL FARM	
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 George Orwell’s background and the time in which Animal farm was written and set has brought meaning to what is written and the role these contextual factors play in understanding Orwell’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><u>Primary focus: Creative Writing</u></p> <ul style="list-style-type: none"> Use a range of linguistic and structural techniques when writing fiction. <p><u>Secondary focus: Analysis</u></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. Selecting relevant quotes which support their viewpoint of a text. 	<p><u>Primary focus: Language Analysis</u></p> <ul style="list-style-type: none"> Find quotations to back up their thoughts and feelings about characters, setting and plot when reading this class novel. Analyse the language choices by Orwell and write up their inferences in a paragraph. Comment on Orwell’s experiences and influences as part of their analysis of a text and explore their intent. <p><u>Secondary focus: Structural Analysis</u></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 <i>(Tier 3 Vocab)</i>	Transformation, iridescent, protagonist, heritage, empathy, innovate, mythology, metamorphosis, belonging, reflection.	Hierarchy, power, manipulation, revolution, politics, context, intention, cohesion, genre, interpretation.	
Grammar	Ark Writing Mastery 2	Ark Writing Mastery 2	
Assessment	<ol style="list-style-type: none"> A teacher assessed piece of creative writing. A peer assessed piece of creative writing. A peer assessed individual oracy assessment. 	<ol style="list-style-type: none"> A teacher assessed piece of analysis on the novel. A peer assessed piece of analysis on the novel. 	
Diversity	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, including some classic texts taken from the literary canon.	Looking at how the key themes and concepts, such as power, dictatorship and teamwork transcend into societies and cultures.	



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Year 7	SPRING	
TOPICS	UNLOCKING SECRETS	POETRY
Declarative <i>What should they know?</i>	<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 is 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.
Procedural <i>What should they be able to do?</i>	<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 present 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.
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	Reliable, discern, verification/verify, influence, bias, scrutinise, perplex, bewildered, conspiracy, critical reading.	Meter, enjambment, tone, narrative voice, identity, resilience, conquer, bilingualism, carpe diem, nostalgia.
Grammar	Ark Writing Mastery 2	Ark Writing Mastery 2
Assessment	<ol style="list-style-type: none"> A peer assessed piece of creative writing. Progress Test – a teacher assessed piece of creative writing. A peer assessed group oracy assessment. 	<ol style="list-style-type: none"> A teacher assessed piece of analysis on one of the anthology poems. A peer assessed piece of analysis on one of the anthology poems with a focus on structural analysis.
Diversity	This scheme of work 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.	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.



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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 <i>(Tier 3 Vocab)</i>	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	Ark Writing Mastery 2		Ark Writing Mastery 2
Assessment	1. A teacher assessed piece of analysis. 2. A peer assessed piece of analysis. 3. A peer assessed oracy group presentation.		4. A peer assessed piece of poetry analysis. 5. Progress Test on Shakespeare and poetry (teacher assessed). 6. A peer assessed oracy piece (group project).
Diversity	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.		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.

