



CURRICULUM MAP (Long term plan)

SUBJECT: English

YEAR GROUP: 7

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
<p>Knowledge Substantive - knowledge & conceptual understanding of the National Curriculum</p>	<p>Oliver Twist The plot of the novel Context of Victorian England.</p> <p>Themes: Good vs Evil Childhood Plight of the working classes Power Nature vs Nurture Power & its abuse</p> <p>Key Vocabulary: Orphan Moral Vulnerable Brutal Corrupt Malicious Naïve Comeuppance</p> <p>N/C Links:</p> <ul style="list-style-type: none"> • English literature – pre 1914. • Understand challenging texts through learning new vocabulary 	<p>A Midsummer Night’s Dream Comedy Context of Shakespearean England</p> <p>Themes: Free will Love Family conflict Women & marriage <i>Power & its abuse</i> Supernatural</p> <p>Key Vocabulary: Unrequited Conflict Severe Soliloquy Mocking Chaos Iambic pentameter Recurring plot device</p> <p>N/C Links:</p> <ul style="list-style-type: none"> • English literature – Shakespeare play • Understand challenging texts through learning new vocabulary 	<p>Boy in the Striped Pyjamas Contemporary fiction</p> <p>Themes: <i>Childhood</i> <i>Family Conflict</i> <i>Good vs Evil</i> <i>Power and its abuse</i> Innocence and ignorance Gender roles War Nationalism</p> <p>Key Vocabulary: Allegory Holocaust Antipathy Conflict Harrowing Grief Prejudice Empathy Complicity</p> <p>N/C Links:</p> <ul style="list-style-type: none"> • English literature – Contemporary • Understand challenging texts through learning new vocabulary



γ - what skills can be linked to the unit complement

- To read for meaning and understand different viewpoints.
- To analyse Dicken’s craft.
- To consider the complex themes within the novel.
- To select relevant quotations
- To structure thoughts using P.E.E.
- To use literature as inspiration for own pieces of creative writing.
- To write creatively.

N/C Links - Reading

- Making inferences and referring to evidence in the text.
- Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- Read critically through studying setting, plot, and characterisation, and the effects of these
- checking understanding to make sure that what is read makes sense

N/C Links – Writing

Writing for a wide range of purposes and audiences, including:

- To read for meaning and understand different viewpoints.
- To analyse Shakespeare’s craft – including language and structure.
- To understand how genre is built within a play.
- To use effective topic sentences.
- To select relevant quotations and create notes and annotations on them.
- To craft their own writing using a variety of language techniques.

N/C Links – Reading

- Making inferences and referring to evidence in the text.
- Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- Read critically through studying setting, plot, and characterisation, and the effects of these
- checking understanding to make sure that what is read makes sense
- understanding how the work of dramatists is communicated effectively

- To read for meaning and understand different viewpoints.
- To analyse Boyne’s craft – including language and structural conventions.
- To analyse language choices and the emotions attached to them.
- To select relevant quotations and create notes and annotations on them.
- To craft their own writing using conventions of genre and a variety of language techniques.

N/C Links – Reading

- Making inferences and referring to evidence in the text.
- Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- Read critically through studying setting, plot, and characterisation, and the effects of these

	<ul style="list-style-type: none"> ● well-structured formal expository and narrative essays ● stories, scripts, poetry and other imaginative writing ● applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ● drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing <p>Plan, draft, edit and proof-read through:</p> <ul style="list-style-type: none"> ● considering how their writing reflects the audiences and purposes for which it was intended ● amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness ● paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English 	<p>through performance and how alternative staging allows for different interpretations of a play</p> <p><u>N/C Links – Writing</u> Writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> ● well-structured formal expository and narrative essays ● stories, scripts, poetry and other imaginative writing ● applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ● summarising and organising material, and supporting ideas and arguments with any necessary factual detail ● drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing <p>Plan, draft, edit and proof-read through:</p> <ul style="list-style-type: none"> ● considering how their writing reflects the audiences and purposes for which it was intended ● amending the vocabulary, grammar and structure of their writing to improve its 	<ul style="list-style-type: none"> ● checking understanding to make sure that what is read makes sense <p><u>N/C Links – Writing</u> Writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> ● well-structured formal expository and narrative essays ● stories, scripts, poetry and other imaginative writing ● a range of other narrative and non-narrative texts, including arguments, and personal and formal letters ● applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ● summarising and organising material, and supporting ideas and arguments with any necessary factual detail ● drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing <p>Plan, draft, edit and proof-read through:</p> <ul style="list-style-type: none"> ● considering how their writing reflects the
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		<p>coherence and overall effectiveness</p> <ul style="list-style-type: none"> ● paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English 	<p>audiences and purposes for which it was intended</p> <ul style="list-style-type: none"> ● amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness ● paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English
<p>Key questions (What is the learning about?)</p>	<ul style="list-style-type: none"> ● Can I explore the context of Dicken’s novels and how does it shape our understanding? ● How does Dickens construct engaging characters? ● How is the theme _____ presented in the novel? ● How can I apply what I have learnt to my own writing? 	<ul style="list-style-type: none"> ● What are the conventions of a comedy? ● How does Shakespeare use the conventions of comedy in ‘A Midsummer Night’s Dream?’ ● How does Shakespeare use stereotypes to construct and develop characters? ● How can I apply what I have learnt to my own writing? 	<ul style="list-style-type: none"> ● Is evil born or created? Should evil be confronted? ● What can we learn about ourselves through literature? ● Could these things happen again? ● How does language shape and manipulate people’s emotions? ● How can I apply what I have learnt to my own writing?
<p>Assessment</p>	<p>2 x PPC</p> <p><u>Writing - PPC</u> Write a piece of travel writing describing a location.</p> <p><u>Reading - EOT</u> What type of character is Bill Sikes?</p>	<p>2 x PPC</p> <p><u>Writing - PPC</u> Create a piece of fantasy fiction using a visual stimulus.</p> <p><u>Reading - EOT</u> Is the love potion a force for good or bad?</p>	<p>2 x PPC</p> <p><u>Writing - PPC</u> Write a formal letter explaining why we should or shouldn’t study Boy in the Striped Pyjamas.</p> <p><u>Reading - EOT</u></p>



	Live marking during the lesson with misconceptions addressed during the lesson.	Live marking during the lesson with misconceptions addressed during the lesson.	How is the character of Bruno presented in Boy in the Striped Pyjamas? Live marking during the lesson with misconceptions addressed during the lesson.
Literacy (L), Numeracy (N), Oracy (O) opportunities	Students will develop their literacy and oracy skills through the reading of the texts and reading and writing their own pieces.	Students will develop their literacy and oracy skills through the reading of the texts and reading and writing their own pieces – in particular reading Shakespearean English.	Students will develop their literacy and oracy skills through the reading of the texts and reading and writing their own pieces.
Cross Curricular Opportunities	History – Victorian context RE – role of the church	History – Elizabethan I context PSHCE – Healthy relationships and consent	History – WW2 context
Super Curriculum	Visit the Charles Dickens museum in London. Find an example of where a local workhouse was housed and find the census details of it. Do you recognise any familiar surnames locally? Watch a production / film of Oliver Twist.	Watch a production / film of Midsummer Night's Dream. Go and visit The Globe.	Read a range of newspaper articles to see if damaging language is still used to describe those from other religions and faiths.
Careers	HT 1 – jobs and careers linked to enforcement and policing HT 2 – law, performing arts	HT1 - HT2 -	HT1 – careers in military HT2 -
Equality and Diversity Gender Disability Religion Race Sexuality	Anti – Semitism when discussing the character of Fagin. London was a diverse metropolis and that migration is deeply embedded in London's past and present.	Gender roles (patriarchal society) and diversity within Ancient Greece and Elizabethan England compared to modern England.	Gender roles and diversity within WW2 compared to modern England. Anti – Semitism when discussing the Final Solution and the Holocaust. Links to immigration and conflict in Ukraine.
Local Community Links			
British Values Democracy The rule of Law	Students will have the opportunity to discuss whether their life choices are based upon what they are born	Students will have the opportunity to discuss what makes a healthy relationship.	Students will have the opportunity to discuss democracy during war,



.iberty pect and Tolerance of others SMSC Character Education	into or what they surround themselves with. Students will have the opportunities to discuss whether these injustices and treatment of the poor is still relevant today – Mutual Respect and Tolerance of others	Mutual respect and rule of law.	freedom of religion and tolerance and respect to others.
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