

Year 7 English Curriculum Map

Half Term	Taught Curriculum	Taught Skills	Summative Assessment Title/Type	Assessment Criteria	Learned Curriculum
HT 1	Wonder - by R. J. Palacio	<ul style="list-style-type: none"> Inference & deduction: finding the less obvious information (reading between the lines) Annotation Identification of methods - <i>adverbs, dialogue, verbs, adjectives narrative voice, metaphors, repetition (in particular the repetition of questions from August)</i> Use of appropriately selected quotations Trace the development of plot, themes and issues 	How does Palacio present a given character in a chapter?	I can explain, explore, analyse or evaluate the linguistic and structural methods used by the writer to present a character	<p>Novel: Wonder by R. J. Palacio</p> <p>Research project on Treacher Collins syndrome</p>
HT2	A Twist in the Tale	<ul style="list-style-type: none"> Show, don't tell: crafting writing so as not to be constantly explicit in meaning Using language methods to create effects on the reader including figurative language Make deliberate vocabulary choices to create effects on the reader Identify basic structural features Craft a convincing plot that develops as the story unfolds 	Use the taught and learned skills to write a story with a twist and tension.	<ul style="list-style-type: none"> I can use my own linguistic and structural devices to create tension I can use my imagination and creativity to add an interesting 'twist' to my story I can use basic, advanced or a full range of punctuation correctly and for effect I can spell basic, less familiar or sophisticated words correctly I can use basic, advanced or a full range of vocabulary for effect 	<p>https://www.bbc.co.uk/bitesize/topics/zn8tkmn/articles/z44thcw</p> <p>Roald Dahl novels, rhymes and short stories Start your adventure here: https://www.roalddahl.com/global/roald-dahl-titles</p> <p>Twisted tales (stories such as fairytales / disney stories told from an alternate point of view / perspective- usually the villain's!)</p>
HT3	Dickens - Hard Times	<ul style="list-style-type: none"> Inference & deduction: making informed judgements to develop ideas Use evidence from different parts of 	Starting with an extract, how Dickens present his views about a particular part of Victorian society?	<ul style="list-style-type: none"> I can comment on implicit and explicit bias in Dickens' style I can use my learned 	Research project: the Life and times of Charles Dickens

		<ul style="list-style-type: none"> the text to support ideas Identify and comment on use of language methods and figurative language-Identify and make basic comments on the writer's choice of sentence forms and structures Comment on plot and structure Identify the impact of historical, social and cultural issues on plot and characters 		<p>contextual knowledge and explore the methods used by Dickens, explaining how these reflect his attitudes towards parts of Victorian society</p>	<p>The Works of Charles Dickens- especially Nicholas Nickleby</p> <p>https://www.britain-magazine.com/features/the-life-and-times-of-charles-dickens-timeline/</p> <p>https://www.youtube.com/watch?v=YcpqCdlXmHE&t=1s</p> <p>https://www.sparknotes.com/author/charles-dickens/</p>
HT4	Poetry: experience, setting, nature and culture	<ul style="list-style-type: none"> Identify and comment on use of language methods and figurative language Inference & deduction: making informed judgements to develop ideas Exploring poets' choices of vocabulary for effects Identifying and making basic comments on poets' use of grammar and organisational features Making simple comments on texts and their social, cultural and historical contexts 	Using the features studied, write your own poem on one of the poetry topics covered: setting, culture or nature.	I can synthesise the methods I have studied and apply them to a given topic.	<p>Learning and/or revision of poetry methods and techniques:</p> <p>https://vhblog.vistahigherlearning.com/techniques-used-in-poetry.html</p> <p>https://www.bbc.co.uk/bitesize/topics/zmbj382</p> <p>Explore poems and poets of your choice- maybe start here: https://www.poetryfoundation.org/</p>
HT5	Shakespeare	<ul style="list-style-type: none"> Inference & deduction: making informed judgements to develop ideas Annotation Exploration of methods - figurative language, puns, etc. Use of appropriately selected quotations Trace the development of plot, themes and issues Identify and comment on different sentence types Refer to context to inform, explain and justify ideas 	Explore how a character has changed during the course of the play.	<ul style="list-style-type: none"> I can use my interpretative skills to decipher some of Shakespeare's language I can identify and comment on the methods used by Shakespeare I can analyse how Shakespeare's methods present a particular character effectively. 	<p>https://www.bbc.co.uk/bitesize/guides/z67fr82/revision/1</p> <p>https://nosweatshakespeare.com/blog/shakespeares-language/#:~:text=Contrary%20to%20popular%20belief%2C%20Shakespeare,is%20still%20in%20use%20today.</p> <p>The Tempest (text) by William Shakespeare</p> <p>There are several excellent film adaptations of the play to watch and enjoy!</p>

HT6	Non-fiction Writing	<ul style="list-style-type: none"> • Explain reasons for decisions/behind ideas • Experiment with language of persuasion • Interpret information and identify issues • Use Standard English with some confidence • Consider the effects of presentational devices • Deeper annotation • Evaluate a writer/speaker's choice of methods and decide which are most effective 	Write a formal persuasive letter introducing your product aimed at generating orders from a major retailer.	<ul style="list-style-type: none"> • I can use the conventions of a formal letter • I can use a some, a range of or a full range of persuasive methods to persuade • I can use basic, advanced or a full range of punctuation correctly and for effect • I can spell basic, less familiar or sophisticated words correctly • I can use basic, advanced or a full range of vocabulary for effect 	<p>Scrapbook Challenge! Create a bank of advertisements - analyse and label with persuasive features.</p> <p>Watch The Young Apprentice, Dragon's Den, Junior Bake Off etc- examine how products are designed, created and marketed to fit a particular brief.</p>
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Year 8 English Curriculum Map

Half Term	Taught Curriculum	Taught Skills	Summative Assessment Title/Type	Assessment Criteria	Learned Curriculum
HT 1	Mission Impossible	<ul style="list-style-type: none"> Identifying and making basic comments on the writer's characterisation methods Use of dialogue to convey and develop character and plot Creation and use of setting to set mood, tone and atmosphere (vocabulary and use of figurative language) Grammar, punctuation and spelling Use of Standard English 	Using the variety of writing skills covered in the unit, write a detailed description of a character from a 'spy' story.	<ul style="list-style-type: none"> I can use my own linguistic and structural devices to create tension I can use my imagination to create a sinister character and successfully convey them to the audience I can use basic, advanced or a full range of punctuation correctly and for effect I can spell basic, less familiar or sophisticated words correctly I can use basic, advanced or a full range of vocabulary for effect 	<p>Features of the spy genre:</p> <p>https://www.mystervandsuspense.com/characteristics-of-spy-fiction/</p> <p>https://graemeshimmin.com/writing-spy-fiction-tips-on-developing-a-plot-for-a-spy-novel/</p> <p>Read some classic spy literature-from appropriate extracts from Ian Fleming's James Bond, to texts aimed at a teen audience, such as the Alex Rider series (Anthony Horowitz).</p> <p>Watch some (appropriate) spy films / series- a fantastic 'cannon' to enjoy and appreciate!</p>
HT2	Private Peaceful: Your Country Needs You!	<ul style="list-style-type: none"> Identify links between texts and their contexts, showing understanding of the impact that context and historic socio-cultural conventions have on the shaping of texts Explain how the writer establishes and develops character Inference & deduction - how to explore what <i>isn't</i> said Examine how writers use rhetoric and persuasion Sentence structures: Imperatives, declaratives, 	In a given extract from the text, how does the speaker try to persuade the audience to do what he is suggesting?	<ul style="list-style-type: none"> I can comment on the effects of a range of persuasive devices used by writers/speakers I can identify effective sentence structures and explain why they are effective I can demonstrate understanding of implied meaning 	<p>Private Peaceful by Michael Morpurgo (text)</p> <p>Britain in 1914:</p> <p>https://spartacus-educational.com/FWWinBritain.htm#:~:text=In%201914%20Britain%20was%20a,limited%20power%20to%20veto%20legislation.</p> <p>Research propaganda and recruitment posters for WW1- collate the best</p>

		interrogatives.			examples and share with your teacher for house points! Can you spot any persuasive devices from last year (revisit)
HT3	Modern play: Our Day Out	<ul style="list-style-type: none"> • Make more advanced comments on links between texts and their contexts, showing understanding of the impact that context and historic socio-cultural conventions have on the shaping of texts • Explore how the playwright presents characters through dialogue and stage directions • Experiment with different staging of a play to create different interpretations of a play and/or its characters • Make clear comparisons between characters, using supporting evidence • Summarising and organising material, and supporting ideas and arguments with any necessary factual detail • Constructing coherent arguments 	Starting with a given extract, give advice to an actor playing a particular character in a production of 'Our Day Out' and explain your choices.	<ul style="list-style-type: none"> • I can call upon my understanding of implicit meanings in texts; • I can give clear advice • I can justify my choices • I can consider the effects of stage directions on the audience • I can consider the effects of non-verbal communication 	<p>Liverpool through the years:</p> <p>https://en.wikipedia.org/wiki/Timeline_of_Liverpool</p> <p>THE BEATLES! Listen and enjoy!</p>
HT4	Shakespeare Tragedy: Creating Character	<ul style="list-style-type: none"> • Make clear and coherent comments about Shakespeare's methods • Use inference and deduction to make assumptions about characters • Compare two characters making specific comments/arguments about similarities and differences • Give instructions about the staging of scene/part of a scene, using dramatic terminology • Justify choices and decisions clearly 	Starting with the extract provided, how does Shakespeare present a given character?	<ul style="list-style-type: none"> • I can use my interpretative skills to decipher a range of Shakespeare's language • I can examine the methods used by Shakespeare • I can consider how an audience would perceive a character based on Shakespeare's presentation of them 	<p>What is a 'tragedy' in the dramatic sense of the word?</p> <p>https://www.britannica.com/art/tragedy-literature</p> <p>https://www.rsc.org.uk/shakespeare-plays/tragedies-comedies-histories</p> <p>https://www.bl.uk/shakespeare/articles/an-introduction-to-shakespearean-tragedy</p>
HT5	Opinion Writing: The Power of Persuasion	<ul style="list-style-type: none"> • Demonstrate the use of some non-fiction persuasive methods • Explain the effects of writers' 	Write an article for a broadsheet newspaper giving your viewpoint on an	<ul style="list-style-type: none"> • I can use the conventions of an article 	<p>How to write successful opinion pieces:</p> <p>https://projects.iq.harvard.edu/file</p>

		<p>language choices: words, phrases, sentence structures - imperatives and declaratives</p> <ul style="list-style-type: none"> • Apply logical structure to build an argument • Compile, collate and apply research to support own ideas and viewpoints • Build debating skills and orally articulate ideas and views clearly 	<p>issue related to the area of study in the key pieces</p>	<ul style="list-style-type: none"> • I can use a considerable or full range of persuasive methods to convey my opinion • I can use more, advanced punctuation correctly and for effect, as well as a broader range or punctuation for further clarity and effect • I can spell virtually all basic, less familiar or sophisticated words correctly • I can use more advanced vocabulary and actively consider the effects of my word choices 	<p>s/hks-communications-program/files/new_seglin_how_to_write_an_oped_1_25_17_7.pdf</p> <p>https://www.youtube.com/watch?v=Nb9-B590Y-k</p>
HT6	Ballads (Experience: Life lessons, morals and repeated refrains)	<ul style="list-style-type: none"> • Explain the features of ballads • Explore how ballads use rhyme and structure to convey a moral message • Synthesise poetic conventions • Use evidence to support more advanced comments • Use deeper inference and deduction skills to explain how writers achieve intended effects 	<p>Using a tragic event from the past, write a ballad to inform and explore a moral.</p>	<ul style="list-style-type: none"> • I can use a number (or even a full range) of ballad features to write a piece that adheres to the conventions of a traditional ballad • I can use legitimate research to convert a real life tragic story into a ballad with a a moral • I can craft a piece with at least some elements of rhythm and rhyme scheme 	<p>Ballads to examine:</p> <p>The Ancient Mariner: https://www.poetryfoundation.org/poems/43997/the-rime-of-the-ancient-mariner-text-of-1834 https://www.youtube.com/watch?v=1raSUYAr0s0</p> <p>The Lady of Shallott: https://www.poetryfoundation.org/poems/45359/the-lady-of-shalott-1832 https://www.youtube.com/watch?v=7_djmlH_GMs</p> <p>The Highwayman https://www.poetryfoundation.org/poems/43187/the-highwayman https://www.youtube.com/watch?v=TVeHKs2iV50 https://www.youtube.com/watch?v=0gZOSQN1hmM</p>

Year 9 English Curriculum Map

Half Term	Taught Curriculum	Taught Skills	Summative Assessment Title/Type	Assessment Criteria	Learned Curriculum
HT1 & 2	Author's Techniques (Language, Structure and Engaging Openings) 'Of Mice and Men'	<ul style="list-style-type: none"> • Comment on links between texts and their contexts, showing understanding of the impact that context and historic socio-cultural conventions have on the shaping of texts and attitudes of the writers • Explain how the writer establishes and develops character • Inference & deduction - how to explore what <i>isn't</i> said • Sentence structures - imperatives and declaratives • Deconstruct texts, examining how the writer has structured pieces for effect 	<p>1. A close analysis of the opening of the novella, followed by:</p> <p>2. Paper 1 questions on an extract from the novella.</p>	<ul style="list-style-type: none"> • I can explore Steinbeck's methods (structural and literary) and their effects on the reader • I can make references to context and its impact on the characters and plot • I can make accurate inference and speculate about meaning 	<p>The Great Depression</p> <p>https://www.history.com/topics/great-depression/great-depression-history#stock-market-crash-of-1929</p> <p>Itinerant Workers and direct context:</p> <p>https://www.bbc.co.uk/bitesize/guides/zsxgp39/revision/2</p>
HT3	Persuasive Media (The Power of Persuasion)	<ul style="list-style-type: none"> • Analyse the effects of writers' persuasive methods including language, format and layout • Identify and employ the conventions of speech writing including persuasive methods • Proof read and edit work, amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness 	Write a persuasive speech around the topic of homelessness	<ul style="list-style-type: none"> • I can use a range of speech features to convey my viewpoint in a persuasive manner • I can use a coherent and/or inventive structure to effectively convey my ideas • I can use a range of vocabulary and 	<p>Homelessness information for speech research:</p> <p>https://www.crisis.org.uk/ending-homelessness/about-homelessness/</p> <p>https://simononthestreets.co.uk/about/homelessness</p>

		<ul style="list-style-type: none"> • Text comparison from two distinct literary periods • Examine how writers use structure • Reflect on arguments and counter arguments; defend a viewpoint 		<p>punctuation for effect</p> <ul style="list-style-type: none"> • I can proofread and edit my work to correct errors and make it more effective 	http://www.streetsoflondon.org.uk/about-homelessness
HT4	Shakespeare Macbeth (Creating Character)	<ul style="list-style-type: none"> • Analyse links between texts and their contexts, exploring how context and historic socio-cultural conventions impact the content and relevance of texts and attitudes of the writers and audience • Analyse presentation of characters and their developments/evolution • Speculate about alternative interpretations • Challenge conventional theories and ideas about the text • Sentence structures - imperatives and declaratives 	Starting with an extract (Macbeth), explore how Shakespeare presents a particular theme in the play.	<ul style="list-style-type: none"> • I can use my interpretative skills to explore more implicit meanings in Shakespeare's language • I can analyse Shakespeare's methods and speculate about alternative interpretations • I can clearly explain and in some cases, evaluate how Shakespeare's presentation of characters influences the audience's perception of them 	<p>The Great Chain of Being</p> <p>https://en.wikipedia.org/wiki/Great_chain_of_being</p> <p>Life in Jacobean Times</p> <p>http://elizabethanenglandlife.com/Jacobean-Era/jacobean-england.html</p> <p>Students can backtrack to read about James I ascension to the throne of England</p>

HT5 & 6	Poetry: Power and CONFLICT (Reality of War)	<ul style="list-style-type: none"> • Speculate about alternative interpretations • Analyse and make more advanced comments on the structure of a poem and its effect • Analyse links between texts and their contexts, exploring how context and historic socio-cultural conventions impact the content and relevance of texts and attitudes of the writers and reader(s) • Comparison of attitudes • Recognising subtleties • Making a range of informed comments on writers' use of methods and examining their effects • Providing considered and balanced arguments to a stimulus • Recognising and assessing different perspectives 	How do poets present a particular theme across two poems?	<ul style="list-style-type: none"> • I can compare and contrast two poems using comparative connectives and cross references • I can comment on how the context affects explicit and implicit meaning • I can use a range of subject terminology to help to explain my ideas and the effects of poets' methods on the reader • I can make appropriate and in some cases insightful comments about poets' use of structural features 	<p>World War One:</p> <p>https://www.history.com/topics/world-war-i/world-war-i-history</p> <p>https://www.facinghistory.org/holocaust-and-human-behavior/chapter-3/brutal-realities-world-war-i#:~:text=Historian%20Martin%20Gilbert%20details%20the.%2C%20bombardment%2C%20hunger%20and%20disease.</p> <p>Conditions in the Trenches:</p> <p>https://www.warmuseum.ca/firstworldwar/history/life-at-the-front/trench-conditions/rats-lice-and-exhaustion/#:~:text=Trench%20life%20involved%20long%20periods,at%20their%20health%20and%20safety.</p>
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