



St George's School
English and Drama Faculty
Year 7 Curriculum Map for ENGLISH

	Autumn 1	Autumn 2	Spring 1/2	Summer 1/2
THE BIG IDEAS & KNOWLEDGE <i>Overview of topics or key questions</i>	<p>Introduction to English skills</p> <p>Examine and analyse a range of common text types. Develop reading skills and ability to understand different texts.</p>	<p>Poetry</p> <p>Learn key features of poems. Read and explore a range of poems from a wide variety of cultures, on similar themes. Write own poems. Opportunity for reflection on cross-cultural art.</p>	<p>'Much Ado About Nothing' by William Shakespeare</p> <p>Exploring wider contextual factors like Shakespeare's theatre, patriarchal societies, social class, and Elizabethan society and values.</p>	<p>'Stay where you are and then leave' - novel study</p> <p>This scheme is designed to develop active reading skills and strategies through the study of the novel related to the context of World War One. Pupils will analyse how the writer has used a range of linguistic and literary features to shape and influence.</p>
SKILLS & STRATEGIES <i>Procedural knowledge, literacy and numeracy skills</i>	<p>Teaching students to identify purpose, audience, form and formality of a range of texts.</p> <p>Writing skills including paragraphing, language devices and building vocabulary.</p> <p>Building knowledge of key terminology and language techniques.</p>	<p>Learning to analyse the language, structure and form of a range of poems.</p> <p>Considering the impact of writers' choices on a reader.</p> <p>Building on analysis skills by working on PEE paragraphs.</p> <p>Being able to write own poem using a variety of poetic devices.</p> <p>Building confidence in sharing own writing with others.</p>	<p>Learning to decode Shakespearean language</p> <p>Considering stagecraft and how drama texts impact an audience.</p> <p>Building analysis skills by introducing PEE paragraph structure.</p> <p>Being able to explain the plot of a text.</p> <p>Building speaking and listening skills by reading aloud.</p>	<p>To develop deeper insights into context - especially historical events that influenced writers.</p> <p>To foster students' love for reading for pleasure and enjoyment.</p> <p>To continue to develop reading skills such as close level analysis.</p> <p>To encourage students to respond creatively to a whole text.</p>

	Autumn 1	Autumn 2 / Spring 1	Spring 2	Summer 1 / Summer 2
FEEDBACK <i>Noteworthy tasks and assessments</i>	<p>Writing task: Creative response</p> <p>Reading task:comprehension questions</p> <p>Spoken language assessment: monitored throughout</p>	<p>Writing task: create own poem</p> <p>Reading task: write about a single poem, analysing aspects of language, form and/or structure.</p>	<p>Writing task: "Beatrice's diary"</p> <p>Reading task: analysing an extract</p> <p>Speaking and listening: informally monitored through acting out scenes.</p>	<p>Writing task: Writing a newspaper article based on World War 2 and the context of the novel.</p> <p>Reading task: in class responses to the novel to encourage students to build their analytical skills</p> <p>Spoken Language:formal assessment on debate</p>
BREADTH <i>Opportunities, trips, wider reading, cultural capital</i>	<p>Wider reading recommendations include building knowledge of young activists such as Malala Yousafzai and Greta Thunberg.</p> <p>We would also encourage exploring a range of fiction texts</p>	<p>Reading poems across different cultures and time periods on the same theme</p> <p>Year 7 poetry competition</p>	<p>Opportunity to watch a film performance</p> <p>Possibility of watching a performed version in school.</p> <p>Adapted independent prep project</p>	<p>Build knowledge of key historical events and the impact of these events on society.</p> <p>Opportunities for further contextual research in class and for prep.</p>
KEY VOCABULARY <i>Important words and phrases</i>	<p>Anecdote</p> <p>Hyperbole</p> <p>Imagery</p> <p>Juxtaposition</p> <p>Metaphor</p> <p>Onomatopoeia</p> <p>Oxymoron</p> <p>Personification</p> <p>Simile</p> <p>Symbolism</p> <p>Direct address</p> <p>Alliteration</p> <p>Facts</p> <p>Opinions</p> <p>Rhetorical questions</p> <p>Repetition</p> <p>Emotive language</p> <p>Expert opinion</p>	<p>Couplet</p> <p>Enjambment</p> <p>Haiku</p> <p>Line</p> <p>Metre</p> <p>Refrain</p> <p>Rhyme</p> <p>Rhythm</p> <p>Stanza</p> <p>Syllable</p>	<p>Character</p> <p>Climax</p> <p>Comedy</p> <p>Costume</p> <p>Dialogue</p> <p>Plot</p> <p>Props</p> <p>Scene</p> <p>Stage direction</p> <p>Sub-plot</p> <p>Empathy</p> <p>Audience</p> <p>Stagecraft</p>	<p>Narrative hook</p> <p>Flashback</p> <p>Community</p> <p>Cowardice</p> <p>Foreboding</p> <p>Foreshadowing</p> <p>Anger</p> <p>Maturity</p> <p>Independence</p> <p>Shell-shock</p> <p>Suffragette</p>

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