



<u>Year 7 Overall Curriculum Goal & Intent</u>		<u>Key prior knowledge and skills</u>	
<p>Pupils will experience what we believe is the most varied subject on the curriculum. They will learn to write in many genres, to read an enormous range of texts and to speak to varied audiences. We aim for pupils to make swift progress in terms of literary skills and confidence. Analysis and creativity are key in our curriculum - we want pupils to become insightful readers and imaginative writers. Pupils will be encouraged to have their own opinions and to express them freely through a range of forms. Pupils will always be challenged, engaged and involved in our lessons.</p> <p>Through English, we hope to make pupils better learners as they are asked to continually reflect on their own strengths and weaknesses as they learn to improve. We want pupils to develop resilience, and become able to motivate themselves when they find the work challenging. Pupils are encouraged to be independent learners responsible for their own progress. In year 7 we assess reading, writing and speaking and listening using assessments that mirror the skills needed for GCSE. As teachers we are teaching KS4 GCSE skills from the start of year 7, but through a wide range of books and assessments.</p>		<p>Students will arrive with core skills in</p> <ul style="list-style-type: none"> • Spelling/Grammar • Comprehension • Creative Writing • Simple textual analysis. <p>Pupils have individual literacy targets from primary school on their subject books.</p>	
	Topics 1 & 2	Topics 3 & 4	Topics 5 & 6
Topic Focus	The Hunger Games – PEE analysis and persuasive writing.	Advertising Gothic Writing	Exam preparation - comprehension and creative writing Macbeth
Summary of <u>key</u> knowledge & skills	We want to encourage pupils to explore the nature of Capitalism, to consider the need for rebellion/questioning of accepted order and to explore dystopian fiction as a genre. Pupils will build comprehension and analytical skills by doing so.	Pupils will create a presentation where they create and pitch new inventions to a specific target audience. Persuasive verbal skills are then needed to convince the target audience of the merit of each design. Pupils will build confidence, learn about audience interaction, public speaking and preparing a presentation.	Pupils will prepare for a reading exam that tests both fiction and non-fiction comprehension. They are required to answer a range of long and short questions with explicit links to KS4 exam papers. Texts from different time periods are also explored. The writing exam takes the form of a KS4 Language Paper 1 section B exam.
What do you want students to <i>know and learn</i>?	For the second assessment, we are testing pupils' ability to use persuasive devices. Pupils must always colour code the success criteria, self-evaluate and set targets thus helping to encourage embedded proof reading and improving.	When studying Gothic writing, pupils will be exposed to the complex nature of Victorian writing. They will explore unfamiliar vocabulary and discover a new genre of writing. The context of the Victorian era and popularity of the genre is also explored.	Pupils will use drama to explore the plot line for Macbeth. Research into the era is conducted with a specific focus on witchcraft. During this unit we will familiarise pupils with Shakespearian language and the context of life during the Renaissance. We



HWS Curriculum Map

Subject:

English

KS3

What are the opportunities for repetition and over-learning?	Pupils need to be active in memorising quotations, embedding device names exploring reader response, authorial intent and textual analysis especially at word level for the more-able.	Presentation pitches will need to be memorised prior to delivery.	explore treason, the morality of the play, dangers of ambition and the nature of tragedy as a theatrical genre. Pupils must memorise quotes from the text for their exam.
Main common assessments	Assignment 1 –Reading. AF2,3 <i>Assessment - P.E.E essay where pupils analyse how characters and settings are presented.</i> Assignment 2 –Writing. AF 2,3,4 <i>A letter to argue that The Hunger Games abolished.</i>	Assignment 3 –Speaking and Listening <i>Pupils create an advertising campaign where they promote a product they have invented.</i> Assignment 4-Writing AF5,6 <i>Pupils write a gothic story designed to showcase what they have learnt about the genre. Picture stimulus is provided.</i>	Assignment 5 - one reading exam and one writing exam. <i>*Fiction and non-fiction comprehension</i> <i>*Creative writing – narrative/ picture description task</i> Assignment 6-Macbeth- AF 4,5,6 <i>A PEE essay exploring how Shakespeare builds tension in Macbeth.</i>
Extended writing tasks	Katniss' letter home. Creative writing task – describing a dystopian future.	Gothic 'Castle' description. Story introducing a Gothic/ supernatural character	Mock exam papers – 1 hour timed practice. Diary of a villain.
Examples of opportunities for challenge	Word level textual analysis for the more-able. Choice of reading book.	Pupils are encouraged to read books that we explore extracts from i.e. Dracula, Frankenstein.	Research into other Shakespearian texts. Additional investigation of Elizabethan context through a poster/ presentation. More-able pupils are encouraged to explore authorial intent and the complexity/ ambiguity of Shakespeare's message.
Links to numeracy, literacy and other subjects	Introduction to Library lessons	History – Victorian society research.	Drama – storytelling activity.
Enrichment, clubs, trips and other extra-curricular activities	Book buzz.	Swindon Literature festival. Visiting authors – Ash Dickinson. Creative writing and poetry competitions.	Creative writing club. Magazine article opportunities for Inspire.



<u>Opportunities for links to careers</u> Consider different careers that require high levels of literacy i.e. journalism, teaching, librarian.		<u>Opportunities for links to SMSC, PSHE, ethos and values</u> Understanding of others' viewpoints – empathy. Beginning to explore political context/ social equality.	
<u>How can parents support learning?</u> Please check class charts for homework. Encouraging regular revision is very helpful. Encourage reading for pleasure at home and ask questions about their books. Reading non-fiction especially newspapers is also very helpful. Consider attending a play at a theatre.		<u>Other comments</u> <hr/>	



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	<p>Terms 1 & 2</p> <p>Debating – speaking and listening Debating – persuasive writing</p>	<p>Terms 3 & 4</p> <p><i>The Tempest</i> – PEE analysis <i>Stone Cold</i> – dual narrative creating writing</p>	<p>Terms 5 & 6</p> <p><i>Stone Cold</i> - PEE analysis Exam preparation - comprehension and creative writing</p>
<p>Topic Focus</p>			
<p>Summary of <u>key</u> knowledge & skills</p>	<p>This assessment allows pupils to explore a wide range of social and moral issues. Religion, law, school rules, politics and many more issues are debated by students. Here we are testing pupils' ability to use persuasive devices orally and writing to argue is the focus for the written task.</p>	<p>By studying <i>The Tempest</i>, we aim to build on knowledge of Shakespeare from year 7, with additional focus on the position of women and history of colonisation.</p> <p>By reading <i>Stone Cold</i> we aim to explore the nature of and causes of homelessness. Also we examine literary structures as the story is a dual narrative.</p>	<p>For our second <i>Stone Cold</i> assessment, we focus on revisiting the skill of writing an analytical essay on character and theme. It is a closed book assessment. Pupils are encouraged to learn quotations/ literary techniques.</p>
<p>What do you want students to know and learn?</p>	<p>We want pupils to form balanced opinions, research chosen areas of choice closely and present their arguments in a sensitive, but thought-provoking way. Pupils will then question</p>	<p>Pupils will be investigating Elizabethan context, memorising quotations, exploring reader response, authorial intent and textual analysis.</p>	<p>Pupils will also prepare for a reading exam that tests both fiction and non-fiction comprehension. They are required to answer a range of long and short questions with explicit links to KS4 exam</p>



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	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
What are the opportunities for repetition and over-learning?	<p>speeches to encourage further discussion and exploration. Through this unit children will build confidence, audience interaction skills, public speaking skills and will learn how to prepare an engaging presentation.</p> <p>Pupils must memorise their speech by using crib cards which will hopefully become a revision technique that they can utilise.</p>	<p>When studying Stone Cold, pupils will learn how to write from two narrative perspectives. The voices need not be literal i.e. life/death.</p> <p>Pupils need to memorise at least 5 quotes for each theme and character in <i>The Tempest</i> for the exam.</p>	<p>papers. Texts from different time periods are also explored. The writing exam takes the form of a KS4 Language Paper 1 section B exam.</p> <p>Pupils need to memorise quotations for themes and characters in <i>Stone Cold</i>.</p>



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	<p>Terms 1 & 2</p>	<p>Terms 3 & 4</p>	<p>Terms 5 & 6</p>
<p>Main common assessments</p>	<p>Assignment 1 –Speaking and Listening <i>A speech for or against a subject of their choice.</i></p> <p>Assignment 2 – Writing to argue. <i>Pupils should write up the speech they delivered. Topical issues encouraged.</i></p>	<p>Assignment 3 –Reading <i>The Tempest Exam – mirrors format of Literature Paper 1 Section A</i></p> <p>Assignment 4- <i>Dual Narrative (creative writing)</i></p>	<p>Assignment 5 - Reading <i>A PEE essay exploring character and themes in Stone Cold.</i></p> <p>Assignment 6 - one reading exam and one writing exam. <i>*Fiction and non -fiction comprehension</i> <i>*Creative writing – narrative/ picture description task</i></p>
<p>Extended writing tasks</p>	<p>* Animal testing speech. * Speech to argue for or against lowering the driving age.</p>	<p>*Mini mock Caliban essay. *Shelter’s diary.</p>	<p>*Draft PEE essay *Creative writing mini mock</p>



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Examples of opportunities for challenge	*Representing the class as a speaker chair in the Year 8 debate.	*More-able pupils are encouraged to explore authorial intent and the complexity/ ambiguity of Shakespeare’s message.	*More-able pupils are encouraged to explore authorial intent and the complexity of Swindells’ depiction of the media/ support for the homeless.
Links to numeracy, literacy and other subjects	*Numeracy –speech timing.	*Drama – storytelling activity. * History – contextual research	
Enrichment, clubs, trips and other extra-curricular activities	*Inter-class debate competition.	*Swindon Literature festival. *Visiting authors. *Creative writing and poetry competitions.	*Creative writing club. *Magazine article opportunities for Inspire.



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Terms 1 & 2		Terms 3 & 4	
<u>Opportunities for links to careers</u>		<u>Opportunities for links to SMSC, PSHE, ethos and values</u>	
<p>*Debates – local politics/ youth council opportunities. *Consider different careers that require high levels of literacy i.e. journalism, teaching, librarian.</p>		<p>Understanding of others’ viewpoints – empathy. Exploring political issues and topical news stories. Challenging ideas regarding social equality/ mobility.</p>	
<u>How can parents support learning?</u>		<u>Other comments</u>	
<p>*Please check class charts for homework. Encouraging regular revision is very helpful. *Listen to pupils’ speeches and ask questions – please encourage eye contact! *Encourage reading for pleasure at home and ask questions about their books. *Reading non-fiction especially newspapers is also very helpful. *Consider attending a play at a theatre.</p>			



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	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Topic Focus	<i>Of Mice and Men</i> – creative writing <i>Of Mice and Men</i> – PEE analysis	Writing from war - Non-Fiction comprehension. Conflict Poetry	<i>An Inspector Calls</i> . Exam preparation – Literature GCSE Paper 2 Section A skills
Summary of <u>key</u> knowledge & skills	Pupils will read <i>Of Mice and Men</i> so that they can engage with American literature and history. Through the text we will continue to build on analytical skills and creative writing.	Pupils will engage with a wide range of writing forms from times of war – poems, diary entries, newspaper articles and letters. They will then be comparing viewpoints and experiences of war from different time periods. Pupils will then build on this knowledge by studying the conflict or relationship poetry clusters in the GCSE anthology.	Pupils will read <i>An Inspector Calls</i> so that they can explore the social and political context of post war Britain.
What do you want students to <i>know and learn</i>?	We want pupils learn about racism in the USA, The American Dream, individualism, marginalisation, misogyny and the nature of life for the migrant work force. Through the creative writing element of the text, we will focus on using sophisticated vocabulary and wide punctuation. The key thematic issues of the text are used as writing stimulus.	We want pupils to learn about the evolution of warfare, and also to know about the emotional effects of conflict so that they have a deeper understanding of the historical context that shapes writing and intent. Pupils will also build	We want pupils learn about the political spectrum, socialism, capitalism, life for working class people in the 1910s and the growing desire for gender and social equality in the 1940s. Quotations on character and theme must be memorised for the analytical exam.



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<p>What are the opportunities for repetition and over-learning?</p>	<p>Quotations on character and theme must be memorised for the analytical task.</p>	<p>comparison skills and learn how to structure a balanced comparative analysis.</p> <p>Quotations from 5 poems must be memorised for the comparative analytical task.</p>	
<p>Main common assessments</p>	<p>Of Mice and Men – creative writing. Of Mice and Men – PEE analysis.</p>	<p>Non-Fiction comprehension exam. Poetry comparison mock exam.</p>	<p><i>An Inspector Calls</i> - Literature GCSE Paper 2 Section A exam.</p>
<p>Extended writing tasks</p>	<p>Speech against racism. Curley’s wife’s diary.</p>	<p>Comparative analysis on writing from war – D Day landings. Mini mock poetry analysis</p>	<p>Mini mock essay on Mr Birling Mini mock essay on social responsibility.</p>
<p>Examples of opportunities for challenge</p>			



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Links to numeracy, literacy and other subjects	History – research on life in America in the 1920s	History – research on trench warfare and the D-day landings	History – research on life in the UK between 1910-1950
Enrichment, clubs, trips and other extra-curricular activities		<ul style="list-style-type: none"> *Swindon Literature festival. *Visiting authors *Creative writing and poetry competitions. 	<ul style="list-style-type: none"> *Creative writing club. *Magazine article opportunities for Inspire.
<u>Opportunities for links to careers</u>		<u>Opportunities for links to SMSC, PSHE, ethos and values</u>	
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