

**Subject: English**

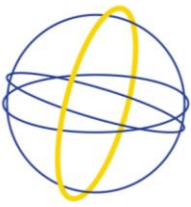
**Year 7**

**Curriculum Map  
2018 -2019**

Week Commencing	Topic (including links to additional resources)	Assessment Window
03/09/2018  STAFF INSET 03/09 Y7 DAY 04/09 ALL STUDENTS IN 05/09	Introduction to <i>Peter Pan</i> : Reading <ul style="list-style-type: none"> <li>Close reading of text and discussion</li> </ul>	
10/09/2019	<u><i>Peter Pan</i>: Reading</u> <ul style="list-style-type: none"> <li>Study of genre - fantasy. Key themes growing up, motherhood, gender, morals / fairness.</li> </ul>	
17/09/2018	<u><i>Peter Pan</i>: Reading</u> <ul style="list-style-type: none"> <li>Analysis of characters</li> <li>Characteristics of heroes and villains, fairies and pirates. Comparison of Hook and Smee.</li> </ul>	
24/09/2018	<u><i>Peter Pan</i>: Reading</u> <ul style="list-style-type: none"> <li>Study of key extracts</li> </ul>	
01/10/2018	<u><i>Peter Pan</i>: Reading</u> <ul style="list-style-type: none"> <li>Study of key extracts</li> <li>AR1/GL Assessment preparation</li> </ul>	
08/10/2018	<u><i>Peter Pan</i>: Writing</u> <ul style="list-style-type: none"> <li>Study of Setting - <i>Neverland Island</i> - descriptive writing.</li> </ul>	AR1/BASELINE REPORTING
15/10/2018	<u><i>Peter Pan</i>: Writing</u> <ul style="list-style-type: none"> <li>'Cold write' creative writing task</li> </ul>	
22/10/2018 STAFF INSET 26/10	<u><i>Peter Pan</i>: Writing</u> <ul style="list-style-type: none"> <li>Creative writing task</li> <li>AR1 DDI</li> </ul>	
October Half Term		
05/11/2018	<u><i>Peter Pan</i>: Writing</u> <ul style="list-style-type: none"> <li>Creative writing task</li> </ul>	

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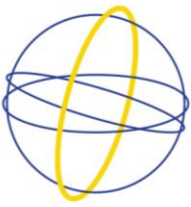




12/11/2018	<p><u>Identity': Reading</u></p> <ul style="list-style-type: none"> <li>All students: analysis of autobiographical texts including <i>Peter Kay. Jonny Wilkinson, The Girl in the Red Scarf, Ronaldo Boffin Boy, Lamb to the Slaughter (RS)</i></li> </ul>	
19/11/2018	<p><u>Identity': Reading</u></p> <ul style="list-style-type: none"> <li>All students: analysis of autobiographical texts including <i>Peter Kay. Jonny Wilkinson, The Girl in the Red Scarf, Ronaldo Boffin Boy, Lamb to the Slaughter (RS)</i></li> </ul>	
26/11/2018	<p><u>Identity': Reading</u></p> <ul style="list-style-type: none"> <li>All students: analysis of autobiographical texts including <i>Peter Kay. Jonny Wilkinson, The Girl in the Red Scarf, Ronaldo I Used to Live Here Once (AA) Boffin Boy, Lamb to the Slaughter (RS)</i></li> </ul>	
03/12/2018	<p><u>Identity': Reading</u></p> <ul style="list-style-type: none"> <li>All students: analysis of autobiographical texts including <i>Peter Kay. Jonny Wilkinson, The Girl in the Red Scarf, Ronaldo I Used to Live Here Once (AA) Boffin Boy, Lamb to the Slaughter (RS)</i></li> </ul> <p><u>'Identity': Writing</u></p> <ul style="list-style-type: none"> <li>Newspaper Article</li> <li>Memory writing</li> </ul>	
10/12/2018	<p><u>'Identity': Writing</u></p> <ul style="list-style-type: none"> <li>Newspaper Article</li> <li>Memory writing</li> </ul>	
17/2018 END OF TERM 20/12	<p><u>'Identity': Writing</u></p> <ul style="list-style-type: none"> <li>Newspaper Article</li> <li>Memory writing</li> </ul>	
Christmas Break		
07/01/2018	<p><u>Introduction to Poetry: Reading</u></p> <ul style="list-style-type: none"> <li>Focused introductory lessons on figurative language e.g. metaphors, <i>The Sea</i></li> </ul>	AR2
14/01/2018	<p><u>Introduction to Poetry: Reading</u></p> <ul style="list-style-type: none"> <li>Focused introductory lessons on figurative language e.g. metaphors, <i>The Sea</i></li> </ul>	AR2
21/01/2018	<p><u>Introduction to Poetry: Reading</u></p> <ul style="list-style-type: none"> <li>Analysis of ballads - <i>Charlotte Dymond/ The Highwayman;</i> sonnets – Shakespeare; dramatic monologues</li> <li>AR2 DDI</li> </ul>	
28/01/2018	<p><u>Introduction to Poetry: Reading</u></p> <ul style="list-style-type: none"> <li>Analysis of ballads - <i>Charlotte Dymond/ The Highwayman;</i> sonnets – Shakespeare; dramatic monologues</li> <li>Comparing and Contrasting (AA)</li> </ul>	

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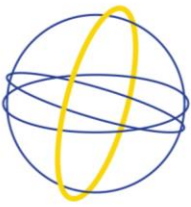




	<ul style="list-style-type: none"> <li>• <b>RS-</b> focus on other forms of poetry e.g. haiku</li> <li>• <b>AR2 DDI</b></li> </ul>	
4/02/2018	<p><u>Introduction to Poetry: Reading</u></p> <ul style="list-style-type: none"> <li>• Analysis (AR3 prep): <i>Nature</i></li> <li>• Comparing and Contrasting (AA)</li> <li>• <b>RS-</b> focus on other forms of poetry e.g. haiku</li> </ul>	
11/02/2018 STAFF INSET 15/02	<p><u>Introduction to Poetry: Writing</u></p> <ul style="list-style-type: none"> <li>• Constructing own poetry (After AR2)</li> </ul>	
February Half Term		
25/02/2018	<p><u>Introduction to Point of View Writing</u></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• A range of example texts/models used to teach below:</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Writing to argue a <u>viewpoint</u> – ‘Cold Write’ approach first on topic such as uniform or smoking</li> <li>• Writing to explain a <u>viewpoint</u>.</li> <li>• Skills sequence to teach style and grammar required</li> </ul>	
4/03/2018	<p><u>Introduction to Point of View Writing</u></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• A range of example texts/models used to teach below:</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Writing to argue a <u>viewpoint</u> – ‘Cold Write’ approach first on topic such as uniform or smoking</li> <li>• Writing to explain a <u>viewpoint</u>.</li> <li>• Skills sequence to teach style and grammar required</li> </ul>	
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18/03/2018	<p><u>Introduction to Point of View Writing</u></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• A range of example texts/models used to teach below:</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Writing to argue a <u>viewpoint</u> – ‘Cold Write’ approach first on topic such as uniform or smoking</li> <li>• Writing to explain a <u>viewpoint</u>.</li> <li>• Skills sequence to teach style and grammar required</li> </ul>	

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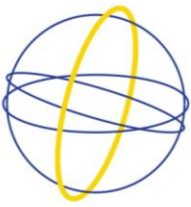




25/03/2018	Revision and Preparation for AR3 (revisit poetry)	AR3
01/04/2018	<u>Shakespeare: Romeo and Juliet</u> <u>Reading</u> <ul style="list-style-type: none"> <li>Plot content</li> <li>Analysis of Characters</li> <li>Retelling the text (RS)</li> <li>Introduction to Shakespearean language</li> <li>AR3 DDI</li> </ul>	AR3
08/04/2018	<u>Shakespeare: Romeo and Juliet</u> <u>Reading</u> <ul style="list-style-type: none"> <li>Plot content</li> <li>Analysis of Characters</li> <li>Retelling the text (RS)</li> <li>Introduction to Shakespearean language</li> <li>AR3 DDI</li> </ul>	
Easter		
29/04/2018	<u>Shakespeare: Romeo and Juliet</u> <u>Reading</u> <ul style="list-style-type: none"> <li>Key scene analysis</li> </ul>	
06/05/2018 BANK HOL 06/05	<u>Shakespeare: Romeo and Juliet</u> <u>Reading</u> <ul style="list-style-type: none"> <li>Key scene analysis</li> </ul>	
13/05/2018	<u>Shakespeare: Romeo and Juliet</u> <u>Reading</u> <ul style="list-style-type: none"> <li>Analysis of fight scene (2016 exam)</li> <li>Analytical essay – Balcony scene (AR4 preparation)</li> <li>Structure of text –plot/graph (AA)</li> </ul>	
20/05/2018	<u>Shakespeare: Romeo and Juliet</u> <u>Reading</u> <ul style="list-style-type: none"> <li>Analysis of fight scene (2016 exam)</li> <li>Analytical essay – Balcony scene (AR4 preparation)</li> <li>Essay technique: 'P.E.E.' paragraphing</li> <li>Structure of text –plot/graph (AA)</li> </ul>	
May Half Term		

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03/06/2018	<p><u>Shakespeare: <i>Romeo and Juliet</i></u> <u>Reading</u></p> <ul style="list-style-type: none"> <li>• Analysis of fight scene (2016 exam)</li> <li>• Analytical essay – Balcony scene (AR4 preparation)</li> <li>• Essay technique: 'P.E.E.' paragraphing</li> <li>• Structure of text –plot/graph (AA)</li> </ul>	
10/06/2018	<p><u>Non-Fiction Study (Extracts)</u> <u>Reading</u></p> <ul style="list-style-type: none"> <li>• Focus on identifying language features; selection and retrieval; inference; analysing and evaluating writers' choices</li> <li>• GL Assessment Preparation</li> </ul>	
17/06/2018	<p><u>Non-Fiction Study (Extracts)</u> <u>Reading</u></p> <ul style="list-style-type: none"> <li>• Focus on identifying language features; selection and retrieval; inference; analysing and evaluating writers' choices</li> <li>• GL Assessment Preparation</li> </ul>	AR4
24/06/2018	<p><u>Non-Fiction Study (Extracts)</u> <u>Reading</u></p> <ul style="list-style-type: none"> <li>• Focus on identifying language features; selection and retrieval; inference; analysing and evaluating writers' choices</li> <li>• GL Assessment Preparation</li> <li>• AR4 DDI</li> </ul>	AR4
01/07/2018	<p><u>Non-Fiction Study (Extracts)</u> <u>Reading</u></p> <ul style="list-style-type: none"> <li>• Focus on identifying language features; selection and retrieval; inference; analysing and evaluating writers' choices</li> <li>• GL Assessment Preparation</li> <li>• AR4 DDI</li> </ul>	
8/07/2018	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• 'Cold Write'- Creative piece – story about an animal or description of an animal</li> </ul>	
15/07/2018	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• 'Cold Write'- Creative piece – story about an animal or description of an animal</li> </ul>	

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