



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

	Autumn 1	Autumn 2 / Spring 1	Spring 2	Summer 1 / Summer 2
<p>THE BIG IDEAS & KNOWLEDGE <i>Overview of topics or key questions</i></p>	<p>Non-fiction texts</p> <p>Examine and analyse a range of common non-fiction text types. Exploring wider issues including identity, plague/pandemic experiences and climate change</p>	<p>'Twelfth Night' by William Shakespeare</p> <p>Exploring wider contextual factors like Shakespeare's theatre, patriarchal societies, social class, and Elizabethan society and values.</p>	<p>'Poetry from around the World' Unit</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 nature poems. Opportunity for reflection on cross-cultural art.</p>	<p>'Roll of Thunder, Hear my Cry' Novel</p> <p>Shared reading of novel, to include empathy tasks, comprehension questions and an introduction looking at the history of race relations in the United States and UK, including key moments in the civil rights and Black Lives Matter movements. .</p>
<p>SKILLS & STRATEGIES <i>Procedural knowledge, literacy and numeracy skills</i></p>	<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>Building skills in delivering aural presentations</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 whole text.</p> <p>Building speaking and listening skills by reading aloud.</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>Building literature comprehension skills</p> <p>Building empathy skills to explore how characters feel, through reading/writing activities and exploration of contexts.</p> <p>Developing appropriate vocabulary for discussing and understanding issues of race and racism.</p> <p>Building PETER paragraph skills through the analysis of extracts from the text.</p> <p>Bring able to understand and explain the plot and impact of a whole text, and the structural choices of a writer.</p> <p>Building knowledge and understanding of racism in history and today; developing methods to challenge racism; considering the contributions of writers of colour to the literature of their time and now</p>

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FEEDBACK <i>Noteworthy tasks and assessments</i>	Writing task: autobiography Reading task: peer assessed comprehension questions Spoken language assessment: looking and speaking skills.	Writing task: "Viola's diary" Reading task: analysing an extract Speaking and listening: informally monitored through acting out scenes.	Writing task: create own poem Reading task: write about a single poem, analysing aspects of language, form and/or structure.	Writing task: empathy task based on a character from the novel Reading task: analysing an extract Speaking and listening: drama-based assessment/or viewpoint task
BREADTH <i>Opportunities, trips, wider reading, cultural capital</i>	Wider reading recommendations for diary task, building knowledge of young activists such as Malala Yousafzai and Greta Thunberg. Build knowledge of Nazi Occupation of The Netherlands through Anne Frank's diary.	Opportunity to watch a film performance Possibility of watching a performed version in school. Contextual research task for prep.	Reading poems across different cultures and time periods on the same theme Year 7 poetry competition	Learning about the treatment of people of colour in America in the twentieth century. Building an understanding of the language of racism and developing appropriate vocabulary for discussing and understanding issues of race and racism.
KEY VOCABULARY <i>Important words and phrases</i>	Anecdote Hyperbole Imagery Juxtaposition Metaphor Onomatopoeia Oxymoron Personification Simile Symbolism Direct address Alliteration Facts Opinions Rhetorical questions Repetition Emotive language Expert opinion Statistics Triple (list/pattern of three)	Character Climax Comedy Costume Dialogue Plot Props Scene Stage direction Sub-plot	Couplet Enjambment Haiku Line Metre Refrain Rhyme Rhythm Stanza Syllable	Chapter Characterisation Fiction Foreshadowing Imagery Narrative Voice Paragraph Plot Twist Protagonist Resolution Foreboding Unconscious bias Prejudice Equality Racism Anti-racism Allies