

Curriculum Map

Subject: English – KEY: Main Teacher/**Minority Teacher**

Year Group: 7

	Autumn 1 Private Peaceful Narrative writing	Autumn 2 Private Peaceful Transactional writing – speech focus of personal topic of choice.	Spring 1 Private Peaceful Transactional writing – embedding FLAP and persuasive features	Spring 2 Private Peaceful Transactional writing	Summer 1 Introduction to Shakespeare Short stories	Summer 2 Introduction to Shakespeare Short stories
Content- WHAT will be learned? What previous learning can be linked? Why this order/ sequence ?	Studying Private Peaceful as a basis for looking at narrative voice, APE writing skills and sequencing. Identifying what makes an effective narrative. Basic skills being utilised from primary (mainly feeder schools).	Studying Private Peaceful as a basis for looking at narrative voice, APE writing skills and sequencing. Writing a range of speeches using modern, educational speeches based on topical issues. This is new learning, so basic skills are adopted focusing on students creating a voice.	Studying Private Peaceful as a basis for looking at narrative voice, APE writing skills and sequencing. Poetry skills are adopted when looking at war poetry. This feeds into GCSE war poetry in Year 9 and identity poetry in Year 8. How to write a range of different types of non-fiction text based on a theme park being created. Students need to focus on the audience and purpose as a primary focus here.	Studying Private Peaceful as a basis for looking at narrative voice, APE writing skills and transactional letter writing to support the embedding of the transactional unit from Minority Teacher. How to write a range of different types of non-fiction text based on a theme park being created. Students need to focus on the audience and purpose as a primary focus here.	Exploring Shakespeare’s lovers, villains, and tragic heroes through extracts. Students can adopt the knowledge of the types of character and theme that Shakespeare created and utilised in his plays which supports Year 8 and Year 10. Students embed the APE(S) writing style from Private Peaceful. Students read a range of short stories from authors such as Roald Dahl to construct tension and ambiguous vocabulary in their narrative writing. Students are embedding and developing narrative skills adopted in Autumn 1 through reading.	Exploring Shakespeare’s lovers, villains, and tragic heroes through extracts. Students can adopt the knowledge of the types of character and theme that Shakespeare created and utilised in his plays which supports Year 8 and Year 10. Students embed the APE(S) writing style from Private Peaceful. Students read a range of short stories from authors such as Roald Dahl to construct tension and ambiguous vocabulary in their narrative writing. Students are embedding and developing narrative skills adopted in Autumn 1 through reading.
Skills- What will be developed?	APE writing – simplified analytical responses to quotations from the text. Considering the key messages that Morpurgo wants to instil in his reader. Students will look at connotations of words and address the importance of them. Planning of the story mountain. Students are considering their own memories and encouraged to consolidate the planning process and practice writing for a sustained amount of time. SPaG skills.	APE writing – simplified analytical responses to quotations from the text. Considering the key messages that Morpurgo wants to instil in his reader. Oracy skills are adopted and embedded in line with GCSE Speaking and Listening assessment. Students do complete this style of task in their primary schools. SPaG skills.	APE writing – simplified analytical responses to quotations from the text. Considering the key messages that Morpurgo wants to instil in his reader. Poetic skills – key messages, techniques, structural features. Analysis of language to write in an academic register (APES). Students embed skills of FLAP and persuasive features learnt from Autumn 2 into their writing. SPaG skills.	APE writing – simplified analytical responses to quotations from the text. Considering the key messages that Morpurgo wants to instil in his reader. Poetic skills – key messages, techniques, structural features. Analysis of language to write in an academic register (APES). Embedding FLAP and persuasive features from Minority Teacher SOW. Students embed skills of FLAP and persuasive features learnt from Autumn 2 into their writing. SPaG skills.	Students embed APE writing – simplified analytical responses to quotations from the text. Consider the key messages that Shakespeare wants to instil in his intended audience. Students create comparisons between a variety of villains to discover who is the most villainous. Students focus on the development of the story mountain and how to be concise with their writing. SPaG skills focusing on ambitious vocabulary.	Students embed APE writing – simplified analytical responses to quotations from the text. Consider the key messages that Shakespeare wants to instil in his intended audience. Students create comparisons between a variety of villains to discover who is the most villainous. Students embed oracy skills from the transactional SOW in Autumn 2 minority SOW. Students focus on the development of the story mountain and how to be concise with their writing. SPaG skills focusing on ambitious vocabulary.
Key ‘How’/‘Why’ Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	First World War history – conscription and trench life. Effective narrative writing using flashback technique used in Private Peaceful. Planning a successful narrative including all features of the 5-part structure.	First World War history – trench life. Effective narrative writing using flashback technique used in Private Peaceful. Oracy skills – performing in front of an audience, practising speeches as a revision skill.	First World War history – trench life. Effective narrative writing using flashback technique used in Private Peaceful. Students understand the motive for writing war poetry and begin to analyse it using subject specific language. Students gain knowledge of FLAP and persuasive features. Students adopt how to write for a specific audience and how to	First World War history – trench life. Effective narrative writing using flashback technique used in Private Peaceful. Students understand the motive for writing war poetry and begin to analyse it using subject specific language. Students gain knowledge of FLAP and persuasive features. Students adopt how to write for a specific audience and how to vary their	Key characters and themes of villainy, love, and relationships which Shakespeare created. Embedding the knowledge of planning a successful narrative including all features of the 5-part structure. Students focus on building	Key characters and themes of Shakespeare and considering why he created them. Students learn how to debate and embed their transactional writing skill of speech writing and presentation. Embedding the knowledge of planning a successful narrative including all features of the 5-part structure. Students focus on building in tension

[illegible]

Character development	Personal judgements based on ideas in the main SOW e.g. consider your thoughts of Grandma Wolfe. Is she a pleasant character? Would you like her to be your Grandma? Should we treat people equally (Big Joe).	Focusing on propaganda – is it appropriate? Considering relationships between characters – are they behaving appropriately? Writing a speech based on something that students are passionate about. Speeches should evoke a sense of change.	Making personal judgements about the poetry – consideration of issues around relationships, gender, growing up and poverty. Pupils need to be able express their views clearly on a range of different topics within the transactional SOW.	Considering the impact war has on an individual and the reality of war. Ending topic focusing on cowardice – is it right or wrong? Pupils need to be able express their views clearly on a range of different topics within the transactional SOW.	Considering what constitutes as a villain focusing on the moral compass and actions of key characters Shakespeare has created.	Focusing on key theme of love and the ideologies of relationships.
Equality/Diversity opportunities	The presentation of Big Joe who has learning difficulties. Use of personal memories and what they have learnt from past experiences.	Speeches from Malala, Greta Thunburg and Emma Watson shown as models and for students to generate oracy skills.	Consideration of adapting writing for different audiences.	Consideration of adapting writing for different audiences.	Use of personal memories and what they have learnt from past experiences.	A focus on Richard III – disability. Gender representations within Macbeth – who is to blame for the King’s death?
Homework/Independent learning	Spelling quizzes – Satchel	General SPaG quizzes Last 2 weeks of term Super Curriculum task – read/write/watch and produce a speech.	Private Peaceful quizzes – revision of the key aspects of the text to embed learning.	Private Peaceful quizzes - revision of the key aspects of the text to embed learning. Super Curriculum task – read/write/watch and produce a speech.	Shakespeare quizzes.	Reading project. Super Curriculum task – read/write/watch and produce a speech.
CIAG coverage/links	Personal opinion Analytical skills Balanced views Creative thinking Reflection on personal experiences	Analytical skills Educational issues around the world. Personal opinions.	Analytical skills Text types have real world uses.	Analytical skills Text types have real world uses.	Personal opinion. Creative thinking Reflection on personal experiences	Personal opinion. Creative thinking Reflection on personal experiences