



# Curriculum Map

Subject: English

Year group: Year 7

	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p><b>A Christmas Carol – Charles Dickens</b></p> <ul style="list-style-type: none"> <li>The plot of the novel</li> <li>Context of Victorian England.</li> <li>Theme of redemption.</li> </ul> <p><b>Key Terms:</b> Redemption Charity Inequality Society Genre Class Redemption Protagonist</p>	<p><b>Characters in poetry</b></p> <ul style="list-style-type: none"> <li>What sort of characters are crafted in a selection of poetry</li> <li>The context of a selection of poetry</li> <li>Theme of identity</li> </ul> <p><b>Key terms</b> Identity Conflict Empathy Sympathy Perspective Prejudice</p>	<p><b>The Tempest</b></p> <ul style="list-style-type: none"> <li>The various plot-lines of <i>The Tempest</i></li> <li>The context of Shakespearean literature</li> <li>The theme of right and wrong</li> <li>The fantasy genre</li> </ul> <p><b>Key terms</b> Magic Power and control Inequality Conflict Right and Wrong Staging Audience Fantasy</p>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>To read for meaning and understand viewpoint To analyse Dicken’s craft To consider the complex themes within the novel To use literature as inspiration for our own creative writing.</p>	<p>To understand narrative perspective To analyse poetic craft To evaluate how themes and ideas are explored in poetry To write analytically about poetry To write creatively in response to poetry</p>	<p>To understand the form of the play To understand the genre of fantasy To understand how characters and worlds are constructed To understand how to construct fantasy characters and world in our own writing To write analytically about a play To make balance judgements</p>
<p><b>Key Questions</b></p>	<p>How does Dickens construct characters? How are the key themes presented in the novella? How does the novella’s context shape our understanding?</p>	<p>How are characters constructed? How is a reader's response constructed? What was the poet's intention? What issues are being raised by the poetry?</p>	<p>How does Shakespeare present each group of characters? How does Shakespeare create and use magic in the play?</p>
<p><b>Assessment</b></p>	<p>Two analytical essays. Two pieces of creative writing.</p>	<p>Two analytical essays One creative writing task</p>	<p>Two creative writing pieces One analytical essay</p>



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<b>Literacy/Numeracy/ SMSC/Character</b>	<p>Students will be developing their literacy skills throughout the scheme through both reading of the text and writing their own pieces.</p> <p>Classes will be thinking about the communities they live within and if they would consider them to be 'fair'. Opening up discussions about inequalities present and the need for charity.</p>	<p>Literacy will be embedded in class reading and writing tasks, group and class discussions. Issues and topics raised by the poetry will offer opportunity for students to discuss and write about a variety of issues and explore their own response to those issues, including prejudice and identity.</p>	<p>Students will develop their knowledge of our literary heritage by study, discussing and writing about Shakespeare's <i>The Tempest</i>. Through study of characters and theme, students will learn to make judgments based on evidence and consider issues such as power and conflict. Students will develop their own written skills by producing their own fantasy writing.</p>
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