



Curriculum Map

Subject: English

Year group: Year 7

	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
Content <i>Declarative Knowledge – ‘Know What’</i>	The Graveyard Book - Neil Gaiman Coming of Age The Gothic genre Creative writing Key Terms Imagery Metaphor Personification Foreboding Uncanny Characterisation Sub-plot	19th Century Voices Extracts from Literature Themes of creative writing Key Terms Gothic Narrative voice Experience Imagery Metaphor Simile Structure Characterisation	Identity Poetry Literary non-fiction Themes of social responsibility Key Terms Imagery Rhythm Dialect Stanza Enjambment Caesura Refugee Migrant
Skills <i>Procedural Knowledge – ‘Know How’</i>	To read for meaning and understand different viewpoints To analyse Gaiman’s craft including language and structure To consider how genre is built within a novel To consider a writer’s craft and purpose To craft their own language using language techniques To craft their own use of structure To be able to produce writing which clearly fits genre	To read for meaning and understand different viewpoints To analyse how different writers have crafted language and structure for effect To explore how context influences text construction and creation To write analytically	To read for meaning and understand different viewpoints To analyse poetic craft including language and structure To consider how poetic techniques can affect meaning To consider a writer’s craft and purpose To be able to produce writing which clearly fits purpose and form
Key Questions	How has Gaiman constructed this Gothic novel? How has he adapted Gothic conventions?	How have writers constructed narrative? How have writers varied their use of narrative techniques? How has context influenced writers?	What is an auto-biography and how is it constructed? How are poems structured for meaning? How are real-life experiences captured in poetry?



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	How can I apply what I have learnt to my own writing?		
Assessment	Write a piece of Gothic writing titled 'Home Alone' Continue the story from: <i>'The stone slab that covered the grave swung open like a trapdoor, revealing a darkness beneath.'</i> How is Bod presented in Chapter 4?	In this extract, how does the writer present the character? Produce a piece of descriptive writing inspired by the extracts we've studied.	Explore how the theme of identity is addressed in one of the poems we have studied Produce a piece of autobiographical writing
Literacy/Numeracy/SMSC/Character	Students develop their reading literacy skills through a variety of reading and writing activities. Themes of friendship, forgiveness, tradition, prejudice and understanding offer opportunities for students to engage with social, moral and cultural issues. Listening to different responses to the texts helps students develop a sense of their character.	Students develop their reading and literacy skills through encountering a variety of texts that capture different 19th century experiences. Students discuss the experience of orphans, loss and necessary resilience, developing empathy through literature.	This topic challenges students to engage with and consider the reality of the migrant experience, asking them to develop their cultural, social and moral engagement with broader, global experience. They are also asked to consider their own experiences and are offered the opportunity to reflect on their own character and how it has been shaped to date.