



Denton Community College
Departmental Curriculum Map
Subject: English



Year Group: 7

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	End of Year Exam
Topics	Greek Mythology	Shakespeare - Victims and Villains	The Romantics	Refugee Boy	Poetry from Other Cultures	
What will students be during this unit?	Extended creative writing: Description or narrative	Description of character. Focus on the first 2 to 3 steps of the RRP. Comparisons. Debate an ambiguous character - S&L	Teach the full RRP and analysis. The genre, a range of texts - Victorian and Romantic. Understanding links between texts and their contexts.	Understanding a range of nonfiction texts and using the techniques they see to write persuasively.	Analysing a range of poetry from different cultures covering a range of different historical and social contexts.	Students will be asked to write a descriptive piece of writing inspired by an image in order to revise what was covered at the beginning of the year and prepare them for year 8.
When will students be assessed?	Formal assessment at the end of the unit. Shorter assessments will be marked by teachers throughout.	Formal assessment at the end of the unit. Shorter assessments will be marked by teachers throughout.	Formal assessment at the end of the unit. Shorter assessments will be marked by teachers throughout.	Spoken assessment at the end of the unit. Shorter assessments will be marked by teachers throughout.	Formal assessment at the end of the unit. Shorter assessments will be marked by teachers throughout.	
How will students be assessed?	Students will be asked to write a descriptive response based on an image.	Students will be asked to analyse extracts from Shakespearean texts and use evidence to support their ideas.	Students will be asked to analyse a text from the Romantic period and comment on the links to the historical setting of the novel.	Students will be asked to present their ideas on how Shakespeare presents a character to the class in a speaking and listening assessment.	Students will be asked to write a persuasive article on Manchester.	

Key Vocabulary	Adjectives Adverbs Nouns Object/subject Verbs Subordinate Clauses - conjunctions Semi-colons Apostrophes Sentence types Commas Homophones	Victim Villain Inference Implicit Explicit Comparatives Tragic Hero Contrast Juxtaposition Oxymoron Dramatic Irony Foil Context	Colons Modal verbs Connectives Relative Clauses Prefix/suffix Sensory language Pathetic fallacy Synonyms and antonyms Tenses Ellipses Omniscient Narrator	Active/passive voice and verbs Imperatives Standard English Declaratives (DAFORESTI through example rather than an acrostic) Hyperbole Superlatives Anaphora Accurate Punctuation	Tone Narrative voice Similes Metaphors Personification Caesura Rhyme Scheme Sibilance Assonance Volta Enjambment Imagery Speaker	
Homework opportunities to broaden or deepen student knowledge	Students will be given homework by their teacher to independently practice literacy skills.	Homework will focus on revising the literacy skills that were taught in the first half term, and to consolidate what is covered in the lessons.	Homework will focus on close language analysis as taught in the second half term.	Homework will continue to focus on closing literacy gaps identified throughout the year.	Homework will focus on reading nonfiction texts for comprehension.	

<p>Links to the National Curriculum</p>	<p>Pupils should be taught to: write accurately, fluently, effectively and at length for pleasure and information</p>	<p>Pupils should be taught to understand increasingly challenging texts through: learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text.</p>	<p>Pupils should be taught to: develop an appreciation and love of reading, and read increasingly challenging material independently through: reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.</p>	<p>Pupils should be taught to: speak confidently and effectively, including through: using Standard English confidently in a range of formal and informal contexts, including classroom discussion giving short speeches and presentations, expressing their own ideas and keeping to the point participating in formal debates and structured discussions, summarising and/or building on what has been said.</p>	<p>Pupils should be taught to: write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays stories, scripts, poetry and other imaginative writing notes and polished scripts for talks and presentations.</p>	
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