

Year 7

Subject: English

Half term	Objectives/ enquiry questions	Content	Skills	Assessment
1	<p>What are the features of autobiographical writing? How do we use language to make recount interesting?</p> <p>How do different cultures influence the ideas and attitudes of poets? What are the features of different forms? How can poets use language to create different effects? How can we use dramatic techniques to bring poetry to life?</p>	<p>Telling stories and autobiographical writing</p> <p>World Poetry</p>	<ul style="list-style-type: none"> • Speak confidently and effectively in informal contexts and presentations • Write accurately, fluently, effectively through use of vocabulary, grammar and structure • Read seminal world poetry • Read critically, exploring poetic conventions and figurative language • Write poetry accurately, fluently and effectively • Speak confidently and effectively when rehearsing and performing poetry 	<p>Speaking assessment: oral recount Writing assessment: autobiographical extract</p> <p>Writing assessment: response to poetry – a written speech</p> <p>Speaking assessment: performing poetry</p>
2	<p>What are the key themes and ideas behind the novel? How can novels be used to reflect social issues? How does the writer create an interesting narrative?</p>	The novel – The Infinite	<ul style="list-style-type: none"> • Read whole contemporary novels • Understand increasingly challenging texts through learning and understanding new vocabulary, making inferences and referring to evidence 	Reading assessment: analysis of novel
3	<p>What are the different features of the supernatural genre? How do writers use language to create fear? How do Supernatural texts explore different social issues? What are the similarities and differences between the presentations of a character in two of the texts?</p>	The Gothic – reading novel extracts, short stories	<ul style="list-style-type: none"> • Read short stories, poems, and plays from specific genres • Understand increasingly challenging texts by making inferences and referring to evidence • Read critically, exploring the use of figurative language • Write formal essays accurately, fluently, and effectively by planning, drafting, editing and proof-reading 	Reading assessment: Comprehension
4	<p>What are the features of different types of non-fiction writing? How do writers structure non-fiction texts?</p>	Food for Thought	<ul style="list-style-type: none"> • Read a wide range of non-fiction forms • Understand texts by exploring purpose, audience and context 	Speaking assessment: TV chefs

HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 3

	How do writers adapt language to suit purpose? How do written instructions differ from spoken instructions?		<ul style="list-style-type: none"> • Speak confidently and effectively, in formal contexts and presentations, using • Intonation and tone • Write for a variety of purposes, audiences and contexts • Know and understand the differences between spoken and written language, including level of formality and use of Standard English 	Writing assessment: non-fiction writing
5	What are the features of form? How do writers create interesting stories? How do writers structure whole texts?	Myths and Legends	<ul style="list-style-type: none"> • Read short stories from around the world • Write short stories accurately, fluently and effectively through use of grammar and whole text structure 	Exam style assessment – reading and writing
6	What is the significance of Shakespeare's context? How does Shakespeare use language to create different effects? How are dramatic techniques used to make plays interesting?	Shakespeare	<ul style="list-style-type: none"> • Read Shakespearean plays • Read critically, exploring how Shakespeare uses staging to evoke a range of possible interpretations • Speak confidently and effectively when rehearsing and performing plays 	<p>Reading assessment: response to an unseen text</p> <p>Speaking assessment: role play</p>