English Curriculum Map							
Year 7							
Half term	Unit title with hyperlink to scheme of work	Unit summary	Disciplinary skills linked to content covered	Disciplinary skills & content revisited during learning journey	Links to GCSE skills and content	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	The Jumbies - Reading and Comprehension	For their first half term of seconadary English students will read The Jumbies as a stimulus for developing their enjoyment of exploring texts in depth. Students will develop core comprehension skills about how writers craft character, setting and atmosphere. Through exploratory and creative activities, students will apply their comprehension skills which will be needed during their time in secondary school. Alongside reading fluency and comprehension, students will spend time ensuring their fundamental writing and punctuation skills are strengthened.	**Reading & Interpretation skills:** Developing inference; identifying basic Gothic conventions; understanding mood and atmosphere. **Writer's Craft:** Exploring and understanding the vocabulary choices made by the writer. **Writing Craft:** Developing confidence and accuracy in relaying information throught sentences by explaining meaing and using correct punctation. **Context & Literary Tradition:** Caribbean folklore, mythic storytelling, Gothic conventions. **Oracy and Literacy:** discussion of fear, superstition and storytelling linked to traditions. Building a glossary of content specific vocabulary.	The unit will build on reading and comprehension skills learnt at KS2. The unit introduces students to the concept of genre recognition and how genre shapes story as well as foundational literary concepts: setting, character, myth, mood, and conventions, but focuses on developing core comprehension skills.	The unit begins to develop students' ability to read with inference and deeper critical understanding -- skills that are essential to the Literature GCSE. The unit also begins to develop reading linked to genre expectations, specifically Gothic -- a skill required for the Literature Paper 1 GCSE. The unit thus establishes foundations for later Gothic study: Frankenstein in Year 7, Jekyll & Hyde at GCSE and Gothic at A Level.	EW1: Reading comprehension test of Chapter 14 of the Jumbies. Students will receive marked pieces of writing with praise, encouraging and stretching comments. Whole class feedback lessons will focus on the key areas for improvement. Every student will be expected to identify their areas of strengths and development. Green pen reponses will be used to practice skills that need to be worked on.	EW2: Reading comprehension of Chapter 24 of the Jumbies
Autumn 2	Rewriting Myths: creative narrative wrtiting	A half-term SOW during which students will read a range of mythical narratives from a range of cultures around the world and learn about the character archetypes and foundational forms of narrative. They will then use this knowledge to write their own modern version of a myth.	**Reading & Interpretation skills:** Recognising character archetypes and basic narrative patterns. **Writer's Craft:** Exploring mythical story structure – eg. Monster encounter; use of beginning, middle and end to unfold narrative. **Writing Craft:** Students focus on narrative structure and pacing; descriptive world-building. Paragraphing and sentence construction. **Context & Tradition:** Mythical traditions and narratives from across across the world. **Oracy and Literacy:** storytelling and collaborative discussion; Focus on developing effective sentence writing using correct punctuation; a glossary of content specific words that enrich their vocabulary	This unit will get students to develop their creative writing skills --planning, drafting and writing - and apply them to the mythical genre. It introduces foundational literary structures and characters that recur throughout the curriculum: journeys, transformation and conflict. There is an introduction to the skill of structuring and pacing of narrative.	The unit creates progression into Year 8 Epic poetry and later Shakespearean journeys as well as dystopian narratives. It strengthens narrative-writing foundations for GCSE Language Paper 1.	EW1: Write a modern version of [Chosen myth]. Students will receive marked pieces of writing with praise, encouraging and stretching comments. Whole class feedback lessons will focus on the key areas for improvement. Every student will be expected to identify their areas of strengths and development. Green pen reponses will be used to practice skills that need to be worked on.	EW2: Write a modern version of one of the myths read during the half term.
Spring 1	Exploring self through poetry -- reading and responding to poetry	During this half-term scheme of work, students will begin to explore ideas of self and identity through a diverse range of poems focused on memory, belonging and self-expression. Through reading and discussion, students will develop personal and analytical responses to poetry, exploring how meaning is shaped, while also crafting their own creative pieces inspired by the themes, voices and techniques they encounter.	**Reading & Interpretation skills:** Understanding difference between speaker and poet; developing inference; developing confidence in personal interpretation. **Writer's Craft:** Understanding imagery, metaphor, sound, structure, repetition. **Writing Craft:** Poetic experimentation; reflective commentary on personal writing. **Context & Tradition:** Understanding poetry as personal and cultural expression. **Oracy and Literacy:** Reading aloud and discussion of interpretation. Developing disciplinary understanding of core poetic vocabulary	The unit is focussed on getting students to confidently apply their developing critical/creative reading and writing skills that have been developed over the previous two units and transfer them to writing in and about a new literary form -- poetry.	The unit unit introduces students to the third main literary form they will engage with for their Literature GCSE -- Poetry. The unit will continue to develop students' ability to read with inference and deeper critical understanding -- skills that are essential to the Litearature GCSE. They will begin to learn how to creatively explore their big ideas into their essays and creative writing that will form the foundation for how they will write their GCSE Literature essays.	EW1: Write a commentary on your 'best' poem explaining the language and structural choices you have made. Students will receive marked pieces of writing with praise, encouraging and stretching comments. Whole class feedback lessons will focus on the key areas for improvement. Every student will be expected to identify their areas of strengths and development. Green pen reponses will be used to practice skills that need to be worked on.	EW2:Write a commentary on one of the poems we have studied explaining the language and structural choices the poet has made.
Spring 2	Frankenstein, the play - responding to literature	During this half-term scheme of work, students will develop their understanding of Gothic conventions through the study of Frankenstein, the play. Exploring Gothic ideas through drama, students will explore character, audience response and dramatic methods while considering how tension, fear and atmosphere are created on stage. Through reading, discussion and performance-based activities, students will deepen their understanding of the Gothic genre and its themes.	**Reading & Interpretation skills:** Exploring big ideas about the text, building inference, developing quotation selection; identifying Gothic conventions; understanding mood and atmosphere; explaining audience interpretation. **Writer's Craft:** Exploring the writer's ideas and explaining choice of dialogue, understanding stagecraft, dramatic tension and characterization; developing understanding of how a writer builds relationship with the reader. **Writing Craft:** Beginning to craft an analytical style paragraph structure; learning how to embed evidence; learning how to explain evidence in support of ideas. **Context & Tradition:** origins of science fiction/Gothic anxieties and how context shapes the meaning of a story in the past but also for today. **Oracy and Literacy:** dramatic reading and performance, class and structured discussion. Developing a glossary of content specific vocabulary; building a working knowledge of core disciplinary vocabulary.	Students will build on their introduction to the Gothic during the first half term while introducing them to the dramatic form. The unit develops students' movement from personal response towards written analytical interpretation by developing their inference skills. They will deepen their awareness of how a genre shapes the meaning of a text.	The unit gets students to begin to apply their inference and critical understanding skills that are essential to the Litearature GCSE. They will be introduced to the basic literary essay form that will form the foundation for how they will write their GCSE Literature essays.	How are Gothic conventions used at the end of Act 1 to make the scene horrifying? Students will receive marked pieces of writing with praise, encouraging and stretching comments. Whole class feedback lessons will focus on the key areas for improvement. Every student will be expected to identify their areas of strengths and development. Green pen reponses will be used to practice skills that need to be worked on.	EW2: How is the creation presented in Frankenstein.
Summer 1	Everyday Heroes - exploring non-fiction writing	Students explore non-fiction texts about inspirational individuals in their communities. They begin to understand persuasion, rhetoric and viewpoint writing, then use these skills to write a celebration of their own everyday Hero.	**Reading & Interpretation:** Being able to identify viewpoint and perspective. Being able to identify conventions of a hero and understand how they apply to non-fiction writing. **Writer's Craft:** Being able to recognise and comment on the effect of rhetorical devices and persuasive tone; Understanding the structure of a non-fiction narrative. **Writing Craft:** Essay writing and paragraph organisation; Writing an argument; Being aware of audience when writing. Using example as a persuasive device; Focus on sentence formation and accurate use of punctuation. **Context & Tradition:** Heroism in everyday society and in media representation. **Oracy and Literacy:** Developing of debate and persuasive speech skills. Building a disciplinary foundation in core rhetorical and persuasive devices and sentence structure.	This unit develops movement from narrative writing toward rhetorical and discursive non-fiction writing.	This unit introduces students to the disciplinary skills needed to write persuasive non-fiction and begins to build the foundation for GCSE Language Paper 2 persuasive writing. The oracy element builds confidence and skills that will be needed for the GCSE Spoken Language assessment.	EW1: Write an article about a person we have studied and why they are an everyday essay. Students will receive marked pieces of writing with praise, encouraging and stretching comments. Whole class feedback lessons will focus on the key areas for improvement. Every student will be expected to identify their areas of strengths and development. Green pen reponses will be used to practice skills that need to be worked on.	EW2: Write a speech in which you argue for why your chosen person is an ideal everyday hero.
Summer 2	My community and me	Students will research what makes up their community and look at the history of Stoke Newington and Hackney. Students will research and deliver oral presentations to the class presenting their belonging, place and identity with their community.	**Reading & Interpretation:** Interpreting lived experience and community history through researching and finding information from source material. **Writer's Craft:** Understanding how writers engage with audience through spoken rhetoric. Writing Craft: Planning and structuring presentations through editing and drafting. **Context & Tradition:** local history; migration; identity. **Oracy and Literacy:** Developing formal presentation, discussion and listening skills. Developing confidence in applying disciplinary concepts to their own writing and speaking. Learning to work with other students in a team.	This unit builds on the skills required for non-fiction writing that were introduced in the Everyday Hero's unit. Makes oracy an explicit disciplinary strand and develops confidence in formal speaking	This unit builds skills students will require for their GCSE Spoken Language assessment which they do in Year 9.	EW1: What does the local area mean to you? Prepare a short presentation to deliver for the class which answers this question. Students will receive ongoing feedback and support as they develop their presentations. Students will be marked according to the GCSE Spoken Language criteria and get verbal feedback on their presentations.	EW2: What is your place in the local community? Create a scrapbook page in response to this question.