



CURRICULUM Map  
YEAR 7, English

								EOY Assessment Point													
						HT5		HT1 – HT6													
						HT4:		HT6:													
						Assessment Point: Summative or AFL		Overarching unit intent:													
						HT3:		Key Disciplinary Knowledge													
						Overarching unit intent:		Shakespeare character analysis.													
						HT3:		Short Story: write a monologue from the point of view of one of the main characters in the short story.													
						Overarching unit intent:		Speaking and Listening: Deliver the <u>monologue</u> created for the short story writing assessment.													
						Assessment Point: Summative or AFL		Key Concepts													
						HT1 & HT2		Reading Writing Speaking and Listening													
						Overarching unit intent:		Career Links													
						Key disciplinary knowledge		Law Journalism													
						Writing Assessment Using an image as a stimulus for writing to describe.															
						Reading Assessment Character or theme analysis of The Woman in Black.															
						Writing Assessment Write a poem on a given theme. Students can choose the poetry form based on those studied in the unit of work.															
						Speaking and listening DEBATE -focusing on a social issue / choice of social issues.															
						Key Concepts															
						Reading Writing Speaking and Listening															
						Career Links															
						Law Journalism															
						HT4:															
						Overarching unit intent:															
						Exploring Contexts: 19 <sup>th</sup> , 20 <sup>th</sup> & 21 <sup>st</sup> centuries															
						Key disciplinary knowledge															
						Comparison of Gothic characters. Which text presents Gothic conventions most effectively?															
						Creative piece of writing based on a theme / mood inspired by the students' exploration of Gothic texts.															
						Write a diary entry, letter or newspaper article based on a key historical event from the 19 <sup>th</sup> century. The Industrial Revolution.															
						Key Concepts															
						Reading Writing															
						Career Links															
						Historian Journalism															
						HT5															
						Overarching unit intent:															
						Introduction to Shakespeare															
						NC: Develop an appreciation and love of reading, and read increasingly challenging material independently.															
						NC: Understand increasingly challenging texts.															
						NC: Read critically.															
						INTERLEAVING – Poetry - sonnets															
						NC: Develop an appreciation and love of reading, and read increasingly challenging material independently.															
						NC: Understand increasingly challenging texts.															
						NC: Read critically.															
						INTERLEAVING – contexts – texts from 19 <sup>th</sup> , 20 <sup>th</sup> , 21 <sup>st</sup> C.															
						Speaking and listening activity															
						NC: Speak confidently and effectively delivering monologue presentations.															
						Career Links															
						Speech writer Script writer Actor Director															
<p><b>HT1:</b> <u>Overarching unit intent:</u></p> <p><b>Baseline tests: reading and writing.</b></p> <p>NC: Write accurately, fluently, effectively and at length for pleasure and information.</p> <p>NC: Plan, draft, edit and proof-read through.</p> <p>NC: Consolidate and build on their knowledge of grammar and vocabulary.</p> <p><b>The Woman in Black</b></p> <p>NC: Develop an appreciation and love of reading. <b>(Whole book)</b></p> <p>NC: Reading critically</p> <p>NC: Understanding increasingly challenging texts.</p>						<p><b>HT2:</b> <u>Overarching unit intent:</u></p> <p><b>Library visits:</b></p> <p>NC: Develop an appreciation and love of reading, and read increasingly challenging material independently.</p> <p><b>Introduction to Poetry:</b></p> <p>NC: Develop an appreciation and love of reading, and read increasingly challenging material independently.</p> <p>NC: Understand increasingly challenging texts.</p> <p>NC: Read critically.</p> <p>NC: Write accurately, fluently, effectively and at length for pleasure and information.</p> <p>NC: Plan, draft, edit and proof-read through.</p> <p><b>Social Issues S&amp;L:</b></p>		<p><b>HT1 &amp; HT2</b></p> <p><b>Key disciplinary knowledge</b></p> <p><b>Writing Assessment</b> Using an image as a stimulus for writing to describe.</p> <p><b>Reading Assessment</b> Character or theme analysis of The Woman in Black.</p> <p><b>Writing Assessment</b> Write a poem on a given theme. Students can choose the poetry form based on those studied in the unit of work.</p> <p><b>Speaking and listening DEBATE</b> -focusing on a social issue / choice of social issues.</p> <p><b>Key Concepts</b></p> <p>Reading Writing Speaking and Listening</p> <p><b>Career Links</b></p> <p>Law Journalism</p>		<p><b>HT3:</b> <u>Overarching unit intent:</u></p> <p><b>Gothic Literature:</b></p> <p>NC: Develop an appreciation and love of reading, and read increasingly challenging material independently.</p> <p>NC: Understand increasingly challenging texts.</p> <p>NC: Read critically.</p> <p><b>INTERLEAVING – Gothic features in The Woman in Black</b></p> <p><b>Creative Writing</b></p> <p>NC: Write accurately, fluently, effectively and at length for pleasure and information.</p> <p>NC: Plan, draft, edit and proof-read through.</p> <p>NC: Consolidate and build on their knowledge of grammar and vocabulary.</p>		<p><b>HT4:</b> <u>Overarching unit intent:</u></p> <p><b>Exploring Contexts: 19<sup>th</sup>, 20<sup>th</sup> &amp; 21<sup>st</sup> centuries</b></p> <p>NC: Develop an appreciation and love of reading, and read increasingly challenging material independently.</p> <p>NC: Understand increasingly challenging texts.</p> <p>NC: Read critically.</p> <p>NC: Write accurately, fluently, effectively and at length for pleasure and information.</p> <p>NC: Plan, draft, edit and proof-read through. Consolidate and build on their knowledge of grammar and vocabulary.</p> <p><b>INTERLEAVING – 19<sup>th</sup> C: The Woman in Black 20<sup>th</sup> C &amp; 21<sup>st</sup> C: Poetry</b></p>		<p><b>Assessment Point: Summative or AFL</b></p> <p><b>Key disciplinary knowledge</b></p> <p>Comparison of Gothic characters. Which text presents Gothic conventions most effectively?</p> <p>Creative piece of writing based on a theme / mood inspired by the students' exploration of Gothic texts.</p> <p>Write a diary entry, letter or newspaper article based on a key historical event from the 19<sup>th</sup> century. The Industrial Revolution.</p> <p><b>Key Concepts</b></p> <p>Reading Writing</p> <p><b>Career Links</b></p> <p>Historian Journalism</p>		<p><b>HT5</b> <u>Overarching unit intent:</u></p> <p><b>Introduction to Shakespeare</b></p> <p>NC: Develop an appreciation and love of reading, and read increasingly challenging material independently.</p> <p>NC: Understand increasingly challenging texts.</p> <p>NC: Read critically.</p> <p><b>INTERLEAVING – Poetry - sonnets</b></p>		<p><b>HT6:</b> <u>Overarching unit intent:</u></p> <p><b>Monologues</b></p> <p>NC: Develop an appreciation and love of reading, and read increasingly challenging material independently.</p> <p>NC: Understand increasingly challenging texts.</p> <p>NC: Read critically.</p> <p><b>INTERLEAVING – contexts – texts from 19<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup> C.</b></p> <p><b>Speaking and listening activity</b></p> <p>NC: Speak confidently and effectively delivering monologue presentations.</p> <p><b>Career Links</b></p> <p>Speech writer Script writer Actor Director</p>		<p><b>HT1 – HT6</b></p> <p><b>Key Disciplinary Knowledge</b></p> <p>Shakespeare character analysis.</p> <p>Short Story: write a monologue from the point of view of one of the main characters in the short story.</p> <p>Speaking and Listening: Deliver the <u>monologue</u> created for the short story writing assessment.</p> <p><b>Key Concepts</b></p> <p>Reading Writing Speaking and Listening</p> <p><b>Career Links</b></p> <p>Speech writer Script writer Actor Director</p>	



# ST JAMES'

CATHOLIC HIGH SCHOOL

<p><b>NC:</b> Learning new vocabulary through exploration of context.</p> <p><b>NC:</b> Read critically through studying setting plot and characterisation.</p> <p><b>NC:</b> Studying effectiveness and impact of grammatical features.</p> <p><b>NC:</b> using Standard English confidently – classroom discussion.</p>	<p><b>NC:</b> Speak confidently and effectively., expressing own ideas.</p>	<p>Poet Novelist</p>						
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