



CURRICULUM Map
YEAR 7, English

								EOY Assessment Point							
								HT1 – HT6							
				HT4:		HT5		HT6:							
		Assessment Point: Summative or AFL		Overarching unit intent:		Overarching unit intent:		Overarching unit intent:							
HT1: Overarching unit intent: Baseline tests: reading and writing. NC: Write accurately, fluently, effectively and at length for pleasure and information. NC: Plan, draft, edit and proof-read through. NC: Consolidate and build on their knowledge of grammar and vocabulary.		HT2: Overarching unit intent: Introduction to Nature Poetry: NC: Develop an appreciation and love of reading, and read increasingly challenging material independently. NC: Understand increasingly challenging texts. NC: Read critically. NC: Write accurately, fluently, effectively and at length for		HT3: Overarching unit intent: Gothic Literature: NC: Develop an appreciation and love of reading, and read increasingly challenging material independently. NC: Understand increasingly challenging texts. NC: Read critically. INTERLEAVING – Gothic features in The Woman in Black Creative Writing NC: Write accurately, fluently, effectively		HT4: Overarching unit intent: Exploring the theme of survival and inspirational survivors: NC: Develop an appreciation and love of reading, and read increasingly challenging material independently. NC: Developing the ability to undertake independent research NC: Understand increasingly challenging texts. NC: Read critically. NC: write clearly, accurately and coherently, adapting		Assessment Point: Summative or AFL HT3 and HT4 (with elements of HT1 and HT2) 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 persuasive speech about an inspirational survivor we have discussed in class. Key Concepts		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 - use of rhythm, rhyme, metre. -Knowledge and recap of language features. Career Links		Overarching unit intent: Characters in short stories NC: Develop an appreciation and love of reading, and read increasingly challenging material independently. NC: Understand increasingly challenging texts. NC: Read easily, fluently and with good understanding. NC: Develop the habit of reading widely and often, for both pleasure and information. NC: Appreciate our rich and varied literary heritage		Key Disciplinary Knowledge Shakespeare character analysis. Short Story: write a short story, incorporating the ideas and techniques employed in other writers' work that we have analysed in class. Developing the craft of writing an effective and compelling story. Speaking and Listening: Deliver the <u>monologue</u> created for the short story writing assessment. Key Concepts Reading Writing Speaking and Listening Career Links Speech writer Script writer	



<p>The Woman In Black</p> <p>NC: Develop an appreciation and love of reading. (Whole book)</p> <p>NC: Reading critically</p> <p>NC: Understanding increasingly challenging texts.</p> <p>NC: Learning new vocabulary through exploration of context.</p> <p>NC: Read critically through studying setting plot and characterisation.</p> <p>NC: Studying effectiveness and impact of grammatical features.</p> <p>NC: using Standard English confidently – classroom discussion.</p> <p>NC: Explore writing techniques especially: building tension and suspense, use of similes, metaphors, pathetic fallacy etc.</p> <p>Library visits:</p> <p>NC: Develop an appreciation and love of reading, and read increasingly challenging material independently.</p>	<p>pleasure and information.</p> <p>NC: Plan, draft, edit and proof-read through.</p> <p>NC: Acquisition of wide vocabulary, understanding of and consolidation of: grammar and linguistic conventions for reading, writing and spoken language.</p> <p>NC: write for a wide range of purposes and audiences, including poetry.</p> <p>Social Issues S&L:</p> <p>NC: Speak confidently and effectively., expressing their own ideas</p> <p>NC:.Use of discussion for learning. Students should be able to elaborate and clearly explain their understanding and ideas.</p>	<p>Key Concepts</p> <p>Reading Writing Speaking and Listening</p> <p>Career Links</p> <p>Law Journalism Poet Novelist</p> <p>Catholic Social Teaching:</p> <p><i>Dignity</i> <i>The Common Good</i> <i>Creation and Environment</i> <i>Peace</i> <i>Solidarity</i> <i>The Dignity of Work and Participation</i> <i>The Option for the Poor</i></p>	<p>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>their language and style in and for a range of contexts, purposes and audiences.</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>NC: How to write an engaging speech.</p> <p>NC: Understanding of and ability to use persuasive writing features in their own work.</p>	<p>Reading Writing Speaking and listening</p> <p>Career Links</p> <p>Historian Journalism</p> <p>Catholic Social Teaching:</p> <p><i>Dignity</i> <i>The Common Good</i> <i>Creation and Environment</i> <i>Peace</i> <i>Solidarity</i> <i>The Dignity of Work and Participation</i> <i>The Option for the Poor</i></p>	<p>Author Playwright Actor</p>	<p>NC: Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</p> <p>INTERLEAVING -</p> <p>- Exploration of characterisation throughout the study of Gothic Literature.</p> <p>- Recap and consolidate writing techniques especially: building tension and suspense, use of similes, metaphors, pathetic fallacy etc.</p>	<p>Actor Director</p> <p>Catholic Social Teaching:</p> <p><i>Dignity</i> <i>The Common Good</i> <i>Creation and Environment</i> <i>Peace</i> <i>Solidarity</i> <i>The Dignity of Work and Participation</i> <i>The Option for the Poor</i></p>
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