

ı Г	CURRICULUM M	1ap							
	YEAR 7, English								
									EOY Assessment Point
								HT6:	HT1 – HT6
							HT5	Overarching unit	
					117.0	Assessment Delict		intent:	Key Disciplinary
					HT4:	Assessment Point: Summative or AFL	Overarching unit intent:		<u>Knowledge</u>
								Childhood and Growing Up	Formal summative
				HT3:	Overarching unit	HT3 and HT4		Growing op	assessment.
		UTO.	Assessment Point:	Overerships unit	intent:	(with elements of HT1 and HT2)	A Midsummer Night's Dream	NC: Develop an	Knowledge from across
		HT2:	Summative or AFL	Overarching unit intent:	Exploring the theme	in randinz,	riight 5 Dicam	appreciation and love	the year (HT1-6)
					of survival and	Key disciplinary		of reading, and read increasingly	
	HT1:	Overarching unit	HT1 & HT2	Gothic Literature:	of survival and inspirational survivors:	<u>knowledge</u>	NC: Develop an appreciation and love	challenging material	Key vocabulary from across the year (HT1-6)
П	Overarching unit	<u>intent:</u>	Key disciplinary	NC: Develop an	Sulvivois.	Comparison of Gothic	of reading, and read	independently.	acioss the year (HTT-0)
н	intent:	Introduction to	knowledge	appreciation and love	NC: Develop an	characters.	increasingly	NC: Understand	Literature writing
п	Raseline tests	Nature Poetry:		of reading, and read	appreciation and love	Which text presents	challenging material independently.	increasingly	assessment - extract linked to HT6 theme.
п	reading and writing.	NC: Daviden en	Writing Assessment	increasingly challenging material	of reading, and read increasingly	Gothic conventions most effectively?	пиерепиениу.	challenging texts.	Analysing language and
п		NC: Develop an appreciation and love	Using an image as a stimulus for writing to	independently.	challenging material		NC: Understand	NC: Read easily,	linking to writers' context
	NC: Write accurately, fluently, effectively	of reading, and read	describe.		independently.	Creative piece of	increasingly	fluently and with good	- How does the writer
	and at length for	increasingly		NC: Understand increasingly	NC: Developing the	writing based on a theme / mood	challenging texts.	understanding.	present the character/theme of?
	pleasure and	challenging material independently.	Reading	challenging texts.	ability to undertake	inspired by the	NC: Read critically.	NC: Develop the	Character/therne or:
н	information.	macpendentity.	Assessment		independent research	students' exploration	No W ''	habit of reading	Key Concepts
	NC: Plan, draft, edit	NC: Understand	Character or theme	NC: Read critically.	NC: Understand	of Gothic texts.	NC: Write clearly, accurately and	widely and often, for	Reading
н	and proof-read	increasingly challenging texts.	analysis of extract from The Woman in	INTERLEAVING -	increasingly		coherently, adapting	both pleasure and information.	Writing
	through.	Graneriging texts.	Black.	Gothic features in The	challenging texts.	Write a persuasive	their language and	iniormation.	Speaking and Listening
	NC: Consolidate and	NC: Read critically.		Woman in Black	NC: Read critically.	speech about an inspirational survivor	style in and for a range of contexts,	NC: Appreciate our	Career Links
-	build on their		Writing Assessment	Creative Writing	No. Read Childany.	we have discussed in	purposes and	rich and varied	Career Links
	knowledge of			•		class.	audiences	literary heritage	Journalism

With God all things are possible Matthew 19:26



CATHOLIC MIGH SCHOOL								
grammar and	NC: Write accurately,	Write an analytical	NC: Write accurately,	NC: write clearly,				Novelist
vocabulary.	fluently, effectively	paragraph on The	fluently, effectively	accurately and	Key Concepts			
	and at length for	Cloud - Shelley.	and at length for	coherently, adapting		INTERLEAVING – Poetry	NC: Write clearly,	
The Woman In Black	pleasure and		pleasure and	their language and	Reading	- use of rhythm, rhyme,	accurately and	
	information.	Key Concepts	information.	style in and for a	Writing	metre.	coherently, adapting	Catholic Social Teaching:
NC: Develop an				range of contexts,	Speaking and		their language and	Dignity
appreciation and love	NC: Plan, draft, edit	Reading	NC: Plan, draft, edit	purposes and	listening	-Knowledge and recap	style in and for a	The Common Good
of reading. (Whole	and proof-read	Writing	and proof-read	audiences.	Career Links	of language features.	range of contexts,	Creation and Environment
book)	through.	Speaking and	through.				purposes and	Peace
		Listening		NC: Write accurately,	Historian		audiences	Solidarity
NC: Reading critically	NC: Acquisition of		NC: Consolidate and	fluently, effectively	Journalism	Career Links		The Dignity of Work and
	wide vocabulary,	Career Links	build on their	and at length for				Participation
NC: Understanding	understanding of and		knowledge of	pleasure and		Author	INTERLEAVING -	The Option for the Poor
increasingly	consolidation of:	Law	grammar and	information.		Playwright	- stories of survivors	
challenging texts.	grammar and	Journalism	vocabulary.		Catholic Social	Actor	and how their stories	
	linguistic conventions	Poet		NC: Plan, draft, edit	Teaching:		encouraged them to	
NC: Learning new	for reading, writing	Novelist		and proof-read	Dignity		grow up.	
vocabulary through	and spoken language.	and the second		through.	The Common Good			
exploration of context.		Catholic Social		Consolidate and build	Creation and		- Recap and	
	NC: write for a wide	Teaching:		on their knowledge of	Environment		consolidate writing	
NC: Read critically	range of purposes	Dignity		grammar and	Peace		techniques	
through studying	and audiences,	The Common Good		vocabulary.	Solidarity			
setting plot and	including poetry.	Creation and		No. House sumits and	The Dignity of Work and			
characterisation.	Social Issues Sal.:	Environment		NC: How to write an	Participation			
NO. Charlein a	NC: Speak	Peace		engaging speech.	The Option for the Poor			
NC: Studying effectiveness and	confidently and	Solidarity The Disprise of Monte and		NC: Understanding of				
	effectively.,	The Dignity of Work and Participation		NC: Understanding of				
impact of grammatical features.	expressing their own ideas	The Option for the Poor		and ability to use persuasive writing				
leatures.	lueas	The Option for the Poor		features in their own				
NC: using Standard	NC:.Use of			work.				
English confidently –	discussion for			WOIK.				
classroom discussion.	learning. Students							
ciassiooni discussion.	should be able to							
NC: Explore writing	elaborate and clearly							
techniques especially:	explain their							
building tension and	understanding and							
suspense, use of	ideas.							
similes, metaphors,	14040.							
pathetic fallacy etc.								
pariotic failury cto.								
Library visits:								
NC: Develop an								

appreciation and love of reading, and read



increasingly challenging material independently.				