



ENGLISH Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grid



Year 7	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Historical Fiction: <i>Rooftoppers</i>	Power and Exploration: <i>The Tempest</i>	Film stimuli: <i>Alma and Titanium</i>
Key Retainable Knowledge & Skills	<p>Reading & Literature:</p> <ul style="list-style-type: none"> Read, interpret and respond to a whole novel Make comments and opinions about characters and their development. Comment on the key themes of gender and Victorian society. Comment on how writers use and manipulate structure in shorter, more concise texts. Identify and comment on the use of figurative language. Identify ambiguity within a fictional text. Identify the four components of reciprocal teaching. <p>Writing:</p> <ul style="list-style-type: none"> Plan, draft and re-draft pieces of creative and transactional writing. Write with a specific purpose and audience in mind. Write accurately using paragraphs and punctuation to aid meaning. Begin to use a variety of sentence structures. <p>Expected Standard: Students can articulate opinions about a text both verbally and in writing. Students write whole texts with a clear focus on PAF.</p>	<p>Reading & Literature:</p> <ul style="list-style-type: none"> Read and interpret a sections of a Shakespeare play. Articulate relevant comments about why characters behave the way they do. Explain the key themes of magic, mystery and love and relationships. Write relevant comments when exploring quotations, beginning to consider effects of writers’ choices. Explain the significance of context to a text. <p>Writing:</p> <ul style="list-style-type: none"> Plan, draft and re-draft coherent whole texts. Structure texts using logical paragraphing and ordering of ideas. Write using punctuation to create meaning. Select vocabulary and methods for meaning. Effectively use a variety of sentence structures <p>Expected Standard: Students can make relevant, valid comments about characters and themes. Students can plan and structure pieces of writing logically and coherently.</p>	<p>Reading & Literature:</p> <ul style="list-style-type: none"> Identify and explain the features of different genres. Articulate comments and opinions about use of imagery and figurative language.. Identify and comment on the key themes of social class, inequality and family dynamics. Select relevant quotations to support ideas. Infer meaning from a sentence/paragraph. Comment on the significance of context to a text. <p>Writing:</p> <ul style="list-style-type: none"> Writing to suggest mood and atmosphere, character emotion through description. Effectively use figurative language in creative writing. Plan and structure coherent whole texts. Use figurative language in writing. Write using accurate punctuation for meaning and direct speech. Identify and replace tier 1 vocabulary with appropriate tier 2 alternatives. Use a variety of sentence structures appropriate to the genre. <p>Expected Standard: Students can comment on writers choices – both linguistically and structurally. Students write using accurate punctuation and some figurative language for effect.</p>
Key Technical Vocabulary	Sequence, characterisation, atmosphere, mood, historical context, paternal, themes, antagonist, protagonist, narrator progression, ambiguity, coherency	tempest, supernatural, outsider, deception, betrayal, impulse, vengeance, grudge, vendetta, solitude, abandonment, power.	Formal, informal, suspense, prequel, chronological, factual, reported speech, innocence, curiosity, rebellion, supernatural, inner conflict
Opportunities for Reading	Exploration and study of a whole novel alongside related fiction and non-fiction texts.	Exploration and study of a Shakespearean text alongside related fiction and non-fiction.	Exploration and study of creative writing extracts alongside related non-fiction texts.
Developing Cultural Capital	Provides students with an experience of a literary text beyond their personal contexts. Exploration of inequality is a theme that runs throughout the curriculum (<i>Blood Brothers, An Inspector Calls, The Great Gatsby</i>).	Exposes students to the Elizabethan context, including opportunities to explore issues around relationships, betrayal and revenge across time and cultures. Students to study and explore the conventions of an Elizabethan tragedy and explore ideas around magic and the supernatural. Prepares students for the study of Shakespeare through KS3, KS4 and KS5.	Offers students a rich experience of story-telling and language. Establishes an essential foundation that is necessary for accessing challenging works of literature, introducing them to times, places and people different from their own experiences through designated reading lessons.
Cross Curricular Links	Life Skills. Geography. History.	Drama. Science. History.	Life Skills. Music. Geography. History. Drama.



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Key Assessment	Week 2: Creative Writing Week 9: Extract Response on character feelings in Chapter 6	Week 19: Extract response on Prospero’s creation of the Tempest Week 24: Creative Writing	Week 30: Creative Writing. Week 37: Transactional Writing.
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Year 8	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Detecting Inequality: <i>Face (play)</i> Viewpoints and Perspectives	Conflict and Tragedy: <i>Macbeth</i> and War Poetry	Exploring adversity and survival: Short Stories
Key Retainable Knowledge & Skills	<p>Reading & Literature:</p> <ul style="list-style-type: none"> Read and interpret a play based on a literary novel. Explain the structure and conventions of a play. Explain how characters are created and developed. Analyse the key themes of discrimination and prejudice. Explain the urban societal context and its impact. Select and analyse relevant quotations, making more than one comment. <p>Writing:</p> <ul style="list-style-type: none"> Write using an increasing range of punctuation and structural devices. Write confidently in a range of genres. Use tier 2 vocabulary in a first draft. <p>Expected Standard: Students identify and comment on features of genre and can explain how characters and themes are created and developed. Students increasingly use tier 2 vocabulary confidently.</p>	<p>Reading & Literature:</p> <ul style="list-style-type: none"> Read and interpret a parts of a Shakespeare play. Identify the conventions of a tragedy and comment on their effect. Analyse the development of character and plot. Analyse and evaluate the key themes of power and ambition. Understand, decode and comment on archaic language. Identify and comment on the effects of writer’s methods and choices. <p>Writing:</p> <ul style="list-style-type: none"> Use a range of punctuation to create meaning accurately. Start to establish a voice/perspective within a piece of writing. Draft well-planned and coherent whole texts using relevant discourse markers. Use tier 2 vocabulary with accuracy. <p>Expected Standard: Students begin to analyse texts, characters and themes using evidence to support ideas. Students write accurately and begin to establish their writing voice.</p>	<p>Reading & Literature:</p> <ul style="list-style-type: none"> Read and interpret a range of high quality short stories. Analyse how writers use and manipulate structure in shorter, more concise texts. Analyse the key themes of adversity and survival. Explain how writers create and sustain a voice. Identify and comment on important structural features. Respond to texts as a whole and make links between texts. <p>Writing:</p> <ul style="list-style-type: none"> Consciously use punctuation to deliberately create effects. Write using show not tell, inviting readers to infer. Selective use of relevant methods for effect. Effective self-checking and proofreading. Use of tier 2 vocabulary showing confidence. <p>Expected Standard: Students analyse both language and structure and can make thoughtful links between texts studied. Students develop effective proof-reading skills and use these to amend and improve their own writing.</p>
Key Technical Vocabulary	Slavery, racism. Stereotypes, discrimination, segregation, prejudice figurative language, flash back, circular narrative.	Aside, conflict, betrayal, corruption, dramatic irony, fate, foil, hierarchy, patriarchy, protagonist, regicide, supernatural, absolute power	Adversity, survival, growth mindset, determination, human instinct, narrative structure, narrative voice
Opportunities for Reading	Exploration and study of a whole play alongside related fiction and non-fiction.	Exploration and study of a Shakespearean text and war poetry alongside related non-fiction.	Exploration and study of a range of short stories alongside related poetry and non-fiction.
Developing Cultural Capital	Provides students with an experience of a rich literary text in a different, interesting form (a play). Develops knowledge and understanding of the makeup of the modern British society and it’s heritage.	Develops students understanding of the Elizabethan context, including attitudes towards power and ambition. Introduces the conventions of tragedy in preparation for the study of later texts. Builds on knowledge from the study of an earlier Shakespeare play.	Offers students the opportunity to study a range of significant and influential texts, while covering the genre conventions of a short story. Establishes vital contextual knowledge relating to the first half of the 20th century that will act as a framework for the study of further texts.
Cross Curricular Links	History. Life skills. Geography.	Drama. History.	History. Life skills. Geography.
Key Assessment	Week 5: Transactional writing- A speech Week 12: Extract response (character portrayal- Natalie)	Week 21: Story about betrayal Week 24: Extract response on witches	Week 29: Transactional writing : Newspaper Report Week 34: Descriptive Writing