



Roundwood Park School Curriculum Map – English Year 7

RPS English students will have creative and enquiring minds. They will have the ability to communicate respectfully with kindness and empathy, gaining knowledge and taking inspiration from insights into literature and the wider world.

Year Group 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	Introduction and Creative Thinking	History of the English Language	Novel Study (The Giver)	Novel Study (The Giver)	Introduction to Shakespeare	Argue Your Case
Key Knowledge or Enquiry Question	How can students express themselves accurately and creatively, using a range of different approaches to creative writing?	How does our language constantly develop and adapt? Can students explore differences in styles of writing over time?	Can students track plot, character and theme throughout a novel and how writers create meaning through use of linguistic devices?	Can students track plot, character and theme throughout a novel and how writers create meaning through use of linguistic devices?	Can students develop a deeper understanding of Shakespeare’s works, whilst considering genre and context?	Can students develop their own views on a particular topic of interest and convey them in a creative and interesting way?
Concepts	Students revise different styles of writing covered in primary school to bridge the gap from KS2/3 (metaphors, similes, personification, sentence structures). Students will explore a range of different narrative perspectives/styles and adapt them to inspire their own writing. Students will develop reflective and proof-reading skills to develop accuracy in their writing.	Students will be exploring different examples of language over time and how the writers’ craft has developed. Students will be developing oracy skills, by expressing their views on the topic and listening and responding to those of others. Students will be developing analysis skills and how to express their opinions on specific techniques and methods used.	Students will be exploring how a novel meets the conventions of a genre (dystopian fiction). They will develop how to explore and analyse texts in detail and convey their ideas through analytical writing. Learning how to write in an academic style. Which is a development from KS2. This will be interleaved with creative writing inspired by the text. Students will start to consider how a text can be ambiguous and can be interpreted from more than one perspective.	Students will be exploring how a novel meets the conventions of a genre (dystopian fiction). They will develop how to explore and analyse texts in detail and convey their ideas through analytical writing. Learning how to write in an academic style. Which is a development from KS2. This will be interleaved with creative writing inspired by the text. Students will start to consider how a text can be ambiguous and can be interpreted from more than one perspective.	Students will be developing a wide knowledge of Shakespeare’s texts how they fit into different genres. They will have an opportunity to analyse complex texts in depth and become more confident when exploring his style of writing and complex language choices. Students will be writing extended analysis, using their targets from earlier in the year to analyse complicated language choices.	Students will revise and further develop ways of using rhetorical devices/persuasive techniques through exploring examples of different speeches. They will then use these examples to develop their own presentation, learning about non-verbal cues and expressing their thoughts to the rest of the class.
Key Vocabulary	Expository, descriptive, narrative, persuasive, metaphor, simile, adverb, adjective, personification, sensory language, alliteration, point of view, perspective, effect, soliloquy, aside, iambic pentameter, context, utopia, dystopia, narrative voice, rhetorical questions, collective pronouns, statistics, emotive language, tricolon, anecdote.					
ASPIRE Habits	Resourceful Learners – Think creatively	Resourceful Learners – Make links	Reflective/Resilient Learners	Reflective/Resilient Learners	Resilient Learners	Responsible/Resilient Learners
Reading Opportunities	The Book Thief Markus Zusak	Corum Boy – Jamila Gavin	Messenger, Son, Gathering Blue by Lowis Lowry		The Daughter of Time – Josephine Tey	Reading newspaper articles and nonfiction to support learning.