



English Department Curriculum and Assessment Map

	Autumn Term	Spring Term	Summer Term
Year 7	Alice's Adventures in Wonderland	Poetry and Media	Richard III
Fundamental Knowledge	<p>Reading Knowledge</p> <p>Knowledge of form</p> <ul style="list-style-type: none"> -Understanding of the term novel -Understanding of the term character, what makes up a character e.g. relationships with others, personality, description, opinions and perspectives, actions: foil character, round character -Understanding of the term narrative and what that entails: Freytag's Pyramid -Understanding of the term narrator -Understanding of the term unreliable narrator -Understanding of the term context <p>Knowledge of text</p> <ul style="list-style-type: none"> -Understanding of the novel's context: <ul style="list-style-type: none"> - Lewis Carroll - Alice Liddell - Science and religion in Victorian England - Food in the Victorian period - Childhood and adulthood -Understanding the plot of <i>Alice's Adventures in Wonderland</i> -Understanding the key characters in <i>Alice's Adventures in Wonderland</i> <p>Knowledge of writers' methods</p>	<p>Reading Knowledge</p> <p>Knowledge of form</p> <ul style="list-style-type: none"> -Understanding of key structural terms and techniques in poetry; stanza, caesura and enjambment -Understanding of the form of narrative poems and dramatic monologues -Understanding of the term perspective -Understanding of the term protagonist -Understanding of the term persona -Understanding of the term omniscient -Understanding of 1st, 2nd and 3rd personal pronouns <p>Knowledge of text</p> <ul style="list-style-type: none"> -Understanding of the poems' contexts: <ul style="list-style-type: none"> - William Blake - Romanticism - Carol Ann Duffy - Margaret Thatcher - John Agard -Understanding the plot or message of poems studied, including <i>The Tyger</i>, <i>Education for Leisure</i> and <i>Half-Caste</i> <p>Knowledge of writers' methods</p>	<p>Reading Knowledge</p> <p>Knowledge of form</p> <ul style="list-style-type: none"> -Understanding of the term play and the concept of theatre -Understanding of common structural terms involved in plays e.g. act, scene, soliloquy, protagonist, antagonist <p>Knowledge of text</p> <ul style="list-style-type: none"> -Understanding of Shakespeare and his literary influence -Understanding of the play's context <ul style="list-style-type: none"> - Regicide - Machiavellian - Elizabethan Chain of Being -Understanding the plot of <i>Richard III</i> -Understanding the structure and events of key scenes -Understanding of the key characters in <i>Richard III</i> <p>Knowledge of writers' methods</p> <ul style="list-style-type: none"> -Understanding key word types and their effect: <ul style="list-style-type: none"> - Determiner – definite/indefinite - Noun – proper/abstract - Adjective - Verb – tense (past, present, progressive)

	<p>-Understanding of the terms connotation/denotation</p> <p>-Understanding of the following key literary terms:</p> <ul style="list-style-type: none"> - Imagery - Pathetic fallacy - Simile - Metaphor - Narrative voice - Narrative perspective - Juxtaposition - Emotive language <p>-Understanding of the difference between the terms implicit and explicit</p> <p>-Understanding of how to draw out explicit information from a text</p> <p>-Understanding of tone, speaker's voice and writer's intent</p> <p>-Understanding the purpose of a range of sentence types: simple, compound, complex, etc.</p> <p>Knowledge of written analysis</p> <p>-Understanding of how to select a quotation for a particular purpose</p> <p>-Understanding of how to analyse writers' methods (literary devices) and language choice (connotation vs denotation)</p> <p>-Understanding of the acronym PETAL and what each letter stands for and knowledge of how to begin using this structure to analyse writers' methods, with scaffold support and modelling examples.</p> <p>Writing Knowledge</p> <p>Knowledge of creative writing to narrate</p> <p>-Understanding of how to plan a piece of narrative writing based on Freytag's pyramid e.g. exposition, inciting incident, rising action, climax, falling action, resolution, denouement.</p> <p>-Understanding of how to apply a simple structure to a planned narrative.</p> <p>-Understanding of what dialogue is, how it shapes a narrative and how to implement it effectively</p>	<p>-Understanding of common literary terms. Including the following</p> <ul style="list-style-type: none"> - Colloquial language - Monosyllabic language <p>-Understanding of how to decode unfamiliar vocabulary using context and synonyms</p> <p>-Understanding of how to identify tone and select the appropriate emotional literacy vocabulary to describe it:</p> <ul style="list-style-type: none"> - Anger - Sadness - Joy - Love - Fear - Surprise <p>Knowledge of written analysis</p> <p>-Understanding of how to discuss writer's intent and explain its effect</p> <p>-Understanding of how to use a PETAL structure to, increasingly independently, analyse writer's methods (literary devices, sentence types) and language choice (connotation vs denotation)</p> <p>Writing Knowledge</p> <p>Knowledge of non-fiction writing to argue</p> <p>-Understanding how to use structural techniques effectively in a non-fiction text; sentence structures, paragraphing, sequencing, adding and comparing connectives</p> <p>-Understanding and using a range of persuasive literary devices effectively including:</p> <ul style="list-style-type: none"> - Hyperbole - Facts - Opinions - Rhetorical questions - Imperative verbs - Triplets <p>Knowledge of vocabulary</p> <p>-Understanding how to accurately use words for effect and to choose words based on their connotations</p>	<ul style="list-style-type: none"> - Preposition - Conjunction <p>-Understanding of the following key literary terms:</p> <ul style="list-style-type: none"> - Figurative language - Puns <p>Writing Knowledge</p> <p>Knowledge of creative writing to describe</p> <p>-Understanding of descriptive writing and how it differs from narrative writing</p> <p>-Understanding of the structure of descriptive writing: shifts in focus, mini-scenes, etc.</p> <p>-Understanding of a range of literary devices and how to use them for effect:</p> <ul style="list-style-type: none"> - Alliteration - Repetition <p>Knowledge of grammar</p> <p>-Understanding sentences and how to use them for effect in a text; exclamatory sentences, declarative sentences, imperative sentences and interrogative sentences</p>
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	<p>-Understanding of a range of literary devices and how to use them for effect:</p> <ul style="list-style-type: none"> • Simile • Metaphor • Personification • Pathetic Fallacy • Imagery <p>Knowledge of grammar and vocabulary</p> <p>-Understanding of different sentence types (simple, compound, complex) and how to use them for effect</p> <p>-Understanding of a range of punctuation for understanding and effect e.g. full stop, comma, question mark, exclamation mark, semi-colon, colon.</p> <p>-Understanding the purpose of paragraphs and using them effectively in writing</p> <p>-Understanding and using varied vocabulary, utilising a thesaurus for effective synonyms.</p>		
Learning Checkpoint Tasks	<ol style="list-style-type: none"> 1. Write a story about an adventure that takes place during an historic event. 2. How is Alice presented to the reader in Chapter 1? 3. How does Alice start to question Wonderland and herself in Chapter 4? 4. Write a description of the image. 	<ol style="list-style-type: none"> 1. What impression do the images in the poem give of the Tyger? 2. How does Duffy use language to present the speaker's isolation and loneliness? 3. 'The literature and history of other cultures is not explored enough in British schools.' To what extent do you agree? 4. Knives – protection or provocation? 	<ol style="list-style-type: none"> 1. How does Shakespeare present Richard III as desperate for power in his opening monologue? 2. How does Shakespeare present Richard and Buckingham as manipulative in Act 3, Scene 7? 3. Describe a battle scene.
Common Assessment Task	TA1 – Alice's Adventures in Wonderland and writing to narrate	TA2 – Poetry and writing to argue	TA3 – Richard III and writing to describe
Interleaved Knowledge	Grammar and reading knowledge from primary.	<p>Transferable fundamental reading and writing knowledge from Autumn Term, taught in relation to poetry and retrieved in low stakes quizzing:</p> <p>Reading Knowledge</p> <p>Knowledge of form</p> <p>-Understanding the terminology relating to narrative voice and perspective and understanding how to consider the effect of the narrative voice a writer has used</p>	<p>Transferable fundamental reading and writing knowledge from the Autumn and Spring Terms, taught in relation to Shakespearean drama and retrieved in low stakes quizzing:</p> <p>Reading knowledge</p> <p>Knowledge of form</p> <p>-Understanding the terminology relating to narrative voice and perspective and understanding</p>

		<ul style="list-style-type: none"> -Understanding of characterisation and plot structures -Understanding of the term context <p>Knowledge of writers' methods</p> <ul style="list-style-type: none"> -Understanding how to explore explicit and implicit meaning in texts -Understanding how to decode unfamiliar vocabulary using context and synonyms -Understanding of the effects created by a range of key literary devices -Understanding the terminology relating to word classes and understanding how to consider the effects of a writer's use of words -Understanding the terminology relating to sentence type and form and how to consider their effects -Understanding of how to discuss writer's intent and how it shapes our understanding of a text <p>Knowledge of written analysis</p> <ul style="list-style-type: none"> -Understanding of how to select a quotation for a particular purpose <p>Writing Knowledge</p> <p>Knowledge of grammar and vocabulary</p> <ul style="list-style-type: none"> -Understanding of a range of punctuation for comprehension and effect -Understanding of different sentence types and forms and how to use them for effect -Understanding the purpose of paragraphs and using them effectively in writing -Understanding how to used varied vocabulary 	<p>how to consider the effect of the narrative voice a writer has used</p> <ul style="list-style-type: none"> -Understanding of characterisation and plot structures -Understanding of the term context <p>Knowledge of writers' methods</p> <ul style="list-style-type: none"> -Understanding how to explore explicit and implicit meaning in texts -Understanding how to decode unfamiliar vocabulary using context and synonyms -Understanding of the effects created by a range of key literary devices -Understanding the terminology relating to word classes and understanding how to consider the effects of a writer's use of words -Understanding the terminology relating to sentence type and form and how to consider their effects -Understanding of how to discuss writer's intent and how it shapes our understanding of a text -Understanding of how to identify tone and select the appropriate emotional literacy vocabulary to describe it <p>Knowledge of written analysis</p> <ul style="list-style-type: none"> -Understanding of how to select a quotation for a particular purpose -Understanding of how to use a PETAL structure to, increasingly independently, analyse writer's methods (literary devices, sentence types) and language choice (connotation vs denotation) <p>Writing Knowledge</p> <p>Knowledge of creative writing</p> <ul style="list-style-type: none"> -Understanding of a range of literary devices and how to use them for effect <p>Knowledge of vocabulary</p> <ul style="list-style-type: none"> -Understanding of a range of punctuation for comprehension and effect -Understanding of different sentence types and forms and how to use them for effect -Understanding the purpose of paragraphs and using them effectively in writing
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			-Understanding how to used varied vocabulary -Understanding how to accurately use words for effect and to choose words based on their connotations
Scholar English	<ul style="list-style-type: none"> - One hour a week following a series of lessons that relates to the curriculum in terms of genre or theme and broadens pupils' experience and understanding of the term's unit, alternating between reading and writing tasks. - A redraft lesson every four weeks, allowing pupils to develop one of their writing tasks based on a selected writing focus. 		