

**Year 7**

Subject: **English**

Curriculum and Assessment Progression Map

Holy Family

Catholic High School

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| **Key Learning Constructs to be developed over the academic year. – Core Knowledge** | **Scheme of Learning**  **Autumn Term** | | **Scheme of Learning**  **Spring Term** | | **Scheme of Learning**  **Summer Term** | |
|  | **Part 1**  **Snake Island**  Writing to persuade  Writing to recount  Spoken Language  **Part 2**  **Skellig (Contemporary Novel)**  Introduction to the novel  Character  Diversity  Non-fiction writing: newspapers  Identity | | **Part 3**  **Dracula the play**  Gothic conventions  Horror and Terror  The macabre and morbid  Analysing imagery  Writer’s intention  Symbolism  **Part 4**  **Poetry from around the world**  Context: What is poetry?  Poetic forms  Poetic devices  Language techniques  Essay structure  Essay style  Personal voice | | **Part 5**  **Shakespeare: Much Ado About Nothing**  Context: Shakespearean era  Italian City States  Don Pedro  Don John  Betrayal  Beatrice  Benedick  Hero | |
| **Hinterland Knowledge** | **Part 1:** Will have an extensive range of hinterland knowledge embedded into the scheme. Examples include: Applications, CVs, reality TV  **Part 2:** Explorations of feeling lost in society/looking for answers. Links to religion/angels. | | **Part 3:** Extended links into Romanticism and other texts such as The Woman in Black. There will also be links back to Part 1. There can also be links to contemporary examples of the genre conventions.  **Part 4:**  Race relations and culture from various parts of the world. | | **Part 5 and 6:** This is tied into the curriculum - Italian City States. There will also be natural call-backs to many of the hinterland elements explored in parts 1-4. | |
| **Assessment: Formative Techniques**  **Summative Pieces** | “Do Now” quizzes. Fix the error. Cold calling. Interleaved retrieval quizzing Live marking | | | | | |
| End of unit assessments. | | End of unit assessments. | | End of unit assessments. | |
| **Key Vocabulary** | **Part 1:**  Virtue, Covenant, Allusion, Genesis, Idiom  Allusion, Mood, Atmosphere, Tone  Sacrifice, -cide suffixes, Deity, Halo, Radiant, Iridescent, Androgynous | **Part 2:**  Sonnet, Rhyme, Rhythm, Metre, End Stopping, Caesura, Couplets, Sibilance, Alliteration, Blank Verse  Assonance, Volta, Enjambment, Stanza,  Couplet, Tercet, Quatrain , Quintet,  Sestet, Septet, Octave | **Part 3:**  Despair, Despondent, Disregard, Foreboding, Horror, Isolation, Macabre, Medieval, Melancholy, Morbid, Mysterious, Occult, Ominous, Oppressive, Pessimistic, Phantasm, Supernatural, Psychological, Sceptical, Terror | **Part 4:**  Imperatives, Direct Address, Anecdotes,  Facts, Opinions, Rhetorical Question,  Repetition, Emotive Language, Simile, Triples, Culture, Diversity, Equality, Prejudice, Identity,  Colloquial, Connotations, Genre, Register, Skin-graft, Psychologist | **Part 5:**  Usurp, Callous, Pathos, Dual nature, Nurture,  Comedy, Prologue, Epilogue | **Part 6:**  As part 5 |
| **Key Skills** | Writing in Standard English  Employing language devices effectively  Identifying language devices  Identifying genre conventions  Analysing language techniques  Using subject terminology accurately  Writing for an audience | | Writing in Standard English  Identifying language devices  Identifying genre conventions  Analysing language techniques  Using subject terminology accurately  Using rhetorical devices  Writing for an audience  Evaluating a statement | | Descriptive writing  Speaking in Standard English  Presentation Skills  Employing subject specific terminology  Employing varied vocabulary  Accurate SPaG | |
| **Opportunities outside the taught curriculum** |  | |  | | Shakespeare Live Broadcasts | |