

**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 persuadeWriting to recountSpoken Language**Part 2** **Skellig (Contemporary Novel)**Introduction to the novelCharacterDiversityNon-fiction writing: newspapersIdentity | **Part 3****Dracula the play**Gothic conventionsHorror and TerrorThe macabre and morbidAnalysing imageryWriter’s intentionSymbolism **Part 4****Poetry from around the world**Context: What is poetry?Poetic formsPoetic devicesLanguage techniquesEssay structureEssay stylePersonal voice | **Part 5****Shakespeare: Much Ado About Nothing**Context: Shakespearean eraItalian City StatesDon PedroDon JohnBetrayalBeatriceBenedickHero |
| **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, IdiomAllusion, Mood, Atmosphere, ToneSacrifice, -cide suffixes, Deity, Halo, Radiant, Iridescent, Androgynous | **Part 2:**Sonnet, Rhyme, Rhythm, Metre, End Stopping, Caesura, Couplets, Sibilance, Alliteration, Blank VerseAssonance, 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 EnglishEmploying language devices effectivelyIdentifying language devicesIdentifying genre conventionsAnalysing language techniquesUsing subject terminology accuratelyWriting for an audience | Writing in Standard EnglishIdentifying language devicesIdentifying genre conventionsAnalysing language techniquesUsing subject terminology accuratelyUsing rhetorical devicesWriting for an audienceEvaluating a statement | Descriptive writingSpeaking in Standard EnglishPresentation SkillsEmploying subject specific terminologyEmploying varied vocabularyAccurate SPaG |
| **Opportunities outside the taught curriculum** |  |  | Shakespeare Live Broadcasts |