


# COLAI Curriculum Map




**Subject:** English

**Year group:** Year 7



	TERM 1.0	Term 1.5	TERM 2	Term 2.5	TERM 3.0	Term 3.5
Unit title & description	<p>Actions and consequences - Myths and Fairytales</p> <p>A study of myths, legends and fantasy with a specific focus on how language, genre and form are manipulated to inform and entertain readers</p>	<p>Actions and consequences - Real Life Heroes</p> <p>A study of non-fiction writing with a specific focus on how specific non-fiction forms and associated tropes portray ideas of heroism</p>	<p>The Tempest</p> <p>A detailed study of a whole Shakespeare play linked to the ideas already covered in the unit titles</p>	<p>Poetry from other Cultures and Traditions</p> <p>A study of poems from outside of the English Canon with a particular focus on the creation of identity through language and structure</p>	<p>Language and Literature through the ages</p> <p>A study of texts ranging from old English to the present day</p>	<p>Adversity and Injustice – American Fiction</p> <p>A study of a range of texts that looks at how literature portrays marginalised and mistreated people and how they respond to and overcome adversity</p>
Sequencing - Why is this taught and now?	<ul style="list-style-type: none"> <li>This unit introduces the study of a number of texts from a specific set of genres and the tropes that go with them</li> <li>There is a specific focus on looking at the use of symbolism and figurative language</li> <li>Having established the basics of language and literature study, contextual reference, we will now look at the way the writer uses language to manipulate the reader</li> </ul>	<ul style="list-style-type: none"> <li>This unit introduces non-fiction texts and the associated conventions</li> <li>The focus is on ideas of heroism and how specific non-fiction forms use language and structure to portray ideas of heroism and impact the reader</li> <li>This builds on the study of the hero's journey from Term 1.0 and uses some prior knowledge from KS2</li> </ul>	<ul style="list-style-type: none"> <li>This unit allows for the students of a whole Shakespeare play</li> <li>The focus is on Shakespeare's craft but also on linking the portrayal of Prospero and Miranda to Actions &amp; Consequences and Adversity &amp; Injustice</li> <li>There will be a specific focus on stage craft</li> <li>Mastery strands; focus P3 - 2</li> </ul>	<ul style="list-style-type: none"> <li>This unit takes focuses on poems that inhabit a range of cultures and traditions</li> <li>The focus is on students experiencing a range of poetry from outside the English canon</li> <li>There will be a specific focus on ideas such as colloquial language and non-standard structural devices as a way of creating identity</li> </ul>	<ul style="list-style-type: none"> <li>This unit introduces the narrative of how language and literature has developed over time</li> <li>It introduces the importance of historical content and how it informs texts</li> <li>A focus on linking texts from different time periods and of comparison</li> </ul>	<ul style="list-style-type: none"> <li>A highly engaging unit that introduces students to a number of texts from different cultures.</li> <li>No single text linking to a single feeder school that excludes others</li> <li>An opportunity to introduce a mixture of fiction and non-fiction texts that heavily lean on contextual understanding, thus combining a number of the skills learnt so far this year</li> </ul>
Knowledge and skills	<ul style="list-style-type: none"> <li>An understanding of Greek myths and their cultural context; in Ancient Greece and in contemporary society.</li> <li>A study of fairy tales and how these become morality stories</li> <li>A study of early 20<sup>th</sup>C retellings of fables and how these have been subverted</li> <li>Specific generic tropes</li> <li>Comparison of texts from different eras</li> <li>Identification and Retrieval P1 – 2</li> <li>Inference &amp; deduction P1 - 2</li> <li>Context P3 – 2</li> </ul>	<ul style="list-style-type: none"> <li>Autobiographies from Scott, Ellen Macarthur</li> <li>Non-fiction writing about EGA</li> <li>A study of online resources from Young Minds and Modern Carers</li> <li>Specific generic tropes</li> <li>Identification and Retrieval P1 – 2</li> <li>Inference &amp; deduction P1 - 2</li> <li>Context P3 – 2</li> <li>Language, form and structure P1 – 2</li> <li>Focus on multi-modal texts and the associated tropes and conventions</li> </ul>	<ul style="list-style-type: none"> <li>A full reading of The Tempest</li> <li>An examination of his language linking back to the study of language and Literature through the ages and his sonnets in Term 2</li> <li>Identification and Retrieval P1 – 2</li> <li>Inference &amp; deduction P1 - 2</li> <li>Context P3 – 2</li> <li>Language, form and structure P1 - 2</li> <li>Analysis of stagecraft and contextual representations of the time</li> <li>Creative writing to stimulate ideas</li> </ul>	<ul style="list-style-type: none"> <li>Poets to include Kisuule, Atta, Hunjan, Antrobus etc</li> <li>An examination of how poetry reflects and portrays different cultures and traditions</li> <li>Identification and Retrieval P1 – 2</li> <li>Inference &amp; deduction P1 - 2</li> <li>Context P3 – 2</li> <li>Language, form and structure P1 - 2</li> <li>Analysis of poetic devices to include language, form and structure</li> <li>Writing poetry to range from cinquains to haikus</li> </ul>	<ul style="list-style-type: none"> <li>Fantasy fiction, myth and legends in British literature including Chaucer, Beowulf, Shakespeare, Romantic poetry to modern texts</li> <li>Development of the English language through time</li> <li>Identification and Retrieval P1 – 2</li> <li>Inference &amp; deduction P1 - 2</li> <li>Context P3 – 2</li> <li>Language, form and structure P1 - 2</li> <li>An analysis of setting, plot, characters and themes.</li> <li>Comparison across texts</li> <li>Analysis of poetic / literary devices</li> </ul>	<ul style="list-style-type: none"> <li>American poetry and prose from the 1920s-60s to include Maya Angelou, Sylvia Plath, Martin Luther King, Langston Hughes</li> <li>Examination of the use of language and literature across texts from different cultures and genres</li> <li>Identification and Retrieval P1 – 2</li> <li>Inference &amp; deduction P1 - 2</li> <li>Context P3 – 2</li> <li>Language, form and structure P1 - 2</li> <li>An analysis of setting, plot, characters and themes.</li> </ul>

	<ul style="list-style-type: none"> <li>Language, form and structure P1 - 2</li> <li>An analysis of setting, plot, characters and themes.</li> <li>Mode continuum / sequential writing</li> <li>Inference and predictions</li> <li>Oracy – debate week on a moral issue raised by the texts</li> </ul>	<ul style="list-style-type: none"> <li>Form appropriate vocabulary and punctuation</li> <li>Oracy – debate week on a moral issue raised by the texts</li> </ul>	<ul style="list-style-type: none"> <li>A focus on the father / daughter relationship at the heart of the play.</li> <li>A focus on how power is used, conceded and shared</li> <li>Post colonial representations when considering Caliban</li> </ul>	<ul style="list-style-type: none"> <li>Rhyme scheme</li> <li>Poetic structure</li> <li>Enjambement vs Caesura</li> <li>Oracy – individual presentations could in the the form of a poem</li> </ul>	<ul style="list-style-type: none"> <li>Contextual knowledge ranging from the middle ages to the present day</li> <li>Creative writing</li> <li>Ability to assimilate and apply the style of old English writing</li> <li>Writing from a range of stimuli</li> <li>Stylistic Vocabulary and punctuation</li> <li>Oracy – presentation / debate week on a language issue raised by the texts (slang, age etc)</li> </ul>	<ul style="list-style-type: none"> <li>Comparison across texts</li> <li>Analysis of poetic / literary devices</li> <li>Contextual knowledge of early 20<sup>th</sup> America and British Asian culture</li> <li>Creative and transactional writing</li> </ul>
Retrieval practice inc revisited prior knowledge and skills	<ul style="list-style-type: none"> <li>Students will have studied genres at KS2 and be introduced to the term tropes</li> <li>Supporting inferences with evidence KS2</li> <li>Analysing use of language both literal and figurative KS2</li> <li>Write using the appropriate register, style and with grammatical consistency KS2</li> </ul>	<ul style="list-style-type: none"> <li>Students will have some ideas regarding non-fiction forms from KS2</li> <li>Scott may have already been studied at KS2</li> <li>Analysing use of rhetorical language</li> <li>Write using the appropriate register, style and with grammatical consistency KS2</li> </ul>	<ul style="list-style-type: none"> <li>Students will have completed a study of Shakespeare at KS2 but not necessarily full text</li> <li>Supporting inferences with evidence KS2</li> <li>Analysing use of language both literal and figurative KS2</li> </ul>	<ul style="list-style-type: none"> <li>Students will have studied poetry in KS2, most likely ballads</li> <li>Students will have an understanding of rhythm and form that can be applied in this unit</li> <li>Analysing use of language both literal and figurative KS2</li> <li>Write using the appropriate register, style and with grammatical consistency KS2</li> </ul>	<ul style="list-style-type: none"> <li>Students will have studied old and middle English in KS2 albeit at a basic level</li> <li>Supporting inferences with evidence KS2</li> <li>Analysing use of language both literal and figurative KS2</li> <li>Write using the appropriate register, style and with grammatical consistency KS2</li> </ul>	<ul style="list-style-type: none"> <li>Making comparisons across texts KS2</li> <li>Supporting inferences with evidence KS2</li> <li>Analysing use of language both literal and figurative KS2</li> <li>Articulate arguments and opinions KS2</li> <li>Write using the appropriate register, style and with grammatical consistency KS2</li> </ul>
Literacy including extended writing 	<ul style="list-style-type: none"> <li>A range of Greek myths in modern translation</li> <li>Hans Christian Anderson fables</li> <li>Oscar Wilde's fables</li> <li>Decoding different forms of English</li> <li>Key Vocabulary from texts</li> <li>Tier 1 &amp; 2 spelling and vocabulary tested weekly</li> <li>Whole text reading</li> <li>Weekly grammar lessons to support core knowledge</li> </ul>	<ul style="list-style-type: none"> <li>A range of non-fiction texts including different forms</li> <li>Key Vocabulary</li> <li>Whole text reading</li> <li>Extending analytical, imaginative and transactional writing</li> <li>Extended writing using different forms</li> <li>Tier 1 &amp; 2 spelling and vocabulary tested weekly</li> <li>Weekly grammar lessons to support core knowledge</li> </ul>	<ul style="list-style-type: none"> <li>A full Shakespeare text</li> <li>Decoding different forms of English</li> <li>Key Vocabulary from texts</li> <li>Tier 1 &amp; 2 spelling and vocabulary tested weekly</li> <li>Whole text reading</li> <li>Weekly grammar lessons to support core knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Whole text reading to include poems with unfamiliar words and phonology</li> <li>Key vocabulary from texts</li> <li>Writing to conventions of form</li> <li>Weekly grammar lessons to support core knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Chaucer; Beowulf; Shakespeare's sonnets; Romantic poetry; Black British poets</li> <li>Decoding different forms of English</li> <li>Key Vocabulary from texts</li> <li>Tier 1 &amp; 2 spelling and vocabulary tested weekly</li> <li>Whole text reading</li> <li>Extending analytical, imaginative and transactional writing</li> <li>Weekly grammar lessons to support core knowledge</li> </ul>	<ul style="list-style-type: none"> <li>A range of American Literature from the 1920s to the present; including Maya Angelou, Sylvia Plath and Harper Lee.</li> <li>Key Vocabulary from texts</li> <li>Tier 1 &amp; 2 spelling and vocabulary tested weekly</li> <li>Whole text reading</li> <li>Extending analytical, imaginative and transactional writing</li> <li>Weekly grammar lessons to support core knowledge</li> </ul>
Numeracy 	<ul style="list-style-type: none"> <li>Identifying tropes and contrasting across texts</li> </ul>	Paragraph structuring and sentence structures	<ul style="list-style-type: none"> <li>Timelines</li> <li>An awareness of eras in time</li> <li>Number lines and meter</li> </ul>	<ul style="list-style-type: none"> <li>Counting lines and syllables for meter and stanza length</li> <li>Patterns of device use</li> </ul>	<ul style="list-style-type: none"> <li>Venn Diagrams</li> <li>Timelines</li> <li>Awareness of change in time period</li> </ul>	<ul style="list-style-type: none"> <li>Timelines</li> <li>An awareness of eras in time</li> </ul>

						<ul style="list-style-type: none"> <li>How prose is structured through different perspectives presented in chapter format</li> </ul>
<b>Personalised challenge for all: SEND, HPA</b>	<ul style="list-style-type: none"> <li>Vocabulary banks and differentiated texts</li> <li>TA support for students</li> <li>Mastery strands 2-4 as part of challenge tasks</li> <li>Differentiated vocabulary / spelling tests</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary banks and differentiated texts</li> <li>TA support for students</li> <li>Mastery strands 2-4 as part of challenge tasks</li> <li>Differentiated vocabulary / spelling tests</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary banks and differentiated texts</li> <li>Dual coded animated version</li> <li>TA support for students</li> <li>Mastery strands 2-4 as part of challenge tasks</li> <li>Differentiated vocabulary / spelling tests</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary banks and differentiated texts</li> <li>TA support for students</li> <li>Dual coded lessons and resources</li> <li>Mastery strands 2-4 as part of challenge tasks</li> <li>Differentiated vocabulary / spelling tests</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary banks and differentiated texts</li> <li>Dual – coded activities and resources</li> <li>Summary tasks</li> <li>TA support for students</li> <li>Mastery strands 2-4 as part of challenge tasks</li> <li>Differentiated vocabulary / spelling tests</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary banks and differentiated texts</li> <li>Dual – coded activities and resources</li> <li>Speed reading</li> <li>TA support for students</li> <li>Mastery strands 2-4 as part of challenge tasks</li> <li>Differentiated vocabulary / spelling tests</li> </ul>
<b>Enrichment and Cultural Learning</b>	<ul style="list-style-type: none"> <li>Modern adaptations of Greek myths through poetry and short stories.</li> <li>An appreciation of diversity as espoused through Wilde's portrayal of society</li> </ul>	<ul style="list-style-type: none"> <li>Looking at stories of achievement and contributions towards society</li> <li>A focus on stories from men and women and on younger carers / writers</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of colonial history and subsequent implications</li> <li>Discussion of ideas of otherness and representations of non-white characters</li> </ul>	<ul style="list-style-type: none"> <li>Poems to represent all societal groups where possible with a focus on geographic diversity and moving away from the canon</li> <li>Poems as a way of establishing a sense of self in the world</li> </ul>	<ul style="list-style-type: none"> <li>Historical and modern responses to the texts studied</li> <li>An appreciation of the diversity of modern British / English texts</li> </ul>	<ul style="list-style-type: none"> <li>An understanding of American Literature to promote tolerance in society</li> <li>An examination of cross-cultural intolerance and what it takes to bridge generational and cultural divides</li> </ul>
<b>British values and SMSC</b>	<ul style="list-style-type: none"> <li>The development of morality; respect and tolerance.</li> </ul> 	<ul style="list-style-type: none"> <li>The portrayal of core values such as resilience and persistence</li> </ul>	<ul style="list-style-type: none"> <li>Understanding hierarchies of power and the abuses therein</li> <li>Looking at representations of women</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how representation works in poetry, particularly representation of minority groups and the geographical 'other'</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the development of British culture and society from the early and middle ages to the present day</li> </ul>	<ul style="list-style-type: none"> <li>The importance of respect; tolerance and democracy to society.</li> </ul>
<b>Personal Development</b>	<ul style="list-style-type: none"> <li>Having the confidence to analyse and stylistically apply the conventions and moral messages which characterise the studied texts.</li> </ul> 	<ul style="list-style-type: none"> <li>Focus on Young Minds and Young Carers allows for discussion of mental health</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of how we need to live in a multicultural society</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of how we need to live in a multicultural society</li> </ul>	<ul style="list-style-type: none"> <li>Developing resilience to read Old English</li> <li>Having the confidence to stylistically apply the conventions of Old and Middle English</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of justice, fairness, tolerance and equality.</li> </ul>
<b>Careers</b>	<ul style="list-style-type: none"> <li>Historian; researcher; writer.</li> <li>Creative writing; children's author</li> </ul> 	<ul style="list-style-type: none"> <li>Writer; journalist; web developer; content creator</li> </ul>	<ul style="list-style-type: none"> <li>Actor</li> <li>Performer</li> <li>Drama careers</li> </ul>	<ul style="list-style-type: none"> <li>Actor</li> <li>Poet</li> <li>Performer</li> <li>Biographer</li> </ul>	<ul style="list-style-type: none"> <li>Careers in translation and illustration, bookbinding, book restoration.</li> <li>Creative writing, illustration, children's literature</li> </ul>	<ul style="list-style-type: none"> <li>Writer; journalist</li> </ul>
<b>Assessment opportunities</b>	AP1 – Literature paper based on an extract from a Greek Myth	Extended non-fiction writing based on form. Oracy assessment as part of debate week	AP3 – reading assessment based on an extract from The Tempest	Assessment through writing poetry to the conventions of a particular form	AP2 – Reading assessment linked to core skills and texts studied	Extended writing assessment Extended reading assessment

	AP1 – Genre specific creative writing based on the stimulus provided by the text studied		AP3 – transactional / creative writing based on the over-arching theme	Oracy assessment as part of oracy week	AP2 – Writing assessment to test core knowledge and extended writing skills Individual Oracy assessment	
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