# English Year 7 Curriculum Progress Map

| Term | Autumn Term | Spring Term A | Spring Term B | Summer Term A | Summer Term B |
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| **Students will know…** | How to interpret a novel and write descriptively | How authors present women, through literary techniques in a diverse range of pre 20th century literary extracts | How to write an analysis on key moments in a Shakespearian play | How a poet creates a sense of place in a range of pre and post 20th century poems | About the dramatic conventions of a play text and perform using story telling conventions |
| **Students will be able to….** | <ul><li>**read** a complete novel</li><li>**understand a range of extracts** from it</li><li>Begin to develop analytical skills needed to **approach an extract**</li><li>select **relevant quotations**</li><li>**and deconstruct** key/relevant **quotations in an extract**</li><li>**understand why a writer has used the quotation and what it might suggest about a character/theme**</li><li>identify key techniques and consider their effect</li><li>develop their **descriptive writing**</li><li>use some **literary and linguistic techniques**</li></ul> | <ul><li>**read and analyse** range of pre 20th century prose extracts, drama and poetry</li><li>**consider the theme of women and power** through study of texts, including Gothic genre</li><li>**begin to understand ideas of plot, character and setting** in a fictional text</li><li>understand how contextual factors shape texts and discuss within a literary context.</li><li>**create a descriptive piece in the style of Dickens,**</li><li>understand conventions of dramatic monologue</li></ul> | <ul><li>**to demonstrate** an understanding regarding character, plot and theme in three different Shakespeare plays</li><li>**begin to create** a clear argument and present a clear topic sentence point independently</li><li>**deconstruct** key/relevant quotations and understand why Shakespeare has used the quotation and what it might suggest about a character/theme</li><li>**identify basic techniques** used</li><li>understand the purpose and effect of the playwright's intention</li><li>**begin to understand how context shapes meaning** and include this into their PEAL response</li></ul> | <ul><li>**read and infer meaning** on range of poems including pre 20th century poets</li><li>**develop analytical skills**</li><li>**select key/relevant quotations** to support their point</li><li>**deconstruct poetic techniques**/key words</li><li>think about and discuss purpose and intended effect of a poem/key moment</li><li>**understand** how context shapes meaning</li><li>reflectively and critically **use green pen** to develop, edit and improve their own work</li></ul> | <ul><li>**explore a play script using** drama techniques and conventions</li><li>**consider a play script** as a performance text</li><li>develop their "drama vocabulary"</li><li>**perform and peer assess** a drama speaking and listening assignment ("off script")</li><li>**use creative writing skills** to adapt an extract of E.Nesbit's novel into a section of play script</li><li>**use creative writing techniques** to explore the "interior monologue" of a character</li></ul> |
| **Key Assessments** | KAT1: Analysis of extract<br>KAT2: Sequel chapter to novel | KAT1: Text transformation of one creative piece studied into a new form | KAT 1: Written analysis of R&J Prologue<br>KAT 2: S&L – court case | KAT 1: PEAL answering question 'How does the poet create a sense of place'. | KAT1: Writing dramatic monologue from point of view of character. |

| Range of expected key stage 3 levels for Year 7 English | Autumn term 1C - 1A | Spring Term 1A – 2B | | Summer Term 2B – 2A |
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