

21/22: Year 7/8 Curriculum and Assessment Map

Year	7 & 8			Subject: GCSE English Literature and Language		
Intent	<p>At TJA, we have devised an ambitious curriculum that endeavours to embed the skills learnt in KS2. It is a broad, enriching and challenging curriculum that caters to a diversity of students' needs and abilities. The intent is to lay the foundations of GCSE skills by introducing a range of fiction, non-fiction and poems spanning from contemporary writers such as Benjamin Zephaniah to George Orwell. The curriculum has a balanced coverage of the knowledge outlined in the National Curriculum with the aim of instilling a love of English and durable knowledge in three areas:</p> <ul style="list-style-type: none"> • Reading- students are taught how to summarise, synthesise textual evidence and analyse characters, narrative and themes within challenging fiction and non-fiction texts with a focus on how the writers' craft shapes the readers'/audiences' understanding. Students make important contextual connections which become relevant as they progress through their literary studies. • Writing- students will know how to tailor their writing for a range of purposes and know how to use correct spelling, punctuation and grammar. The aim is to enable students to write with using engaging vocabulary, effective ideas and appropriate structural devices. • Oral skills - students will know how to express themselves in standard English and present ideas both to the class and also as part of debates, presentations and speeches. The aim of this is to develop essential life skills such as the ability to articulate their ideas and viewpoints confidently and coherently. <p>The curriculum intends to foster creativity as well as immerse our students, regardless of ability, to the following: a range of challenging texts; broad contextual knowledge; a range of forms/genres – movies, poems and novels; and the development of academic skills. Teachers scaffold and challenge appropriately to ensure that all students can become fluent in the knowledge and content of the curriculum. We strive to identify and tackle weaknesses in grammar, reading and spelling and fill in the gaps so that all our students begin to get a firm grounding in not just the English GCSE curriculum but also it enables them to support their understanding in a range of other subjects across the school.</p>					
	September - December	January - March	April - July			

21/22: Year 7/8 Curriculum and Assessment Map

	<p>Topic: Narrative through Film – SHREK</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Characterisation • Plot development • Inference • Literary techniques used to describe character and settings. <p>– Exploration of Narrative structures</p> <p>– Descriptive techniques</p> <p>– Effective paragraphing</p> <p>– Critical evaluation of characterization.</p> <p>– Spelling, Grammar and punctuation</p>	<p>Topic: Guided Reading focus - WONDER – R. J . Palacio</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Characterisation • Plot development • Inference • Themes • Analytical writing <p>– Exploration of Narrative structures</p> <p>– Descriptive techniques</p> <p>– Effective paragraphing</p> <p>– Critical evaluation of characterisation.</p> <p>– Spelling, Grammar and punctuation</p>	<p>Topic: POETRY – Diverse poems</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Poetic craft • Language and Imagery • Verse, prose and rhyme • Socio-historical context <p>– Poetic devices</p> <p>– Tone, style, register</p> <p>– Mood and voice</p>	<p>Topic: Writer’s craft focus - WITCHES – Roald Dahl</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Poetic craft • Language and Imagery • Poet’s voice • Themes • Socio-historical context • Comparing poems <p>– Poetic devices</p> <p>– Audience, form and structure</p> <p>– Tone, style, register</p> <p>– Mood and voice</p> <p>– Spelling, Grammar and punctuation</p>	<p>Topic: Novel study - TEACHER’S DEAD – Benjamin Zephaniah</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Plot and structure • Themes of Race, violence and youth • Analysis of writer’s message <p>– Themes and structure</p> <p>– Characterisation techniques</p> <p>– Structuring an argument</p> <p>– Critical evaluation of writer’s message.</p> <p>– Spelling, Grammar and punctuation</p>	<p>Topic: GCSE text introduction - ANIMAL FARM – George Orwell</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Characterisation • Plot development • Setting – 20th century socio-historic context • Themes • Language and imagery • Writer’s message <p>– Themes and structure</p> <p>– Characterisation techniques</p> <p>– Structuring an argument</p> <p>– Critical evaluation of writer’s message.</p> <p>– Spelling, Grammar and punctuation</p>
Impact	<p style="text-align: center;">AP1 End Autumn 2 <i>Diagnostic assessment – Stereotypes and characterisation</i></p>		<p style="text-align: center;">AP2 End Winter 2 <i>Diagnostic assessment – Analysing poetry</i></p>		<p style="text-align: center;">AP3 End Summer 1 <i>Diagnostic Assessment – Analysing Character and plot</i></p>	