Year 7 Curriculum Map 2025-26

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| Year Group | Autumn 1 (7 weeks) | | | Autumn 2 (7 weeks) | | | | Spring 1 (6 weeks) | | | | | Spring 2 (5 weeks) | | | Summer 1 (6 weeks) | | | | Summer 2 (7.5 weeks) | | | |
| Themes Covered | Gender | | | | **Supernatural** | | | | **Family/relationships** | | | | **Morality** | | **Class and Responsibility** | | | **Power** | | | | **Identify** | |
| **Year 7** | **Ancient Origins (14 weeks)**  Pupils will learn about the common features of creation myths, make links to epic stories, consider epic heroes, learn about Aristotle’s plot structure and understand the plot of the *Odyssey*.  They will encounter a variety of extracts of myths and epic stories but the focus text for this unit is Simon Armitage’s Homer’s Odyssey. They will then compare to modern interpretations of classical myths with authors like Margaret Atwood and Carol-Ann Duffy. | | | | | | | **Link to Legends (11 weeks)**  Pupils will learn how English has changed over a period of time from Old English to Middle English, what Kennings are, how a quest narrative involves a hero, that chivalry was a strict code of behaviour that knights were meant to follow, how caesura and alliteration can be used for effect in texts, how metaphors are constructed and revisit Aristotle’s narrative structure.  There are two focus texts for this unit. Firstly, Seamus Heaney’s version of *Beowulf* and then secondly, Simon Armitage’s version of *Sir Gawain and the Green Knight*. | | | | | | | | **The Art of Rhetoric (13.5 weeks)**  Pupils will learn the origins of the art of rhetorical language from its roots in Ancient Greece. They will then apply the 6-part structure to create a speech of their own. After this, pupils will then apply their knowledge of rhetoric to William Shakespeare’s *Julious Caesar* to analyse how Brutus and Antony sway public opinion to incite action.  Pupils will encounter famous rhetorical speeches from history, including Emmeline Pankhurst’s *Freedom or Death*. They will then consider Shakespeare’s *Julius Caesar*. | | | | | | | |
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| Assessed For | Students will be able to:   * Summarise a range of mythical and epic stories * Write thesis statements * Use tenor, vehicle and ground to analyse a range of metaphors * Apply theories of narrative structure to understand how stories are structured * Write from different narrative perspectives * Use a range of sentence types to create effects, specifically: * Comma sandwich * More, more, more/Less, less, less sentences * Adverb snap   Summative Assessment:  Pupils will be given an extract to read and then have three sections to answer questions. Section 1 – questions based on the extract (understanding, thesis statements, quotations)  Section 2 - questions based on knowledge of the taught unit.  Section 3 – sentence structure.  Section 4 – creative writing task. | | | | | | | Students will be able to:   * Summarise a short extract using who/did what/when/why/how * Construct because/but/so sentences * Use excellent epithets to write thesis statements * Use thesis statements to write three topic sentences * Transform adjectives into nouns * Embed textual detail to support arguments * Identify the connotations of different word choices * Use tenor, vehicle and ground to analyse a range of metaphors * Order events in a narrative using the ‘overcoming the monster’ structure * Use a range of sentence types to create effects, specifically: * Semi-colon split * Three verb sentence * Comparative more, more   Summative Assessment:  Section 1 - pupils will have 11 questions based on the taught knowledge during *Beowulf*.  Section 2 – pupils will have 5 questions based on the taught knowledge from Sir Gawain and the Green Knight. Pupils will then be given an extract from the text to answer questions about. There will also be a thesis statement task and an Imagine… task. | | | | | | | | Students will be able to:   * Write thesis statements using excellent epithets * Use thesis statements to write topic sentences * Select and embed relevant textual detail * Show an awareness of themes * Summarise events within *Julius Caesar* * Use tenor, vehicle and ground to analyse a range of metaphors * Arrange an argument into six sections * Identify rhetorical methods in speeches * Use rhetorical devices to improve arguments * Use creative sentence types to craft descriptive passages, specifically:   + Not, nor, nor sentence   + Preposition push off   + Never did, than   Summative Assessment:  Section 1 – pupils will have questions based on the skills they have learnt about rhetoric. They will also have a writing task.  Section 2 – pupils will then be given an extract from Julius Caesar to identify and explain rhetorical techniques. | | | | | | | |
| Focus | Reading and Writing | | | | | | | Reading and Writing | | | | | | | | Reading and Writing | | | | | | | |
| Link to GCSE | Language Paper 1 and 2 and Literature Papers 1 and 2.  Constructing essay skills.  Writing skills for the writing sections. | | | | | | | Language Paper 1 and 2 and Literature Papers 1 and 2.  Constructing essay skills.  Writing skills for the writing sections. | | | | | | | | Language Paper 2 Question 5 and Literature Paper 1.  Constructing essay skills.  Writing skills for the writing sections. | | | | | | | |
| Homework  Assignment | Vocabulary learning; pupils will be tested on the vocabulary. | | | | | | | Vocabulary learning: pupils will be tested on the vocabulary. | | | | | | | | Vocabulary learning: pupils will be tested on the vocabulary. | | | | | | | |
| Speaking and Listening  Opportunities | Oracy focus in lessons.  Structured discussion. | | | | | | | Oracy focus in lessons.  Structured discussion. | | | | | | | | Oracy focus in lessons.  Structured discussion.  Pupils will have an opportunity to present their persuasive speech. | | | | | | | |