

## TBS Curriculum Map

Year: 7

Subject: English

	Unit one	Unit two	Unit three	Unit four
<b>Theme/Topic</b>	English language paper 1 - extracts	Animal Farm	Extended writing and speeches	Romeo and Juliet
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Question 1 – picking out key information from a text.</li> <li>• Question 2 – Writing an extended PEE response to use of identified language features.</li> <li>• Question 3 – identifying and writing about the structure of a text.</li> <li>• Question 4 – evaluating evidence and writing in an extended form.</li> <li>• Question 5 – using appropriate descriptive language, sentence structures and SPaG in extended writing.</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 – Picking out quotes and learning them.</li> <li>• AO1 – writing extended paragraphs using all AO's.</li> <li>• AO2 – Identifying and analysing language and structural devices.</li> <li>• AO3 – recognising historical context of the play and its relevance.</li> </ul>	<ul style="list-style-type: none"> <li>• Question 5 of the English language paper 2.</li> <li>• AO5 -Communicate clearly, effectively and. imaginatively, adapting tone, style and register</li> <li>• AO6 - Use a range of vocabulary and sentence. structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> <li>• Speaking and listening unit for GCSE</li> <li>• Use of non-verbal presentation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 – Picking out quotes and learning them.</li> <li>• AO1 – writing extended paragraphs using all AO's.</li> <li>• AO2 – Identifying and analysing language and structural devices.</li> <li>• AO3 – recognising historical context of the play and its relevance.</li> </ul>

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<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Understand the specific requirements of each exam question in terms of: Length of response Time to be spent</li> <li>• Knowledge of the mark scheme for each question.</li> <li>• Understanding of how to progress up the mark scheme and specifically how to gain each additional mark.</li> <li>• Understanding of both basic and advanced punctuation. Advanced punctuation includes: Semi colons, colons, brackets, ellipsis, apostrophes.</li> <li>• Understanding of three sentence types: simple, compound, complex.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the Russian revolution, in particular Trotsky, Lenin and Stalin.</li> <li>• Understanding the clear links between the events above and the events in the book.</li> <li>• Understanding of the terms allegory, anthropomorphism, communism, capitalism and socialism and tyrant</li> <li>• Understanding of persuasive and rhetorical devices and their use in speeches</li> <li>• Understanding of the key characters and their motivations</li> <li>• Understanding of the nature of hierarchies and their place in government.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of different forms of writing, appropriate tone and their audiences.</li> <li>• Rhetorical devices and AFOREST.</li> <li>• Understanding of the role speeches can have in influencing opinion</li> <li>• Knowledge of the speeches of: Churchill, Martin Luther King, Barack Obama</li> <li>• Understanding of both basic and advanced punctuation. Advanced punctuation includes: Semi colons, colons, brackets, ellipsis, apostrophes.</li> <li>• Understanding of three sentence types: simple, compound, complex.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Shakespeare, his individual history, theatre in the 16<sup>th</sup> Century.</li> <li>• Understanding of ideas in renaissance Italy and the nature of courtly love.</li> <li>• Understanding of stagecraft and the theatre</li> <li>• Knowledge of the sonnet form, rhyming couples, iambic pentameter, prose, foreshadowing.</li> <li>• Knowledge of Shakespeare's use of imagery.</li> <li>• Understanding of the GCSE English literature mark scheme and the requirements of the exam paper.</li> <li>• Understanding of the themes of: love and hate, power, deception, violence.</li> <li>• Knowledge and recall of key quotations.</li> </ul>
<p><b>Cultural Capital</b></p>	<ul style="list-style-type: none"> <li>• Knowledge of lives in 19<sup>th</sup> century</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of different economic</li> </ul>	<ul style="list-style-type: none"> <li>• Changing attitudes to race across the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Changing life expectancy over time</li> </ul>

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	<ul style="list-style-type: none"> <li>• Changing values to women.</li> <li>• Changing attitudes to marriage.</li> </ul>	<p>models both past and present</p> <ul style="list-style-type: none"> <li>• Changing attitudes to Russia and revolution</li> <li>• The power of speeches as a motivational tool.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of modern American politics</li> </ul>	<ul style="list-style-type: none"> <li>• Changing attitudes to women and marriage.</li> <li>• The importance of theatre and poetry to cultural attitudes across Europe</li> </ul>
<b>Curriculum overlap</b>	<ul style="list-style-type: none"> <li>• history</li> </ul>	<ul style="list-style-type: none"> <li>• history</li> <li>• Economics</li> <li>• Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• history</li> </ul>	<ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Art and its place in history</li> </ul>