

English Curriculum Map 2025-26							
Year 7							
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Links to GCSE skills and content	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	<a href="#">The Jumbies - Creative Writing</a>	A half-term scheme of work during which students will read and study 'Coraline' as a prompt for their own gothic/spooky writing. Students will read for engagement and enjoyment and focus on how the writer relates character and setting. They will then write their own creative stories.	<ul style="list-style-type: none"> <li>Identifying basic Gothic conventions and making use of them in their writing.</li> <li>Evaluating the writer's craft in developing character and setting by exploring language, structure and form.</li> <li>Adapting their knowledge of how a writer develops character and setting in their own writing.</li> <li>Being able to articulate, plan and write their own creative ideas in response to the anchor text.</li> </ul>	As this unit starts Year 7, we aim to build on creative writing skills learnt at KS2.	The unit begins to develop students' ability to read with inference and deeper critical understanding -- skills that are essential to the Literature GCSE. The unit also begins to develop the crafting of creative stories -- a skill required for the Language GCSE.	EW1: Write the next chapter in the style of Tracey Baptiste. Students will receive marked pieces of writing with praise, encouraging and stretching comments. Whole class feedback lessons will focus on the key areas for improvement. Every student will be expected to identify their areas of strengths and development. Green pen responses will be used to practice skills that need to be worked on.	EW2: Write your own spooky story based on an encounter with a mythological being.
Autumn 2	<a href="#">Frankenstein, the play - responding to literature</a>	A half-term scheme of work during which students will develop their understanding of The Gothic and will read Phillip Pullman's play version of Frankenstein.	<p>Read and understand a text</p> <p>Explore big ideas about a text through discussion and express these in writing</p> <p>Identify evidence in a text that is relevant to a question or idea</p> <p>Integrate evidence into a verbal or written discussion</p> <p>Establish the relationship between the reader and characters and how the writer builds this</p> <p>Identify key elements of genre in a text</p>	Students will build on their introduction to the Gothic they encountered during the Coraline unit. They will also develop their inference skills and apply them to the play form. They will deepen their awareness of how a genre shapes some of the meaning of a text.	The unit gets students to begin to apply their developing ability to read with inference and deeper critical understanding -- skills that are essential to the Literature GCSE. They will be introduced to the essay form that will form the foundation for how they will write their GCSE Literature essays.	EW1: How are Gothic conventions used at the end of Act 1 to bring the scene to life? Students will receive marked pieces of writing with praise, encouraging and stretching comments. Whole class feedback lessons will focus on the key areas for improvement. Every student will be expected to identify their areas of strengths and development. Green pen responses will be used to practice skills that need to be worked on.	EW2: How is the creation presented in Frankenstein.
Spring 1	<a href="#">Exploring self through poetry -- reading and responding to poetry</a>	A half-term SOW through which students will begin to explore ideas about self through poetry. Students will look at a range of poems, and respond to them both through writing their own poems as well as commenting on they respond to poems.	The unit aims to confidently get students to express their ideas in their own poetry writing. We want them to be ambitious in experiencing and exploring big ideas through the texts they encounter; present their views about big ideas in a manner of excellence -- be this written or spoken; and read a wide variety of texts for pleasure and their continued learning.	The unit is focussed on getting students to confidently apply their developing critical/creative reading and writing skills that have been developed over the previous two units and transfer them to writing in and about a new literary form -- poetry.	The unit introduces students to the third main literary form they will engage with for their Literature GCSE -- Poetry. The unit will continue to develop students' ability to read with inference and deeper critical understanding -- skills that are essential to the Literature GCSE. They will begin to learn how to creatively explore their big ideas into their essays and creative writing that will form the foundation for how they will write their GCSE Literature essays.	EW1: Write a commentary on your 'best' poem explaining the language and structural choices you have made. Students will receive marked pieces of writing with praise, encouraging and stretching comments. Whole class feedback lessons will focus on the key areas for improvement. Every student will be expected to identify their areas of strengths and development. Green pen responses will be used to practice skills that need to be worked on.	EW2: Write a commentary on one of the poems we have studied explaining the language and structural choices the poet has made.
Spring 2	<a href="#">Crime fiction -- creative writing</a>	A half-term SOW during which students will read a range of crime fiction and learn about the ingredients of crime fiction. They will then use this knowledge to write their own opening to a crime story.	Writing shows generally sustained fluency in understanding the topic. Able to use and comment on a range of relevant evidence that supports understanding. Able to use a range of relevant vocabulary to express implicit ideas in their writing.	This unit will get students to revisit and develop their creative writing skills -- planning, drafting and writing -- and apply them to a new genre.	The unit builds on the core skills needed to write a well structured and engaging piece of creative writing that is required for the Language GCSE.	EW1: Write a description of a crime scene using an image as a stimulus. Students will receive marked pieces of writing with praise, encouraging and stretching comments. Whole class feedback lessons will focus on the key areas for improvement. Every student will be expected to identify their areas of strengths and development. Green pen responses will be used to practice skills that need to be worked on.	EW2: Write the opening of a crime story.
Summer 1	<a href="#">Everyday Heroes - exploring non-fiction writing</a>	A half-term SOW through which students will read a range of non-fiction about inspirational figures in their communities and throughout history. They will then use these persuasive non-fiction skills to write a celebration of their hero.	<p>To be able to identify the conventions of a hero/villain</p> <p>To be able to identify different types of conflict</p> <p>To structure essays by considering paragraphing</p> <p>To use specific examples and supporting details to develop a paragraph</p>	This unit gets student to transfer their critical writing skills developed in exploring literature and begin to apply them to non-fiction discursive and persuasive texts.	This unit introduces student to the skills needed to write persuasive non-fiction pieces of writing which forms a core component of the Language GCSE.	EW1: What is a hero? Write a definition essay. Students will receive marked pieces of writing with praise, encouraging and stretching comments. Whole class feedback lessons will focus on the key areas for improvement. Every student will be expected to identify their areas of strengths and development. Green pen responses will be used to practice skills that need to be worked on.	EW2: Write an article in which you argue for why your chosen person is an ideal everyday hero.
Summer 2	<a href="#">My community and me</a>	A half-term SOW through which students will research what makes up their community and look at the history of Stoke Newington and Hackney. Students will focus on oral presentations to the class presenting their relationship with their community.	<p>Research and read about different community groups that make up the Stoke Newington demographic.</p> <p>Carefully draft, write, edit (rehearse), and polish one's own and others' writing to make it publishable/perform.</p> <p>Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes.</p> <p>Work effectively with, and learn from, others in a variety of situations, in school and beyond.</p>	This unit builds on the skills required for non-fiction writing that were introduced in the Everyday Hero's unit.	This unit introduces students to the skills that will be required for their GCSE Spoken Language assessment which we do in Year 9.	EW1: What does the local area mean to you? Prepare a short presentation to deliver for the class which answers this question. Students will receive ongoing feedback and support as they develop their presentations. Students will be marked according to the GCSE Spoken Language criteria and get verbal feedback on their presentations.	EW2: What is your place in the local community? Create a scrapbook page in response to this question.