‘Raising the Achievement of All’

KEY STAGE 3 – Year 7 **English** CURRICULUM MAP 2026 - 2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer 1
uestions	**Oliver Twist** How does Dickens construct characters?	**Oliver Twist** How does the novel’s context shape its meaning?	**Shakespearean Sonnets** What is a sonnet and why did Shakespeare write them? What are the key features of a Shakespearean sonnet?	**Poetry Anthology** How do writers create metaphors in their poems? What meanings does the writer convey through their use of metaphor?	**A Midsummer Night’s Dream** What is the plot of the play?	**A Midsummer Night’s Dream** How does Shakespeare create confusion and conflict in the play?	**Poetry Anthology** How do writers create metaphors in their poems? What meanings does the writer convey through their use of metaphor?
nt: **v what’**	Life in Victorian England The plight of the working classes - Charles Dickens.	Victorian Crime and Punishment Characters: Bill Sikes, Fagin, the Artful Dodger and Oliver	Shakespeare and the Elizabethan era. Features of a Shakespearean sonnet (14 lines, three quatrains, final couplet, iambic pentameter, ABAB CDCD EFEF GG rhyme scheme). Key poetic terminology:	Unseen poem exploration.	Life in Elizabethan England. Life in ancient Athens. Shakespeare’s life Elizabethan family.	Key relationships: The four lovers The love potion The form of a play	Unseen poem exploration Poets include: Blake, Kell, Dickenson, Tennyson, Nichols.
tise **v how’**	To understand that characters are constructed by the writer. To read for meaning and make inferences from the text.	To write a correct topic sentence about characters / . To use relevant quotations from the text to support topic sentences. To respond analytically to a novel.	Read Shakespearean sonnets fluently and accurately. • Identify poetic devices and explain their effects. • Analyse language, structure and form using appropriate terminology.	To identify a metaphor. To understand strategies for analysing a literary technique: metaphor. To be able to write topic sentences and support them by selecting / embedding a quotation	To understand that questions can explore items, plot, themes/concepts or ideas as well as characters. To write topic sentence about themes/concepts	To start to use analytical sentences to explore effects of dramatic choices To respond analytically to a play.	To identify a metaphor. To understand strategies for analysing a literary technique: metaphor. To be able to write topic sentences and support them by selecting / embedding a quotation
cy/ Numeracy/ SMSC/	Students will be developing their literacy skills through the reading of the novel and writing responses that demonstrate their interpretations.	Students will be developing their speaking and listening skills through their exploration of the playscript.	Recognising patterns in rhyme schemes. • Counting syllables within lines. • Identifying rhythmic patterns in iambic pentameter. • Sequencing the structure of a sonnet (14-line form).	Students will read and examine the use of metaphorical language in a range of poems.	Students will explore the themes of the natural world, violence, and power.	Students will explore the themes of free will, power and its abuse, love, family conflict, women and marriage.	Students will read and examine the use of metaphorical language in a range of poems.
linary literacy	Explicit vocabulary instruction for Tier 2 and Tier 3 words - Critiquing how the writer’s use of character, plot, figurative language and setting affect the meanings of the text.	Reading a range of high-quality texts making predictions, questioning and inferring to make informed interpretations	Use literary terminology accurately. • Make precise inferences supported by textual evidence. • Explain writer's methods using the language–effect–reader framework.	Reading a range of high-quality texts making predictions, questioning and inferring to make informed interpretations.	Structured discussions to enhance understanding and interpretations. - Summarising and presenting, focusing on enunciation, volume and pace to add meaning.	Reading a range of high-quality texts making predictions, questioning and inferring to make informed interpretations	Reading a range of high-quality texts making predictions, questioning and inferring to make informed interpretations.
rs	Throughout Year 7, students develop key literacy, communication and analytical skills that underpin a wide range of future careers. Studying *Oliver Twist* introduces careers linked to writing, journalism, law, policing and social justice by exploring Victorian society. Shakespearean poetry and drama develop creativity, confidence and public speaking, supporting careers in the creative industries, theatre, media and publishing. The Poetry Anthology encourages interpretation, empathy and critical thinking, skills valued in education, marketing, journalism and communications. Across all units, students strengthen transferable skills such as collaboration, problem-solving, presentation, resilience and evaluation, preparing them for future study and employment.						