

Curriculum Map: Year 8 English

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	<u>Contemporary literature</u> Trash by Andy Mulligan	<u>Pre-1914 literature</u> A Christmas Carol by Charles Dickens	<u>Post-1914 literature</u> Animal Farm by George Orwell	<u>Post-1914 literature</u> Animal Farm by George Orwell	<u>Contemporary literature</u> Voices and Experiences Poetry	<u>Shakespeare text</u> Romeo and Juliet
Intent	To read books independently, for challenge, interest and enjoyment.	To develop an appreciation and love of reading through exposure to increasingly challenging material.	To develop an appreciation and love of reading through exposure to increasingly challenging material. To read a wide range of fiction and non-fiction from different historical periods.	Allow students to communicate thoughts and ideas. To read a wide range of fiction and non-fiction from different historical periods.	To expose students to a range of diverse voices. Encourage a love of expression through poetry.	To embed an interest in Shakespeare, his context and style. To develop skills in writing extensively and imaginatively.
Key Knowledge	To recognise what makes an engaging and successful text, through exploration of characterisation and setting.	To understand how meaning is created and the relationship between text and context.	To recognise what makes an engaging and successful text, through exploration of characterisation and setting. To understand how meaning is created and the relationship between text and context.	To recognise what makes an engaging and successful text, through exploration of characterisation and setting. To understand how meaning is created and the relationship between text and context.	To recognise a range of poetic conventions and understand how these have been used to convey meaning.	To recognise what makes an engaging and successful text, through exploration of characterisation and setting.
Key Skills (Reading, writing, grammar & vocabulary and spoken language)	Writing accurately, fluently, effectively and at length (non-fiction writing). To plan, draft, edit and proofread written work. To consolidate and build on their knowledge of SPaG.	Make inferences and refer to evidence in the text. Develop knowledge of purpose, audience and context. Read critically and apply knowledge of how language choice, text structure and organisational features create meaning.	Make inferences and refer to evidence in the text. Develop knowledge of purpose, audience and context. Read critically and apply knowledge of how language choice, text structure and organisational features create meaning.	Writing accurately, fluently, effectively and at length (non-fiction writing). To plan, draft, edit and proofread written work. To consolidate and build on their knowledge of SPaG.	Read critically by recognising a range of poetic conventions and show knowledge of how these have been used. Develop knowledge of how poets communicate through performance and how alternative interpretations	Read critically by recognising a range of dramatic conventions and show knowledge of how these have been used. Writing accurately, fluently, effectively and at length (fictional writing). To plan, draft, edit and proofread written work. To consolidate and

					can be made in different contexts.	build on their knowledge of SPaG.
Key Vocabulary	Dilapidated Inequality Corruption Unjust Astute Romanticised	Solitary Destitute Benevolent Melancholy Altruistic Repent	Allegory Deceitful Hierarchy Oppression Revolution Tyrant		Culture Gratitude Inferior Superior Injustice Nostalgia	Feud Fate Hostile Infatuated Plead Reconcile
Key Reading	Class Reader – Fiction Non-Fiction - reading	Class Reader - Fiction	Class Reader- Fiction	Class Reader - Fiction Range of persuasive speeches – Non-Fiction	Poetry Anthology – range of authors. Non-Fiction articles to accompany main themes.	Class Reader – Fiction
Misconceptions	The Philippines context Government corruption – senator Zepanta Poverty Verb/noun/adjective/adverb/simile/metaphor/semantic field reteach.	Class system Victorian context 19th Century language – direct vocab instruction Analytical paragraphs Quote zooming Incorporating context into paragraphs	Historical context – Russian and European history explicit teach Allegory – recap and reteach.		Poetry techniques Context for each poem – explicit teach Structure	Shakespearean language Storyline using extract booklet.
Start Point	Inequality, poverty – Oliver Twist and Ruby Bridges. Empathy – Ruby Bridges Creative and descriptive writing- A Midsummer Night’s Dream Newspaper writing – Skellig	19 th Century novel – Oliver Twist Inequality, Victorian context – Oliver Twist Poverty/destitution - Trash Analytical writing – Oliver Twist, Poetry, Ruby Bridges.	Corruption – Trash 19 th Century novel – Oliver Twist, A Christmas Carol Speech writing – from performance poetry Analytical writing – from A Christmas Carol/Oliver Twist. Perspective writing - Skellig		Year 7 poetry (identity) Analytical writing – animal farm, Oliver Twist.	Shakespeare experience – A Midsummer Night’s Dream Analytical writing – A Christmas Carol, Poetry and Animal Farm.
End Point	Students will have learnt how characters develop. And how to write a piece of non-fiction.	Students will have learnt how to read and how to develop	Students will have learnt how to read and how to	Students will have learnt how to read actively and	Students will have explored different poems form	Students will have learnt how to read a play script

		opinions on character. They will also begin to understand writers purpose.	develop opinions on character. They will also begin to understand writers purpose.	question texts as well as how to successfully write and perform a speech.	different cultures. Alongside non-fiction text.	actively and understand how Shakespeare explores ideas about humanity.
Form of Assessment	Extended written response – creative writing	Extended written response – analysis of literature	Formal assessment	Extended written response – speech	Extended written response – analysis of literature	End of year formal examination

Enrichment opportunities	Public speaking workshops Debate In school performances Assembly presentations
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