

Year 8 ~ Curriculum Map for English

What are the intended aims for this year's curriculum?												
<ul style="list-style-type: none"> > To revise the content covered in year 7 > To extend knowledge to encompass rhetoric and speeches > To develop detail in analytical and creative work, and use a wider range of devices for effect 												
Term 1		Term 2		Term 3		Term 4		Term 5		Term 6		
<p>Topic(s):</p> <p>How does Shakespeare use language and structure for effect?</p> <p><i>The Tempest</i></p> <p>Writing: descriptive writing (non-narrative and narrative) AND writing to inform and explain.</p>		<p>Topic(s):</p> <p>How do different poets use form and structure for effect?</p> <p>Writing: descriptive writing (non-narrative and narrative)</p>		<p>Topic(s):</p> <p>Thematic study: How does the writer present the theme of ___ throughout the text?</p> <p>The Adventures of Sherlock Holmes, Huckleberry Finn, The War of the Worlds, Pride and Prejudice, The Time Machine, Mystery Stories, Classic Short Stories</p> <p>Writing: descriptive writing (non-narrative and narrative) AND writing to inform and explain.</p>		<p>Topic(s):</p> <p>As term 3 (double term unit)</p>		<p>Topic(s):</p> <p>How do writers persuade their audience?</p> <p>Writing: writing to persuade</p>		<p>Topic(s):</p> <p>Character Study: How does the protagonist change throughout the text?</p> <p>Of Mice and Men Animal Farm, Heroes, The Hitch-Hiker's Guide to the Galaxy, To Kill A Mockingbird, The Catcher in the Rye, The Lady in the Lake, The Lord of the Flies, 1984, Mister Pip</p> <p>Writing: descriptive writing (non-narrative and narrative) AND writing to inform and explain AND writing to persuade.</p>		Aim of EoY exam
Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R				
'Big idea(s)' / fundamental concepts	How does Shakespeare use language and structure for effect?	How do different poets use form and structure for effect?	Conflict Poetry	<i>Thematic study: How does the writer present the theme of ___ throughout the text?</i>	As term 3 (double term unit)	As term 3 (double term unit)	As term 3 (double term unit)	How do writers persuade their audience?	How does the protagonist change throughout the text?			
Knowledge to be learnt	<i>The plot of the text</i> <i>The conventions of a play</i> <i>Introduce dramatic form</i> <i>Elizabethan theatrical conventions</i> <i>Elizabethan context</i> <i>Language devices</i> <i>Structural devices</i>	How to identify form and structure and why this is important. How different forms can convey different effects and meanings. How writers write about conflict. Tone. Poetry Comparison.	What is a theme Narrative and how to identify theme in a narrative Themes and how writers develop them 19 th Century context and how it links with the themes					Purpose and audience of non-fiction texts. Features of writing to persuade. Features of speeches, articles, leaflets, letters.	Characters and how writers develop them. Narrative and how to identify narrative perspective. Social issues in the C20th and 21 st . Contextualise the novel.			
Key vocabulary	FORM/STRUCTURE/LANGUAGE/TEXT/PLAY/STANZA/IMAGERY/LEXICAL FIELD/PLAYWRIGHT/NARRATIVE/COUPLET/RHYMING COUPLET/SIMILE/CHARACTER/STAGE DIRECTIONS/RHYME/METAPHOR/DESCRIBE/MONOLOGUE/RHYME SCHEME/PERSONIFICATION/DIALOGUE/VERSE/EXTENDED METAPHOR/IAMBIC PENTAMETER	FORM/OPEN/CLOSED/SONNET/IAMBIC PENTAMETER/RHYMING COUPLET/RHYME/RHYME SCHEME/RHYTHM/METER/INTERNAL RHYME/JUXTAPOSITION/CAESURA/ENJAMBEMENT/REPETITION/FOREGROUNDING/SIMILE/METAPHOR/PERSONIFICATION/EXTENDED METAPHOR/IMAGERY/ALLUSION/LEXICAL FIELD/OXYMORON/ALLOTTERTAI ON/SIBILANCE/ASSONANCE/ ONOMATOPOEIA	PROSE/FICTION/NOVEL/FIRST-PERSON/THIRD-PERSON/ NARRATOR/NARRATIVE/PLOT/ FORM/STRUCTURE/ FOREGROUNDING/ FORESHADOWING/DYNAMIC CHARACTER/STATIC CHARACTER/ JUXTAPOSITION/ CHRONOLOGY/ FLASHBACK/FLASHFORWARD/ RISING ACTION/CLIMAX/FALLING ACTION/ SIMILE/ METAPHOR/ PERSONIFICATION/ EXTENDED METAPHOR/ IMAGERY/ ALLUSION/ LEXICAL FIELD/ OXYMORON/					PURPOSE/AUDIENCE/NON-FICTION/PERSUADE/FIRST-PERSON/THIRD-PERSON/JUXTAPOSITION/CHRONOLOGY/FORM/STRUCTURE/FOREGROUNDING/FORESHADOWING/ RHETORIC/ ANTITHESIS/ ANAPHORA	PROSE/FICTION/NOVEL/FIRST-PERSON/THIRD-PERSON/NARRATOR/NARRATIVE/PLOT/FORM/STRUCTURE/FOREGROUNDING/FORESHADOWING/DYNAMIC CHARACTER/STATIC CHARACTER/ JUXTAPOSITION/CHRONOLOGY/FLASHBACK/FLASHFORWARD/ RISING ACTION/CLIMAX/FALLING ACTION/SIMILE/METAPHOR/PERSONIFICATION/EXTENDED METAPHOR/IMAGERY/ALLUSION/LEXICAL FIELD/OXYMORON			
The role of reading and comprehension	<i>Embedded throughout: students read the original text, as well as reading around the text.</i> <i>Class readers.</i>	<i>Embedded throughout: students read the original text, as well as reading around the text.</i> <i>Class readers.</i>	<i>Embedded throughout: students read the original text, as well as reading around the text.</i> <i>Class readers.</i>					<i>Embedded throughout: students read the original text, as well as reading around the text.</i>	<i>Embedded throughout: students read the original text, as well as reading around the text.</i>			

The role of independent extended writing	<i>Weekly writing lesson based on text</i> focused around descriptive writing, writing to inform and writing to explain. Students are also expected to complete extended analytical writing based on their reading texts.	<i>Weekly writing lesson</i> based on the text, focused around descriptive writing. Students are also expected to complete extended analytical writing based on their reading texts.	<i>Weekly writing lesson based on text.</i> <i>Writing skills lesson SPAG (above)</i> <i>Writing week with main class teacher.</i> Analytical writing.	As term 3 (double term unit)	Students have a weekly writing lesson based on the text, focused around persuasive writing. Students are also expected to complete extended analytical writing based on their reading texts.	Students have a weekly writing lesson based on the text, focused around descriptive writing, informative and persuasive writing. Students are also expected to complete extended analytical writing based on their reading texts.
The role of maths/ numeracy	Using number to identify meter/rhythm. Tension/emotional graphs.	<i>Using number to help identify meter/rhythm.</i>				
Links to careers/ aspirations	Exploring the roles in a modern theatre.	Exploring Military service.	Text dependent.	As term 3 (double term unit)	Journalism/publishing	Text dependent.
Core skills	To be able to: understand texts through comprehension skills, identify language and structural features used, analyse their effect, linking to contextual factors, use a range of descriptive features, spell accurately, punctuate accurately, use a range of sentence types, paragraph accurately.	To be able to: understand texts through comprehension skills, identify language and structural features used, analyse their effect, linking to contextual factors, use a range of descriptive features, spell accurately, punctuate accurately, use a range of sentence types, paragraph accurately.	To be able to: understand texts through comprehension skills, identify features used, analyse their effect, use a range of descriptive, informative, and explanation writing features, spell accurately, punctuate accurately, use a range of sentence types, paragraph accurately.	To be able to: As term 3 (double term unit)	To be able to: understand texts through comprehension skills, identify features used, analyse their effect, use a range of descriptive, informative, explanation and persuasive writing features, spell accurately, punctuate accurately, use a range of sentence types, paragraph accurately.	To be able to: understand texts through comprehension skills, identify language and structural features used, analyse their effect, tracking character development, linking to contextual factors, use a range of descriptive features, spell accurately, punctuate accurately, use a range of sentence types, varying sentence starters, paragraph accurately.
Dept. enrichment activities	Trips to the theatre – Gulbenkian, Hazlitt, Theatre Royal? RSC Live Links? NT Live? Links with the drama department? National poetry day	Poetry competition Poet visit Poetry Slam		As term 3 (double term unit)		Performance of playscripts – Of Mice and Men Book Review competition Review of the film – how close to the novel is it?
Home learning opportunities	Homework booklet Private independent reading Keep a (creative writing) journal See a Shakespeare play performed at a local theatre or watch a film adaptation of a play Go to the Globe theatre	Watch 'My Boy Jack' by David Hague. About Rudyard Kipling. Homework booklet Private independent reading Keep a (creative writing) journal Read a range of poetry independently Watch performance poetry live or on the internet	Homework booklet Private independent reading Reading other 19 th century texts	As term 3 (double term unit)	Homework booklet Private independent reading	Homework booklet Private independent reading Keep a (creative writing) journal Research the author and read another of his/her texts. Independent exploration of the context