

Curriculum Map 2021/2022



YEAR 8 ENGLISH

Year 8 English is presented under the overarching theme of conflict, strength and resilience. By studying a range of fiction and non-fiction texts, students look at how war impacts on humanity, how persuasion can change a society, how writers shape their texts to appeal to an specific audience and how contextual factors are seen within a text.

English in Year 8: Skills introduced in Year 7 are developed further in Year 8: analytical skills, creative writing skills, reading for meaning, awareness of purpose, audience and format, exploring the impact of context on a text, the power of vocabulary.

	Autumn 1 Dystopian Fiction Animal Farm	Autumn 2 Protest Writing	Spring 3 Shakespeare Othello	Spring 4 Narrative writing	Summer 5 War poetry	Summer 6 Modern Fiction The Curious Incident Of the Dog in the Night-time
CONTENT <i>Declarative Knowledge - Know what</i>	<ul style="list-style-type: none"> ▪ Human nature ▪ Russian revolution ▪ Totalitarian leadership (status and hierarchy) ▪ Power, authority and control ▪ Allegory of good vs evil ▪ Propaganda <p>Methods</p> <ul style="list-style-type: none"> ▪ Symbolism ▪ Imagery ▪ Allegory ▪ Foreshadowing <p>Motifs</p>	<ul style="list-style-type: none"> ▪ Non-fiction writing ▪ Purpose, audience and format ▪ Hyperbole ▪ Rhetorical devices ▪ Personal pronouns ▪ Semiotics- meaning of signs <p>Methods</p> <ul style="list-style-type: none"> ▪ Structure ▪ Persuasive devices ▪ Tone/ levels of formality 	<ul style="list-style-type: none"> ▪ Tragedy ▪ Racism ▪ Gender ▪ Hierarchy ▪ Familial ties ▪ Ambition ▪ Manipulation ▪ Disguise and deception <p>Methods</p> <ul style="list-style-type: none"> ▪ Symbolism ▪ Imagery ▪ Puns/double' entendre. 	<ul style="list-style-type: none"> ▪ Todorov's narrative theory ▪ First person/ third person narrative ▪ Genre ▪ Character types <p>Methods</p> <ul style="list-style-type: none"> ▪ Planning and editing ▪ Self evaluating ▪ Structural devices 	<p>Imagery</p> <ul style="list-style-type: none"> ▪ Metaphors (extended) ▪ Similes ▪ Personification ▪ Use of Adjectives ▪ Dramatic Monologue ▪ Symbolism ▪ Speaker's voice <p>Methods</p> <ul style="list-style-type: none"> ▪ Use of pronouns ▪ Use of punctuation 	<ul style="list-style-type: none"> ▪ Bildungsroman (coming of age) ▪ Isolation ▪ Difference ▪ vulnerability ▪ Detective genre ▪ Humour <p>Methods</p> <ul style="list-style-type: none"> ▪ Structure (first person narrative) ▪ Presentational features ▪ Sentence forms
SKILLS <i>Procedural Knowledge - Know how</i>	<p>Reading</p> <ul style="list-style-type: none"> ▪ Respond to key ideas and concepts in set texts ▪ Use evidence to support interpretations and ideas 		<p>Reading</p> <ul style="list-style-type: none"> ▪ Respond to key ideas and concepts in set texts 		<p>Reading</p> <ul style="list-style-type: none"> ▪ Respond to key ideas and concepts in set texts ▪ Use evidence to support interpretations and ideas 	

	<ul style="list-style-type: none"> Consider writer's intentions by including appropriate methods. Make wider links and consider the bigger picture. <p>Writing</p> <ul style="list-style-type: none"> To write in a style that is well-structured, articulate and carefully planned. To include appropriate and imaginative vocabulary according to task, purpose and audience. To write with technical accuracy – SPAG 	<ul style="list-style-type: none"> Use evidence to support interpretations and ideas Consider writer's intentions by including appropriate methods. Make wider links and consider the bigger picture – consider contextual impact on a text <p>Writing</p> <ul style="list-style-type: none"> To write in a style that is well-structured, articulate and carefully planned. To include appropriate and imaginative vocabulary according to task, purpose and audience To write with technical accuracy - SPAG 	<ul style="list-style-type: none"> Consider writer's intentions by including appropriate methods. Make wider links and consider the bigger picture. <p>Writing</p> <ul style="list-style-type: none"> To write in a style that is well-structured, articulate and carefully planned. To include appropriate and imaginative vocabulary according to task, purpose and audience. To write with technical accuracy - SPAG
KEY QUESTIONS	<p>How are relationships between teachers and students presented through primary and secondary settings?</p> <p>To what extent are students allowed to celebrate their identity in school?</p> <p>What role does hierarchy play in school?</p> <p>How do writers present characters that are complex and developed?</p> <p>How is genre made explicit in written texts?</p>	<p>Spring 1: How is ambition presented as being part of human nature?</p> <p>What determines someone's place in the hierarchy of society?</p> <p>To what extent does morality favour forgiveness over vengeance?</p> <p>Spring 2: How do writers present their point of view?</p> <p>How does a five part narrative structure ensure a successful short story?</p> <p>What are the key elements of creating a believable character?</p>	<p>Summer 1: How do writers encapsulate the horrors of war for a reader?</p> <p>How does the experience of war shape the writer's style of poetry?</p> <p>How does the non-fiction writing from WW1 mirror the sentiments of the poetry?</p> <p>Summer 2: How is the theme of difference presented in a modern text?</p> <p>How effective are the structural and presentational devices found in a modern fiction text.</p> <p>How is tension created in a novel?</p> <p>What is the effect of a first person narrative?</p>
ASSESSMENT	<p>READING: How does George Orwell create a tone of fear and violence in the extracts?</p> <p>WRITING: Persuasive writing of some form.</p>	<p>Reading: Starting with the moment seen in this extract, explore how Shakespeare presents deception in the play, Othello.</p> <p>WRITING: Using Todorov's Five part structure, create your own short story.</p>	<p>READING: Compare how conflict is presented in a modern poem you have studied and one from World War One.</p> <p>Reading: Starting with this extract explain how tension is created in the novel</p>

EXTENDED LEARNING	Accelerated reader text from fortnightly LRC session Bedrock vocabulary to develop Tier 2 language	Accelerated reader text from fortnightly LRC session Bedrock vocabulary to develop Tier 2 language	Accelerated reader text from fortnightly LRC session Bedrock vocabulary to develop Tier 2 language
CROSS CURRICULAR LINKS	Autumn 1: History: Russian Revolution Autumn 2: Media- exploring advertising written language/ semiotics- the meaning of signs.	Spring 1: History: Gender and ethnicity in the 16 th century Drama: varying depictions of Shakespearean characters. Spring 2: Media Studies: Narrative structure in film. Character types.	Summer 1: Media Studies: propaganda History- World War 1 Summer 2: PSHE- Autism/ Learning difficulties.