

St Mary's CE High School Curriculum Map 2022-23



Subject: English

Year: 8

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 1 Shakespeare Othello	Spring 2 Narrative writing	Summer 1 War poetry	Summer 2 Modern Play - Frankenstein
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"> ▪ Isolation ▪ Difference ▪ Vulnerability ▪ Science vs religion ▪ Playing God ▪ Gothic literature. <p>Methods</p> <ul style="list-style-type: none"> ▪ Structure (play script with stage directions) ▪ Presentational features ▪ Symbolism ▪ Sentence forms

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<p>SKILLS <i>Procedural Knowledge</i> <i>Know how</i></p>	<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 ▪ 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 	<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 ▪ 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 	<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 ▪ 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
<p>KEY QUESTIONS</p>	<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? How does a five part narrative structure ensure a successful short story? 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? How does the experience of war shape the writer's style of poetry? How does the non-fiction writing from WW1 mirror the sentiments of the poetry?</p> <p>Summer 2:</p>
<p>ASSESSMENT</p>	<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:</p>

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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	<p>Autumn 1: History: Russian Revolution</p> <p>Autumn 2: Media- exploring advertising written language/ semiotics- the meaning of signs.</p>	<p>Spring 1: History: Gender and ethnicity in the 16th century Drama: varying depictions of Shakespearean characters.</p> <p>Spring 2: Media Studies: Narrative structure in film. Character types.</p>	<p>Summer 1: Media Studies: propaganda History- World War 1</p> <p>Summer 2: RS and Science: playing god and religion vs science.</p>