

St Mary's CE High School Curriculum Map 2023-24



Subject: English Literature and English Language

Year: 8

	Autumn 1 & 2	Summer 1 & 2	Spring 1 & 2
	Social Criticism	Tragedy	War Writing
CONTENT	<p>Texts Studied Novel: <i>Animal Farm</i> by George Orwell</p> <p>Extracts:</p> <ul style="list-style-type: none"> <i>The Sniper</i> by Liam O'Flaherty (1923). <i>Harrison Bergeron</i> by Kurt Vonnegut Jr (1961). <i>The Pedestrian</i> by Ray Bradbury (1951). <i>Examination Day</i> by Henry Slesar (1985). <i>The Hunger Games</i> by Suzanne Collins (2008.) <p>Key Knowledge: Utopia vs Dystopia; Revolution- The Russian Revolution and Stalin's rise to power during this time; Political Ideology; Capitalism; Communism; Socialism; Tyranny; Totalitarian leaders; Social Class; Hierarchy; Indoctrination; Obfuscation; Propaganda; Individualism vs the community - a focus on themselves/the individual vs a focus on what is best for the community as a whole; Inequality</p>	<p>Texts Studied Novel: <i>Othello</i> by William Shakespeare (1603)</p> <p>Extracts:</p> <ul style="list-style-type: none"> <i>A View from a Bridge</i> by Arthur Miller (1955) <i>Oedipus the King</i> (Sophocles) (420bc) <i>The White Devil</i> (Webster) (1612) <i>The Monk's Tale</i> (Chaucer) (1387 – 1400) <i>Things Fall Apart</i> (Achebe) (1958) <p>Variety of Non-fiction texts from different eras</p> <p>Key Knowledge: symbolism; motif; fate; morality; reputation; justice; characteristics of a tragic hero; Structure: prologue, parodos, stasima, exodus; Debate; thesis; statements; structuring arguments; character arcs; structural patterns; semantics; pragmatics; setting of Venice/Ottoman empire; attitudes to race in the Renaissance era; patriarchal hierarchy; religious conflict; conventions of Greek tragedy/Aristotelian unities; conventions of medieval tragedy; conventions of Renaissance/Revenge tragedy; conventions of modern tragedy (modest and ordinary)</p>	<p>Texts Studied Poetry: <i>The Great War</i> by Vernon Scannell (1962) <i>Into Battle</i> by Julian Grenfell (1915) <i>Fight to the Finish</i> by Siegfried Sasson (1919) <i>Anthem for Doomed Youth</i> by Wilfred Owen (1920) <i>In Flanders Fields</i> by John McCrae (1915) <i>Who's for the Game</i> by Jesse Pope (1917) <i>The Falling Leaves</i> by Margaret Postgate Cole (1915) <i>Picture from the Blitz</i> by Lois Clark (approx. 1980) <i>To His Love</i> by Ivor Gurney (1919) <i>Munition Wages</i> by Madeline Ida Bedford (1917) <i>Futility</i> by Wilfred Owen (1918)</p> <p>Extracts: <i>Bird Song</i> by Sebastian Faulks (1993) <i>Journey's End</i> by R.C. Sherriff (1928) <i>Regeneration</i> by Pat Barker (1991) <i>Black Adder Goes Forth</i> (Episodes 1 & 6) (1989) <i>Propping Up the Line</i> by Ian Beck (2014) <i>A Brass Hat in No Man's Land</i> by Commander Crozier (1930) <i>Goodbye to All That</i> by Robert Graves (1929) <i>All Quiet on the Western Front</i> by Erich Maria Remarque (1929) <i>Mine Eyes Have Seen</i> by Alice Dunbar Nelson (1918)</p> <p>Variety of Non-fiction texts</p> <p>Key Knowledge: Irony – dramatic, situational, verbal; symbolism; themes; narrative voice; writer's convey character's thoughts; types of argument; extended analysis; poetic patterns; scenes; acts; morphology; etymology; creative sentence types; 20th century drama; the "well made" play; Aristotle's dramatic unities; 'The Great War'; Modernism; social class</p>

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SKILLS	<p>Reading Skills:</p> <ul style="list-style-type: none"> – To respond to key ideas and concepts in set texts by developing a more personal response. – To use a range of evidence to support interpretations and ideas. – To comment on the writer's intentions by including a range of appropriate methods. – To make wider contextual links and consider the bigger picture. <p>Writing Skills:</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>Oracy Skills:</p> <ul style="list-style-type: none"> – To speak confidently and clearly through debate, structured discussion and reading aloud 	<p>Reading Skills:</p> <ul style="list-style-type: none"> – To respond to key ideas and concepts in set texts by developing a more personal response. – To use a range of evidence to support interpretations and ideas. – To comment on the writer's intentions by including a range of appropriate methods. – To make wider contextual links and consider the bigger picture. – To explain the difference between meaning and intentions of specific words. – To construct personal viewpoints in the form of thesis statements. – To write about tragic heroes and their function in the text. <p>Writing Skills:</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>Oracy Skills:</p> <ul style="list-style-type: none"> – To speak confidently and clearly through debate, structured discussion and reading aloud 	<p>Reading Skills:</p> <ul style="list-style-type: none"> – To respond to key ideas and concepts in set texts by developing a more personal response. – To use a range of evidence to support interpretations and ideas. – To comment on the writer's intentions by including a range of appropriate methods. – To make wider contextual links and consider the bigger picture. – To explain the difference between meaning and intentions of specific words. – To construct personal viewpoints in the form of thesis statements. – To summarise chronological events and development of tension and conflict – To evaluate author's purpose in creating characters <p>Writing Skills:</p> <ul style="list-style-type: none"> – To write in a style that is well-structured, articulate and carefully planned. – To develop use of conceptual metaphors to craft detailed descriptions. – To include appropriate and imaginative vocabulary according to task, purpose, and audience. – To write with technical accuracy – SPAG <p>Oracy Skills:</p> <ul style="list-style-type: none"> – To speak confidently and clearly through debate, structured discussion and reading aloud – Discuss thematic links between texts
KEY QUESTIONS	<p>in what ways Major does use rhetoric in his speech? In what ways do the characters in animal farm mirror the key figures in the Russian revolution throughout chapters I and ii? How does Orwell present the pigs' rise to power in the first four chapters? How does Orwell present Animal Farm as a dictatorship by Chapter 5?</p>	<p>What are the conventions of Greek tragedy? Who is Oedipus and what happened to him? How is Oedipus presented in the prologue? How is Oedipus presented in the exodus? What are the conventions of medieval tragedy? What are the conventions of revenge tragedy? How is the theme of morality presented in The White Devil? How is Iago presented as Machiavellian at the start of the play?</p>	<p>Is War a suitable subject for literature? How would it have felt to be a soldier living and fighting in WWI? How do human beings cope with the horrors of war? What is modernism? How does modernism react to WWI? How do class and power affect the soldier's experiences? What does it mean to be heroic?</p>

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	<p>How has Orwell used language and methods to show this? How effective is this?</p> <p>What is Orwell's critique of society? Why is this important?</p> <p>What are the key features of narrative writing?</p> <p>What are the conventions of Dystopian fiction?</p> <p>How does dystopian literature relate to ideas of Social Criticism?</p> <p>Is literature a suitable vehicle for social criticism?</p>	<p>How is Iago presented as the antagonist?</p> <p>What causes Othello's downfall?</p> <p>How does Miller use the Aristotelian unities?</p> <p>What causes Okonkwo's downfall?</p> <p>How can Okonkwo be viewed as a tragic hero?</p> <p>How does Achebe show the impact of colonialism?</p> <p>To what extent does Achebe show the importance of fate over free-will?</p>	<p>Are there times when orders should be disobeyed?</p> <p>Are there times when intimacy is more needed than others?</p>
ASSESSMENT	<p>Social Criticism: Reading Assessment on Animal Farm</p> <p>Social Criticism: Writing Assessment – Narrative</p>	<p>Tragedy: Reading Assessment</p> <p>Tragedy: Writing Assessment</p>	<p>War Writing: Reading Assessment</p> <p>War Writing: Writing Assessment</p>