

# English



## Year 8

# Curriculum Map



## Year 8 – Autumn Term

### Fantasy and the Supernatural

<b>Prior Learning</b>	Pupils have read and explored a range of fiction and non-fiction texts, exploring how writers use language and techniques for effect, as well as exploring narrative voice within different stories. They have explored how writers use description when presenting characters, so will already know a range of descriptive techniques. Pupils have already had experience of comparing texts in Y7 when comparing two different forms of drama and different non-fiction texts related by theme.
<b>What will I learn?</b>	Within the unit 'Fantasy and the Supernatural' the pupils will read and study Joseph Delaney's fantasy novel 'The Spook's Apprentice'. Work will revolve around the presentation of characters and events, analysing how the writer uses language and structure for effect. Following this, pupils will be introduced to a unit of work centred around the exploration of Gothic fiction, entailing exploration of a range of pre- and post-1914 literary texts. Work will ensue on descriptive writing, the topic being on creating a spooky setting and incorporating the relevant gothic conventions. Study and comparison of texts to the supernatural will conclude the unit, with further analysis of the use of language for effect
<b>How will I be assessed?</b>	Pupils will complete regular recall activities in lessons to review and reinforce key knowledge and skills. The use of mini whiteboards and other methods of formative assessment will enable teachers to check the pupils' knowledge and understanding. Pupils will complete a summative assessment each term, which will assess their pupils' understanding and application of the key content and skills covered during the unit.
<b>Next Steps</b>	Pupils will continue their study of fiction in the next unit when they read and explore the novel 'Boy, Everywhere' as well as a range of short stories related to the themes of multiculturalism and identity. Pupils will develop their descriptive writing skills further through their presentation of setting and characters during the unit on narrative writing.
<b>Opportunities for Independent Learning</b>	Links to 'The Spook's Apprentice' – plot, characters, creatures and themes, plus context - <a href="https://thespooksbooks.fandom.com">https://thespooksbooks.fandom.com</a> <a href="https://josephdelaneyauthor.com/spooksworld/books-uk/the-wardstone-chronicles/the-spooks-apprentice/">https://josephdelaneyauthor.com/spooksworld/books-uk/the-wardstone-chronicles/the-spooks-apprentice/</a> Links to Gothic Literature – conventions and examples - <a href="https://www.britannica.com/art/Gothic-novel">https://www.britannica.com/art/Gothic-novel</a> <a href="https://study.com/academy/lesson/gothic-novels-characteristics-examples.html">https://study.com/academy/lesson/gothic-novels-characteristics-examples.html</a> <a href="https://blog.bridgemanimages.com/blog/terror-and-wonder-10-key-elements-of-gothic-literature">https://blog.bridgemanimages.com/blog/terror-and-wonder-10-key-elements-of-gothic-literature</a> Comparing Non-fiction Texts - <a href="https://www.bbc.co.uk/bitesize/topics/zfwpd6f/articles/z7gdscw">https://www.bbc.co.uk/bitesize/topics/zfwpd6f/articles/z7gdscw</a> Descriptive Writing - <a href="https://www.bbc.co.uk/bitesize/topics/zn8tkmn/articles/zhwkkt">https://www.bbc.co.uk/bitesize/topics/zn8tkmn/articles/zhwkkt</a>
<b>Personal Development and CEIAG</b>	Within this unit, pupils will read and explore fiction that is either set in the past i.e. 'The Spook's Apprentice' or written in another era e.g. extracts from 'Dracula', 'Wuthering Heights' and 'Frankenstein'; as such, pupils will encounter an element of misogyny and sexism in the presentation and treatment of female characters, which will be reviewed in class discussion and other activities in order to challenge discrimination, reinforce changing gender roles and encourage respect for others.  Within this unit, pupils will explore a range of web and newspaper articles which will allow for discussion about the role of reporters (including freelance), sub-editors and editors.
<b>Enrichment Opportunities</b>	Wider reading - classic Gothic fiction novels - 'Dracula', 'Wuthering Heights' and 'Frankenstein' - <a href="http://www.bramstoker.org/pdf/novels/05dracula.pdf">http://www.bramstoker.org/pdf/novels/05dracula.pdf</a> <a href="https://www.ucm.es/data/cont/docs/119-2014-04-09-Wuthering%20Heights.pdf">https://www.ucm.es/data/cont/docs/119-2014-04-09-Wuthering%20Heights.pdf</a>

<b>(Cultural Capital)</b>	<a href="https://www.gutenberg.org/files/84/84-h/84-h.htm">https://www.gutenberg.org/files/84/84-h/84-h.htm</a> Potential year 8 trip to visit the Brontë Parsonage at Howarth
---------------------------	---

	<h2>Year 8 – Spring Term</h2> <h3>Home and Away</h3>
<b>Prior Learning</b>	Pupils have read and studied a range of fiction prior to this unit, focussing on narrative voice, the presentation of setting and characters and exploring how writers use language/techniques to create different effects. Pupils have explored how writers use setting in Gothic fiction to create mood and atmosphere and have used a range of descriptive devices in their own description of a Gothic setting. In year 7, pupils planned their own short story and are familiar with the five-part story structure.
<b>What will I learn?</b>	Within the unit ‘Home and Away’ the pupils will read and study the novel ‘Boy, Everywhere’, exploring the presentation of characters and key themes such as family and homesickness. Work will then ensue on the short story form, exploring a range of short stories by different writers from other cultures. The unit will conclude with pupils writing their own short story on the theme of cultural differences and identity.
<b>How will I be assessed?</b>	Pupils will complete regular recall activities in lessons to review and reinforce key knowledge and skills. The use of mini whiteboards and other methods of formative assessment will enable teachers to check the pupils’ knowledge and understanding. Pupils will complete a summative assessment each term, which will assess the pupils’ understanding and application of the key content and skills covered during the unit.
<b>Next Steps</b>	Further literary analysis will ensue in the next unit when pupils will read and study Susan Hinton’s novella ‘The Outsiders’ and Willy Russell’s musical play ‘Blood Brothers’. Pupils will be exploring narrative voice and presentation of characters/ themes as well as analysing the writers’ use of language, structure and staging. Pupils will also learn how to write a critical essay on the presentation of a key character in ‘Blood Brothers’, building on the work done in the previous unit.
<b>Opportunities for Independent Learning</b>	Fiction Writing - <a href="https://www.bbc.co.uk/bitesize/topics/zn8tkmn">https://www.bbc.co.uk/bitesize/topics/zn8tkmn</a> Boy, Everywhere Resources - <a href="https://amdassu.com/boy-everywhere-resources/">https://amdassu.com/boy-everywhere-resources/</a> Other Cultures Short Stories - <a href="https://theculturetrip.com/middle-east/iran/articles/13-delightful-childrens-stories-from-around-the-world/">https://theculturetrip.com/middle-east/iran/articles/13-delightful-childrens-stories-from-around-the-world/</a>
<b>Personal Development and CEIAG</b>	<p>Within this unit, pupils will read and explore multi-cultural texts e.g. the novel ‘Boy, Everywhere’ which depicts the Syrian civil war and the struggles of refugees seeking asylum in Europe and the UK, as well as selected short stories dealing with cultural diversity/differences. Pupils will learn about practices and cultures different from their own, encouraging tolerance and respect for other cultures. Pupils will also gain an understanding of the diversity of British society and the value it places on equality and fairness.</p> <p>Pupils will learn about the process of foreign travel and some of the issues faced by travellers, as well as affording an insight into some of the different jobs involved within the travel industry. Furthermore, pupils will gain an insight into the process of asylum and some of the roles played by different people working within UK Immigration.</p>
<b>Enrichment Opportunities (Cultural Capital)</b>	Wider Reading – Selected Short Stories – <a href="https://store.aqa.org.uk/resources/English/AQA-8702-TG-TALES.PDF">https://store.aqa.org.uk/resources/English/AQA-8702-TG-TALES.PDF</a> Year 8 Creative Writing Club Year 8 Short Story Writing Competition



## Year 8 – Summer Term Teens and Growing Up

<b>Prior Learning</b>	<p>Prior to this unit, pupils have read and analysed a range of fiction – novels and short stories – as well as non-fiction, comparing texts on a common topic or theme. Pupils have explored the different methods of characterisation and how writers use description to set the scene and create mood and atmosphere. They have explored narrative voice in a range of different stories, relating to their study of the novella 'The Outsiders' in this unit. Earlier in the year, pupils analysed and compared non-fiction texts relating to the supernatural and, in year 7, planned and wrote a travel article, which will stand them in good stead when writing a discursive piece this unit on teenagers and the challenges they face.</p>
<b>What will I learn?</b>	<p>Pupils will read and study the novel 'Outsiders' by SE Hinton, and then the musical 'Blood Brothers' by Willy Russell, in which the various elements of drama and musical will be explored e.g. use of songs, stage directions, role of the narrator, lighting, sound effects. Pupils will explore the presentation of characters and key themes and how they link to context. They will focus on developing essay writing skills on how characters are presented in the texts. To conclude, pupils will research, read and explore web/news articles relating to teenagers and the pressures they face to fit in, and then complete a piece of discursive writing on this topic.</p>
<b>How will I be assessed?</b>	<p>Pupils will complete regular recall activities in lessons to review and reinforce key knowledge and skills. The use of mini whiteboards and other methods of formative assessment will enable teachers to check the pupils' knowledge and understanding. Pupils will complete a summative assessment each term, which will assess the pupils' understanding and application of the key content and skills covered during the unit.</p>
<b>Next Steps</b>	<p>Pupils will continue to develop their literary analysis skills in Y9 through the study of the novels 'Of Mice and Men', 'Rani and Sukh' and 'Lord of the Flies', where work will again revolve around the presentation of setting, characters and themes, exploring how writers use language and structure for effect and to create meaning. Further analysis of non-fiction will also ensue with the study of a range of texts connected with discrimination and overcoming social inequality. Pupils will conclude year 9 with a unit on persuasive speech writing, following on from the work on discursive writing completed this term.</p>
<b>Opportunities for Independent Learning</b>	<p>Links to comprehensive notes on the novel 'The Outsiders' – <a href="https://cliffsnotes.com/literature/o/the-outsiders/book-summary">https://cliffsnotes.com/literature/o/the-outsiders/book-summary</a> <a href="https://sparknotes.com/lit/outsidere/characters">https://sparknotes.com/lit/outsidere/characters</a> Links to comprehensive notes on the play/musical 'Blood Brothers' - <a href="https://bbc.co.uk/bitesize/topics/zxv7sg8">https://bbc.co.uk/bitesize/topics/zxv7sg8</a> Article Writing - <a href="https://bbc.co.uk/bitesize/guides/zwt3rdm/revision/4">https://bbc.co.uk/bitesize/guides/zwt3rdm/revision/4</a></p>
<b>Personal Development and CEIAG</b>	<p>Within this unit, pupils will read and explore two fictional texts – 'The Outsiders' and 'Blood Brothers' – and a range of web/news articles which focus on teenagers, growing up and the peer pressure to conform to expectations. The study of 'The Outsiders' will afford pupils an insight into the dangers of gang culture, namely, the peer pressure that characters are subjected to belong to a gang, and the violence and tragic events that ensue. Study of non-fiction texts relating to teenagers and peer pressure will allow for discussion of the prevalent issues facing teens nowadays.</p> <p>Exploration of the socio-political context surrounding the musical play 'Blood Brothers' (British society in the 1970s and 80s) and the presentation of the themes of social inequality, poverty and its links to crime will give pupils an insight into the role of the government in promoting equality and providing adequate welfare and support to the most needy.</p>

<b>Enrichment Opportunities (Cultural Capital)</b>	Links to performances of 'Blood Brothers', 'Our Day Out' and 'Educating Rita (three plays/dramas by Willy Russell) - <a href="https://www.youtube.com/watch?v=8doNZfeQZmA">https://www.youtube.com/watch?v=8doNZfeQZmA</a> <a href="https://www.youtube.com/watch?v=yC94IOtTJrc">https://www.youtube.com/watch?v=yC94IOtTJrc</a> <a href="https://www.youtube.com/watch?v=NeDf0dHBhBI">https://www.youtube.com/watch?v=NeDf0dHBhBI</a> Potential for a year 9 theatre trip to watch a live performance of the musical play 'Blood Brothers'.
--	--