

English



Year 8

Curriculum Map



Year 8 – Autumn Term

Voice of Myself and Different Voices

Are Monsters Real?

Prior Learning	<p>In year 7, pupils studied numerous literary texts, ranging from short stories like 'The Speckled Band', to the novel 'Enola Holmes: The Case of the Missing Marquess' and Shakespeare's play 'A Midsummer Night's Dream'. Pupils have completed extensive work on developing their reading skills as they explore the presentation of plot, characters, setting and themes within texts, drawing inferences and analysing the effects of the different methods used. In terms of creative writing, pupils have worked on describing people and places as an offshoot from the study of the novel 'In the sea there are crocodiles' as well as narrative writing from the perspective of the novel's protagonist.</p>
What will I learn?	<p>In this unit, pupils will identify a range of features present in typical Gothic fiction. They will identify how Gothic fiction differs from the horror genre. Pupils will then explore a range of pre- and post-1914 Gothic extracts from classic texts such as 'Dracula' to more contemporary texts like 'The Woman in Black'. During this exploration of Gothic fiction, pupils will be working on developing their inference and analytical skills further. Using some of the texts as inspiration, pupils will then work on writing a Gothic story opening of their own, using setting to create mood and atmosphere and different modes of characterisation in creating a Gothic villain. Work on developing SPaG alongside this will promote an ambitious range of punctuation and sentence structures. Pupils will then explore the novel 'A Monster Calls' to further their appreciation of quality literature and develop their reading skills further.</p>
How will I be assessed?	<p>Pupils will complete two assessments this term: a Gothic story opening focusing on the use of description and presentation of character, and a literary analysis of an extract from 'A Monster Calls'. During the term, regular retrieval activities in the form of low stakes testing and mini whiteboard work will take place on a weekly basis.</p>
Next Steps	<p>Pupils will continue to develop their skills of literary analysis next term through their study of the novel 'Animal Farm'. As with the novel 'A Monster Calls', pupils will be exploring the events presented in a literal sense, and, in addition, their allegorical significance. The exploration of the novel's key themes and the writer's intent will build on the work begun in this unit. Pupils will also continue to develop their writing skills by focusing on improving their understanding and application of punctuation and grammar.</p>
Opportunities for Independent Learning	<p>Links to Gothic Literature – conventions and examples – https://www.britannica.com/art/Gothic-novel https://study.com/academy/lesson/gothic-novels-characteristics-examples.html https://blog.bridgemanimages.com/blog/terror-and-wonder-10-key-elements-of-gothic-literature 'A Monster Calls' (information on the plot, characters, themes) – https://www.bbc.co.uk/bitesize/topics/zwpfvwx/articles/zjmckty?course=zhqsg2p</p>
Personal Development and CEIAG	<p>Within this unit, pupils will read and explore a range of Gothic fiction (past and present) such as 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.</p>
Enrichment Opportunities (Cultural Capital)	<p>Wider reading - classic Gothic fiction novels - 'Dracula', 'Wuthering Heights' and 'Frankenstein' - http://www.bramstoker.org/pdf/novels/05dracula.pdf https://www.ucm.es/data/cont/docs/119-2014-04-09-Wuthering%20Heights.pdf https://www.gutenberg.org/files/84/84-h/84-h.htm Potential year 8 trip to visit the Brontë Parsonage at Howarth</p>



Year 8 – Spring Term

Voice of Myself and Different Voices

How is power misused?

Prior Learning	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 different methods to create different effects. The allegorical nature of the novel 'A Monster Calls' links well to the study of 'Animal Farm' this term as its principal characters and action reflects real-life events taking place during the Russian Revolution. The earlier study of 'Enola Holmes' in year 7, set in the Victorian period, introduced the idea of context to the pupils and how a text's themes are often a reflection of some of the prevailing issues of the time. As well as this, the poetry unit encouraged pupils to identify and comment on metaphorical meanings behind texts, which will be useful when interpreting the socio-historical significance of Orwell's novel.
What will I learn?	This term, pupils will complete an author study of the writer George Orwell before reading and studying the classic novel 'Animal Farm'. To support their understanding of the novel as a political allegory, pupils will also be familiarised with the Russian Revolution (1917-23) and its key figures such as Tsar Nicholas II, Lenin, Trotsky and Stalin. During their reading of the text, pupils will explore how characters and events are presented, relating them to the real-life events and figures that they represent, exploring the themes of power, corruption, propaganda and censorship. As well as developing their skills of literary analysis, there will be numerous opportunities throughout this unit for debate and discussion relating to the novel's key themes.
How will I be assessed?	Pupils will complete two assessments this term: a reading assessment which invites pupils to give a personal response and convey their opinions of the text, followed by a S&L assessment debating and exploring the misuse of power in the novel 'Animal Farm'. During the term, regular retrieval activities in the form of low stakes testing and mini-whiteboard work will take place on a weekly basis.
Next Steps	Next term, pupils will continue to develop their literary analysis skills through the study and comparison of a range of poems representing different cultures that focus on identity such as 'Island Man', 'Blessing' and 'Half Caste'. Pupils will be taught how to write a comparative essay between two poems, exploring their mood, methods and moral messages. As a follow up, pupils will then read and explore a range of short stories presenting other cultures, developing their analytical skills whilst also learning about the short story format and focusing on narrative structures.
Opportunities for Independent Learning	Animal Farm (A Political Allegory) – https://www.thoughtco.com/animal-farm-themes-symbols-4587867 Animal Farm (BBC Bitesize, extensive notes on the text) – https://www.bbc.co.uk/bitesize/topics/zwpfvwx/articles/zw2r96f Animal Farm (key information) – https://www.britannica.com/topic/Animal-Farm
Personal Development and CEIAG	In their study of the novel 'Animal Farm' and their exploration of the Russian Revolution, pupils will gain an understanding of different systems of government e.g. monarchy, republic, democracy, autocracy, the role (and power) of politicians, propaganda and censorship. The unit will expose how power residing in a select few often leads to corruption, and there will be ample opportunities to debate/discuss the fallout and consequences of the animals' revolution in the story.
Enrichment Opportunities (Cultural Capital)	Animal Farm (Halas and Batchelor classic cartoon) – https://www.youtube.com/watch?v=eaVTC0C5UIM Animal Farm (1999 film adaptation) – https://www.youtube.com/watch?v=cGzRf0Ow1qU Opportunities to see the text in performance



Year 8 – Summer Term

Voice of Myself and Different Voices

How are marginalised voices heard?

Prior Learning	<p>In year 7, pupils completed the unit 'An Introduction to Poetry', encountering a range of different poetic forms e.g. the ballad, sonnet, elegy. During literary analysis, pupils identified language and structural features, commenting on their effects, relating them to the poem's central messages and the writer's intent. Pupils also identified the influence that context has on the subject matter and themes of the poem. Prior to this unit, pupils worked on crafting an opening to a Gothic story, using description to create an atmospheric setting and a villainous Gothic character. A continued focus on developing writing accuracy and fluency through regular SPaG exercises will also complement the creative writing in this unit.</p>
What will I learn?	<p>In this unit, pupils will explore and compare a range of poems presenting different cultures, for example, 'Island Man', 'Blessing', 'Half-caste' and 'Not My Business'. This exploration will develop pupils' understanding of other cultures and traditions as well as their own. Pupils will be taught to identify similarities and differences between poems in terms of their mood, methods and messages. This will then lead to pupils writing a comparative essay between two poems from the collection. Next, pupils will encounter a range of short stories presenting different cultures, focusing primarily on the characters and events presented, their overarching themes and how they are structured. The unit will conclude with pupils planning, writing and redrafting a short story of their own creation, presenting a character from a different culture/country embarking on a journey or adventure.</p>
How will I be assessed?	<p>Pupils will complete two assessments this term: a comparison of two poems ('Island Man' and 'Blessing') and a short story focusing on the adventures of a character/s from another culture. During the term, regular retrieval activities in the form of low stakes testing and mini-whiteboard work will take place on a weekly basis.</p>
Next Steps	<p>Pupils will continue to develop their literary analysis skills in Y9 through the study of the novels 'Of Mice and Men' and 'Rani and Sukh', exploring how writers use language and structure for effect and to create meaning. Furthermore, during the study of 'Romeo and Juliet' in Y9, pupils will revisit the sonnet form, exploring numerous Shakespearean sonnets in addition to the ones encountered in the play.</p>
Opportunities for Independent Learning	<p>Non-fiction Reading and Writing (BBC Bitesize) – https://www.bbc.co.uk/bitesize/topics/zdn4pg8 Understanding Poetry (BBC Bitesize) – https://www.bbc.co.uk/bitesize/topics/zmbj382</p>
Personal Development and CEIAG	<p>Within this unit, pupils will read and explore 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>
Enrichment Opportunities (Cultural Capital)	<p>Wider Reading (AQA Selected Short Stories) – https://store.aqa.org.uk/resources/English/AQA-8702-TG-TALES.PDF Year 9 Poetry Writing Competition on the topic of Diversity</p>