

# 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 texts, exploring how writers present settings, characters and develop themes within their stories. Furthermore, they have explored 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 and how to employ them in their own writing.
<b>What will I learn?</b>	Through the study of a range of gothic fiction, classic and contemporary, pupils will be familiarised with its key features in terms of setting, character, plot, themes and mood. They will explore the presentation of gothic settings and characters, focusing on the writer’s use of a range of descriptive devices. Pupils will produce a description of a spooky gothic setting and describe an archetypal gothic villain, incorporating a range of sentence structures, vocabulary and techniques. Pupils will then be familiarised with Freytag’s Pyramid, reviewing how the five stages work in practice by studying some example short stories. The focus on gothic fiction will conclude with pupils planning and writing their own gothic short story. Focus will then switch to the study of the novel ‘A Monster Calls’ with pupils focusing on the presentation of characters, relationships and themes. Pupils will continue to develop their personal response to literary texts, using evidence to support inferences and exploring the writer’s craft.
<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 in lessons will enable teachers to check the pupils’ knowledge and understanding. Pupils will complete one formal assessment each half term, which will assess the pupils’ understanding and application of the key content and skills covered during the unit. DIRT to follow written feedback, correcting any SPaG errors and improving a section of their response in green pen.
<b>Next Steps</b>	Pupils will continue to develop their descriptive and narrative writing in year 9 when they focus on a range of extracts from classic and contemporary dystopian fiction before crafting their own descriptions of setting and character. The use of photographs as a stimulus for creative writing will prepare pupils for the descriptive writing task on GCSE Language Paper 1. Furthermore, pupils continue their study of fiction in year 9 through ‘Animal Farm’ where they will explore the political allegory presented in the novella by relating characters and events to the Russian Revolution.
<b>Opportunities for Independent Learning</b>	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> 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 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 to challenge discrimination, reinforce changing gender roles and encourage respect for others.
<b>Enrichment Opportunities (Cultural Capital)</b>	Wider reading of classic Gothic fiction novels e.g. ‘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> <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



## Year 8 – Spring Term

### Power and Protest

<b>Prior Learning</b>	Pupils have read and explored a range of non-fiction texts in year 7, identifying the stylistic features of different text types e.g. article, review, vlog. Moreover, they were introduced to key terms like audience, purpose and viewpoint, exploring how language, form and structure are used within non-fiction texts for maximum impact. Furthermore, pupils were acquainted with a range of persuasive devices when looking at travel brochures, employing them within their own persuasive holiday advertisement.
<b>What will I learn?</b>	Pupils will be familiarised with the Aristotelian Triad, initially exploring how ethos, logos and pathos are used in printed advertisements. Focus will then shift to studying a range of famous speeches, exploring how writers use rhetoric to engage and impact on their audience. Initially, the focus will be on identifying different devices used across a range of speeches and analysing their effects, along with discussion of the issues and contexts encountered e.g. oppression of black people, gender inequality, climate change. As the unit progresses, pupils will learn how to effectively introduce a speech, connect with the audience, and use a range of rhetorical devices. Furthermore, they will learn how to structure a speech, incorporating ethos, logos and pathos, before writing and presenting it.
<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 in lessons will enable teachers to check the pupils’ knowledge and understanding. Pupils will complete one formal assessment each half term, which will assess the pupils’ understanding and application of the key content and skills covered during the unit. DIRT to follow written feedback, correcting any SPaG errors and improving a section of their response in green pen.
<b>Next Steps</b>	In year 9, pupils will revisit non-fiction reading as they explore how writers use language for effect, as well as comparing the writers’ views and methods across two sources, thereby developing their skills of analysis and comparison. Furthermore, in year 9, pupils will complete a unit exploring online articles and blogs, identifying their stylistic features and exploring how language and structure are used for effect. Pupils will then learn how to plan, write and redraft an article on a topic issue e.g. National Service.
<b>Opportunities for Independent Learning</b>	BBC Bitesize: Writing to Persuade – <a href="#">Writing to persuade guide for KS3 English students - BBC Bitesize</a> BBC Bitesize: How to build an argument – <a href="#">How to build an argument for KS3 English students - BBC Bitesize</a> BBC Bitesize: How to write a speech – <a href="#">How to write a speech for KS3 English students - BBC Bitesize</a>
<b>Personal Development and CEIAG</b>	<p>Within this unit, pupils will explore speeches on the topics of racism, gender inequality and climate change. By exploring the oppression of black people and women in historical and contemporary contexts, pupils will be encouraged to show tolerance and respect towards others. Furthermore, the study of a range of speeches on the topic of climate change will familiarise pupils with the issues faced and encourage better stewardship of the planet.</p> <p>Through the exploration of a range of speeches by famous political leaders and historical icons, this will afford discussion about how democracy and political systems work both at home and abroad.</p>
<b>Enrichment Opportunities (Cultural Capital)</b>	<b>Speech Writing Competition</b> to be held this term in which pupils write and present a speech on a topical issue



## Year 8 – Summer Term

### Poetry and Prose

<b>Prior Learning</b>	<p>In year 7, pupils were introduced to a range of different poetic forms, identifying their key characteristics and the techniques used and their effects. In particular, the study of the sonnet will prepare pupils for reading the prologue in 'Romeo and Juliet' as well as those used in the initial meeting of the titular characters. The study of 'A Midsummer Night's Dream' in year 7 will also prepare pupils for unpicking some of the metaphorical language used to reflect the characters and situations presented in the play. Earlier work on inference and the use of supporting evidence will support pupils in their consideration of the play's principal characters and themes.</p>
<b>What will I learn?</b>	<p>In this unit, pupils will learn how to identify a range of poetic features and comment on the effects of language, structure and form. They will explore the writer's viewpoint and trace the development of key themes across the various poems covered. Furthermore, pupils will be taught how to write analytical paragraphs exploring viewpoint and methods, linking their analysis to the socio-historical context of the poem. During the study of 'Romeo and Juliet', pupils will be familiarised with the conventions of Shakespearean tragedy and, in their exploration of key scenes, the presentation of characters, relationships and themes. Pupils will gain confidence in reading Shakespeare, recognising changes in form e.g. from prose to blank verse and how that reflects on character and status.</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 in lessons will enable teachers to check the pupils' knowledge and understanding. Pupils will complete one formal assessment each half term, which will assess the pupils' understanding and application of the key content and skills covered during the unit. DIRT to follow written feedback, correcting any SPaG errors and improving a section of their response in green pen.</p>
<b>Next Steps</b>	<p>The study of poetry continues in year 9 with a unit on 'The Romantics'. Poetic features relating to language, structure and form will be revisited, and pupils will develop their skills of analysis, identifying the writer's viewpoint and exploring the methods they use to convey key ideas. Furthermore, pupils will compare two poems from the anthology, identifying key similarities and differences, before writing a comparative essay. In the summer term of year 9, pupils will read and explore Arthur Miller's classic play 'The Crucible', focusing on the presentation of characters, key scenes and the development of themes. As with 'Romeo and Juliet', pupils will be considering how the context surrounding 'The Crucible' i.e. the fear of communism and the Cold War is reflected allegorically in the play.</p>
<b>Opportunities for Independent Learning</b>	<p>BBC Bitesize: Reading Poetry – <a href="#">Reading poetry - KS3 English - BBC Bitesize</a></p> <p>BBC Bitesize: About Shakespeare – <a href="#">About Shakespeare - KS3 English - BBC Bitesize</a></p> <p>BBC Bitesize: Romeo &amp; Juliet – <a href="#">Romeo and Juliet - KS3 English - BBC Bitesize</a></p>
<b>Personal Development and CEIAG</b>	<p>Within this unit, pupils will explore an anthology of poems, learning about different cultures, and exploring important themes such as prejudice, racism and oppression. Through the discussion of the unfair treatment of black people, past and present, pupils will be encouraged to show tolerance and respect towards others.</p>

<b>Enrichment Opportunities (Cultural Capital)</b>	Romeo and Juliet film adaptation – <a href="https://www.youtube.com/watch?v=111111111111">Romeo and Juliet full movie. (youtube.com)</a> Romeo and Juliet full script – <a href="https://www.mit.edu/~111111111111">Romeo and Juliet: Entire Play (mit.edu)</a>
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