

Curriculum Content Map		Subject: English												KS3: Year 8	
Month		Term 1				Term 2				Term 3					
Month		September	October	November	December	January	February	March	April	May	June	July			
Cultural Transmission	Unit of Work	Creative writing (Basic skills)	Poetry	Skyhawk Novel		Adventure and Exploration		19th Century poetry		Myths and Legends		A Midsummer Night's Dream			
	National Curriculum area – KS3	"Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language"	"Recognising a range of poetic conventions and understanding how these have been used"	"Studying setting, plot, and characterisation, and the effects of these. Reading a wide range of fiction and non-fiction, including in particular whole books"		"Develop an appreciation and love of reading, and read increasingly challenging material independently through..." -Reading a wide range of fiction and non-fiction. -Short stories with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: • English literature, both pre-1914 and contemporary"		Pupils should be taught to: • develop an appreciation and love of reading, and read increasingly challenging material independently through reading: English literature, both pre-1914 and contemporary, including prose, poetry and drama		"The writing they do should include narratives, explanations and descriptions. They should be taught to write formal and academic essays as well as writing imaginatively."		"Shakespeare (two plays) across KS3. read and appreciate the depth and power of the English literary heritage at least one play by Shakespeare"			
	Substantive Knowledge	Using what they know as starting point, students will be taught to craft effective descriptive writing by using well-chosen vocabulary and sentence structures. Students will not just be told to add in figurative language, but will explore how figurative language has a particular effect.	Students will have the opportunity to look at poetry from other cultures. They will discuss, analyse and pull apart these poems to see the effects of figurative language and links to external factors.	Students will develop their reading skills by reading about an unseen text. They will develop their language analysis in detail by applying to specific characters and themes. Students will begin to look at how to make links with other parts of the novel.		Students will undertake a cross- genre study of the theme of Adventure and Exploration in fiction and non-fiction. Students will explore how protagonists and inspirational adventurers overcome challenging situations through resilience and hope.		Students will develop read an anthology of 19th century poetry and consider how the era is similar and dissimilar to ours. Students will learn about the effects of the Industrial Revolution and urbanisation on the working class; students will also consider the role of women.		Using a historical stimulus, students will be taught how to base a creative story around this. They will need to be independently planning and using ambitious and well-chosen vocabulary that has meaning. They will learn what a 'show me' sentence is to include in their work.		Students will be introduced to the language of Shakespeare through Shakespearean insults. We will try and break down any language barriers they may have or walls they have built up against Shakespeare. Students will look at rhythm; and how Shakespeare links to rap and music. They will then be taught how to perform a Shakespearean scene.			
	Disciplinary knowledge	Students will develop their creative writing skills from KS2 by developing layers of different skills. They will look at the components of creative writing, such as figurative language, and recognise how writers use that language before experimenting with it themselves. This will help them express their own creative piece.	Students will begin their analytical skills by identifying the figurative language poets use. They will begin to interpret the language and say what effect the line has and any hidden meanings. Students will use this to create an analytical paragraph.	Students build on their language analysis they learn in poetry by developing their understanding of methods and writer's intention. Why does a particular word have that effect on a reader? How do students feel when they read it? Students will need to then discuss how the characters might react and feel		Through a thematic exploration of Adventure and Exploration students will identify the conventions of Adventure writing; students will also analyse the connotations of words and evaluate how writers inspire their readers. Students will analyse structural devices to consider how tension is built. Finally, students develop their oracy skills by leading presentations and debating the dilemmas many explorers face.		Students will analyse a range of poetic techniques (form, structure, meter and language). Students will apply this analysis to essay writing and synthesise their understanding of the poem with the poet's message about 19th century London. Students will also have the opportunity to write their own poems considering poetic form and descriptive devices.		Students will use a range of literary techniques, like with poetry, in order to create and explore the myths legends. They will need to be using their language in order to craft imagery that makes the reader intrigued about their piece.		Students will use the poetic techniques they have studied in previous units in order to understand, examine and decipher the meaning behind the evolution of the language.			
	Sequencing	Builds upon KS2 project on autobiographies and building on the vocabulary and clear writing skills they would have learned at KS2. Is further developed in Creative writing will be developed in the myths and legends unit as students build on the skills they have learnt and use a historical stimulus as a starting point.	Builds upon KS2 experiences of learning about their literary heritage and their experiences in reading poetry. Is further developed in Poetry is further developed in year 8, when students introduce looking at structure.	Builds upon Students will build on their KS2 knowledge of reading fluently as they tackle an unseen novel and begin to look at how they analyse and why a writer makes deliberate decisions. Is further developed in Students will develop their skills of reading, articulation and independent reading when they look at 'The Book Thief' to understand increasingly challenging books.		Previously students conducted a novel-study of Sky Hawk. Students will build on their language and structural analysis skills refining their ability to identify linguistic, literary and grammar and analyse their affect. Students will transfer their ability to analyse fiction to non-fiction texts.		Students have previously studied the theme of "Adventure and Exploration" analysing and debating a range of texts from across the 19th, 20th and 21st century providing them with a foundation to explore 19th century poetry in more detail.		Builds upon Students will build on their skills they have developed at the start of the year and become more independent by putting them together to form a story / descriptive writing piece with autonomy Is further developed in In year 8, students will use these skills and the ideas of stimulus as they develop structuring their writing in year 8 creative writing.		Builds upon This topic will need to be taught and will not necessarily build on any prior knowledge from primary school, as not all students will not have looked at Shakespeare before. However, they will develop their analytical skills from 'Skyhawk' and 'The Book Thief'. Students will have the opportunity to develop their Shakespearean analytical skills in year 8, when they study a tragedy – 'Romeo and Juliet'. An arguably harder text.			
	Summative Assessment	Creative writing piece on student's choice assessing AOS and AOS (Deep Mark)	Analytical Paragraph assessing A01 and A02 (Deep Mark)	Analytical Paragraph assessing A01 and A02 (A03) (Deep Mark)	Analytical Paragraph assessing A01 and A02 (A03) (AP1)	Creative writing piece based on the fantasy adventure genre. Assessing AOS and AOS (Deep Mark)	Reading comprehension based on the fantasy adventure genre. Assessing A01 and A02 (Deep Mark)	Poem Comparison (A01, A02, A03) (Deep Mark)	Poem Comparison (A01, A02, A03) (AP2)	Creative writing piece based on the myths and legends. Assessing AOS and AOS (Deep Mark)	Language comprehension question assessing A01 and A02 (Deep Mark)	Analytical Paragraph assessing A01, A02 and A03. (Deep Mark)	END OF YEAR EXAMS		
Personal Empowerment	Virtue	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Temper & Humour	Self-Mastery	Self-Mastery	Compassion	Good Sense			
	Link to Virtue	The opportunity to reflect, think deeply and critically about an issue. As students are coming together from different primary schools, students should demonstrate the virtue of friendliness and civility as they learn to work together and find out about each other.	Students will look at a variety of poems that look at unjust situations that have influenced the poem. Students will need to look at and analyse the poem an offer their opinion on the justice and truthfulness in the poem.	Students will be looking at the novel 'Skyhawk' where they follow two characters across a farm in Scotland as they discover wild Osprey on the farm. The characters have to have courage in order to overcome some difficult situations. Students will be able to help the characters when they are put in similar situations.	The characters within the novel will encounter situations where they will need to be generous to each other and moments where they are not greeted with generosity. Students will offer their opinion on what they would do in these situations.	Students will explore how characters and motivational people show gratitude for the adventures they can explore in our world.	Students will engage in debates with each other demonstrating good speech.	Students will explore how using your voice in can have a positive impact on society as 19th century poets did to fight for social justice.	Students will explore poems in which humour and good temper are used to inspire people to consider their role in society.	Students will need to be taking ownership on their creative writing and show what they have learnt from previous units. They need to be able to demonstrate they have mastered the creative writing skills and can master the art of storytelling / descriptive writing.	Students will develop their understanding of Shakespeare and how language can help them master the art of analysis. If they can analyse a text they are unfamiliar with they can do it with most texts.	Students will make analytical judgements based on the play 'A Midsummer Night's dream'. They will decide whether they feel compassion for the characters. We will look at the definition of compassion and examine how it relates to the play (sympathetic pity and concern for the sufferings or misfortunes of others.)	Students will need to explain the audience's thoughts and feelings to expand and develop their understanding – do the audience have good sense when watching. Do students know to do the right thing if they were in those situations? They will be encouraged to explain their judgements.		
Preparation for Work	Skill	Listening	Leadership	Problem-Solving	Creativity	Staying Positive	Speaking	Staying Positive	Aiming High	Aiming High	Speaking	Teamwork			
	Link to Skill	Students will be sharing ideas and listening to each other read aloud their ideas, contributions and creative stories. They will learn to listen to each other to grow as a community.	Looking at how the leadership and propaganda of WW2 influences the masses and how they have influenced the public	Students will look at how they might solve the issues they encounter in life with the novel as a framing. What would they do in similar situations? Can they get creative with those solutions?	Students will be encouraged to find creative interpretations for their analytical questions. They will need to interpret quotations with unique and interesting ideas.	Students will consider how writers showcase a resilient attitude of staying positive through both the characters in fiction and the struggles of explorers in British history.	Students will engage in debates with each other demonstrating good speech.	Students will debate their ideas in class and they will also develop their oracy skills by reading poems aloud considering the use of rhythm and meter.	Students will explore how poets in the 19th century stayed positive by using their art form to promote social justice and social reform.	Students will demonstrate that they are able to produce a piece of high quality work that includes as many creative writing skills as possible. They will plan, unprompted, to create an effective piece of descriptive and detailed writing.	Students will aim high to show they are able to accumulate the analytical skills they have learnt across the year and apply them to a Shakespearean text. They will need to be able to analyse the language, character and emotion of a particular scene.	Within these lessons they will be speaking soliloquies and short scenes aloud to the task to demonstrate their understanding and practice their speaking skills from earlier in the year.	Students will be working together to create small scenes of the play to further solidify their understanding of key moments within the play.		
Preparation for Citizenship	SMSC & British Values	Mutual respect	Individual liberty	Tolerance	Mutual Respect	Democracy	Individual Liberty	Democracy	Individual Liberty	Tolerance	Tolerance	The Rule of Law			
	Link to SMSC & British Values	Students will be learning to respect each other as they learn to communicate and learn together through the expressive medium of creative writing. What does respect look like? How should we feel when we are respected?	In World War II, how were soldiers maltreated and forced to do something. How they were forced to go against their rights and how the government exploited this.	How do we tolerate others and their views. Students will explore how tolerance provides a foundation to different friendships and how a lack of tolerance can affect a relationship.	Everyone is different. Students need to be aware of this, as we look at characters that judge based on difference. Students will need mutual respect in order to be tolerant of these views. They will also need to see if the characters learn to be respectful of each other.	Students will explore how democracies are created in Adventure fiction – particularly in societies where governments are not present (for example "Island Adventure stories").	Students will explore how both fictional and factual explorers are empowered through individual liberty.	Students will also consider the important role democracy plays in enabling social justice.	Students will consider the important role individual liberty has in our society as they analyse the importance of voice in creating social change.	What was society like 1200 BCE? What are myths and legends that have governed our culture? How do we tolerate them? Students will be examining these questions by thinking about how they would tolerate the situations that occur within the Iliad.	Students will decipher how characters show tolerance of each other and how they do not. Students will comment on what effect this has for the audience watching the play and indeed how they feel.	We are all governed by laws. But, how do people react when the laws that are put in place do not agree with an individual's view of the world? Students will examine the rules of Elizabethan society and the oppressive nature that is instilled onto society of the time.			