

Curriculum Content Map		Subject: English											KS3: Year 8		
		Term 1				Term 2			Term 3						
		September	October	November	December	January	February	March	April	May	June	July			
		'Stone Cold'		Crime Poetry	Creative writing	Dystopias and Utopias		Inspiring Female Voices	Superheroes (Media)		Romeo and Juliet				
Cultural Transmission	Unit of Work														
	National Curriculum area - KS3	"Making inferences and referring to evidence in the text. Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension"		"Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. Recognising a range of poetic conventions"	"Considering how their writing reflects the audiences and purposes for which it was intended. Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness"	"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 a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays 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, including prose, poetry and drama		Reading: - Understand increasingly challenging texts through: - Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - Making inferences and referring to evidence in the text - Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - Checking their understanding to make sure that what they have read makes sense		"Improving, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact."			
	Substantive Knowledge	The What!		Students will be introduced to further analytical skills to help them to understand the themes in the novel. Students will look at what the effect of figurative language a writer uses has on a reader and why it is effective. Students will then apply this into their own analysis of characters and themes.	Students will look at the influences that affect poetry and why they are important. Students will be able to find these in the writing through 'well-chosen' quotes and explain in their own words why they have been used	Students will look at how to structure a piece of creative writing (using everything they know so far) so the piece is effective. They will look at how to add in meaningful description and look at developing their paragraph skills.	Students will look at reading, comprehension, analysis, interpretation and creative writing construction. Students will build on the skills they learned in their December creative writing unit in order to produce a dystopian narrative. .		Students will read, analyse and debate fiction and non-fiction produced by inspirational women in the 19th, 20th and 21st century. Students will learn about the need for gender equality and consider the many issues women have faced in history.		Students will analyse how protagonists and antagonists are presented in comic books from the 1930s to now. Students will learn about plot lines, media techniques and character development. Students will also learn about the formation, and subsequent subversion, of masculinity in comics building on their knowledge of gender covered in the prior unit.		Students will read Shakespeare's Romeo and Juliet considering how the Elizabethan Era differs from ours. Students will critique the role of women in society and particularly focus on the destructive power of patriarchy. Students will consider the importance of family and peace in society.		
	Disciplinary Knowledge	The How!		Students will need to explore the analysis by drawing on real experiences. What is homelessness? Why is it so rife in the world. Students will be looking at the meaning behind the words of writers and how they create meaning. How can they link these ideas to ideas of society.	Students will analyse a range of poetic techniques (form, structure, meter, rhythm and language). Students will learn about the effects of social disaffection, gender inequality and debate morals as they learn to link context with analysis.	Students will look at the planning process of creative writing. An effective plan will help them to write effectively. They will explore the layers of planning: mindmaps, story mountain, hooks in order to plan effectively. Grammar and sentence construction will also help to create their pieces.	Over this unit, students will be developing their language skills through comprehension and creative writing. They will examine the conventions of dystopia and utopia in different texts, then use this knowledge to create their own dystopian creative writing. Students will form a base understanding of conventions through interpretation of text and film, whilst looking at the grammar and construction of creative pieces in order to create their own.		Over this unit, students analyse a range of fiction and non-fiction texts considering the power of language in creating social change. Students will also produce their own writing linked to the theme considering the importance of their ideas, spelling, punctuation and grammar. Students will develop their oracy skills by having debates in lesson.		Over this unit students will analyse a range of comic books, non-fiction reviews and academic writing about the history and power of comic books. Students will analyse the semantics of comic books (from colour to word choices and imagery) and apply their analysis to their own creative writing. Students will continue to apply spelling, punctuation and grammar from their literacy lessons. Students will build on their knowledge of literature by studying character development and the formation and subversion of gender in popular culture.		Students will expand on their Shakespearean knowledge by looking in depth at the rhythm and tone of a Shakespearean text – 'Romeo and Juliet'. Students will need to recall on their language analysis from previous units to help decipher the hidden meaning in the text. There will be some opportunities to look at Elizabethan social factors influencing the play.		
	Sequencing	Retrieval & Extension		Builds upon Students will build on their understanding and skills of novels by further using their analytical tool kit. They will begin to make more in depth interpretations. Is further developed in Students will further develop the skills they have looked at here in the unit 'Dystopias and Utopias' as well as 'Romeo and Juliet' making inferences based on the play and looking at comparisons between the play and the film.	Builds upon Students build upon the skills they have learnt in year 7 and begin to look at why the best quote matters and how to create 'quote explosion'	Builds upon Students build upon the well-chosen vocabulary and sentence structures they looked at in year 7, with the figurative language they know to produce stories and descriptions that are well crafted and not random.	They will build on their language analysis skills from their 'Stone Cold' and poetry unit to be able to spot conventions in text and film. This is further developed in the 'important Female Voices' unit where they further explore non-fiction pieces and interpret the meanings behind the persuasive conventions used in extracts.		Students have previously studied Dystopias and Utopias and encountered the themes of resilience, social justice and the power of the individual in creating social change. This unit will provide them with a foundation to consider whether women currently have or have not achieved gender equality and how they can use their voice to champion women.		Students have previously looked at inspiring women across history. This has provided students with a foundation knowledge of gender construction and limitation. Students will now look at the construction of gender in comic book protagonists and antagonists. Students have also looked at comic book conventions, briefly, when they studied dystopias and utopias. However, students will now apply media and narrative analysis techniques.		Builds upon Students will use the skills they have learnt in analysis to help them to find the hidden meanings in a more challenging Shakespeare play. Is further developed in year nine students will look at various Shakespearean texts where they will need their analytical skills to find inferences in unseen Shakespearean extracts.		
Summative Assessment			Non-Fiction reading piece assessing A05 and A06. (Deep Mark)	Creative writing piece based on a diary entry Assessing A05 and A06 (Deep Mark)	Analytical paragraphs assessing AO1 AO2 and AO3 (Deep Mark)	Creative writing A05 A06 (AP1)		Creative writing A05 A06 (Deep Mark)	Creative writing A05 A06 (Deep Mark)	Speaking and Listening assessing AO7 AO8 AO9 (Deep Mark)	Writing questions assessing AO1 AO2 and AO3 (AP2)	Non-Fiction writing piece assessing A05 and A06. (Deep Mark)	Analytical paragraphs assessing AO1 AO2 and AO3 (Deep Mark)	Analytical paragraph. Assessing AO1, AO2 and AO3 (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.		'Stone Cold' deals with the ideas of friendliness and civility through the character of Link escaping the life of a broken home.	Students will decide whether there is a sense of justice in his life choices or justice in his life before he ran away.	Students will look at poetry from other cultures and see how courage is presented in different ways and how the poets have had to find courage in their lives / writing. Students will move away from obvious courage in war to courage in other contexts.	Students will demonstrate generosity by sharing and listening to each other's creative writing pieces. They will be encouraged to provide useful critique to each other, whilst practicing to stay polite and generous. They will show generosity when letting other students speak.	Students will be looking at what gratitude means and where it can be found in places of darkness, primarily in dystopias. They will see if it is possible for there to be gratitude in a world that has been destroyed and under totalitarian control.	Students will examine what makes good speech in a dystopian novel and what this looks like. They will identify, with evidence, what makes the section of text good speech.	Students will understand how having a good temper and humour when debating and speaking will enable them to build a positive relationship with their peers.	Students will consider how they can use a range of rhetorical devices and paralinguistic devices to engage their audience in good speech.	Students will recognise the importance of self mastery when they evaluate how superheroes and villains react to and control impulses. They will recognise the importance in making the right decision in the moment but also balancing all options to act with integrity.	Taking ownership over their work to produce analytical work that challenges them and motivates them to research more. What interpretations can they find?	Students will make detailed analytical judgements based on the play 'Romeo and Juliet'. They will decide whether they feel compassion for the characters and how the characters show compassion to others.	Students will decide whether or not the choices the characters makes in the play show good sense or a consideration for others. This will encourage students to reflect on their own choices and their consequences.
Preparation for Work	Skill	Listening		Leadership	Problem-Solving	Creativity		Staying Positive	Speaking		Staying Positive	Aiming High	Aiming High	Speaking	Teamwork
	Link to Skill	Transferrable skills		Students will examine how Link takes control of his life and life decisions. Students will look at how taking leadership in your life can open different paths to you – not always for the better.	Students will need their inferences skills to figure out what imagery is created in the poem and how it makes the reader feel.	Creativity will out. Students will be encouraged to create stories that are well structured and provide a journey for the reader.	Students will see how even in dystopias, there are people who can still find positivity. They will examine how important positivity is and how it can be used as a tool to inspire. Students will look at how positive they can stay as they create their own dystopian stories.	Students will be practicing how to speak their ideas aloud to improve on oracy and articulation. Are they able to explain their ideas in the same amount of detail they are when writing?	Students will continue working on how they articulate ideas to encourage a positive reception of ideas, Students will be encouraged to speak their ideas and collaborate as a class.	Students will examine how women were treated in society and what they had to say about it. Students will be identifying the positives that women say that inspire others.	Students will aim high by considering the type of superhero they could create to represent the best of humanity in our era. Students will also aim high by using sophisticated media, narrative and language terminology to their analysis and evaluation of heroes and villains across time.	Students are encouraged to set their own goal that gives them a chance to try something that might be difficult when looking at a Shakespearean text - especially the language.	Students will be speaking in the appropriate tone and try to use the correct rhythm to create emphasis in the characters' motivations.	Students will be working together to create small scenes of the play to further solidify their understanding of key moments. Can they use teamwork to divide the lines up and create a meaningful scene?	
Preparation for Citizenship	SMSC & British Values	Individual Liberty		Mutual respect	Tolerance	The Rule of Law		Individual Liberty	Mutual Respect	Rule of Law	The rule of Law	Mutual Respect	Tolerance	The Rule of Law	
	Link to SMSC & British Values	Developing opinions on current issues		Students will be reminded of what individual liberty is and how it connects to the character of Link. How was his liberties been removed? Is individual liberty personal choice? Students will make connections between past experiences and link to the rules we follow in society.	Students will need to show respect as they discuss ideas with each other and respect the experiences these poets have been through.	Students need to endure their own creativity and allowing themselves to run with their ideas.	Exploring the democracy, or lack thereof, within a dystopian state. The rules in which we must follow as a society and what rules people in dystopias must follow.	Do we still have our individual liberty? Or do rules remove that? Some of these include: the freedom to vote for whoever we like, the right to be able to move around the world freely, the right to free speech, and the ability to spend time with anyone we choose. Do these diminish in a dystopia?	Students will explore how the voices of inspirational women have positively changed British society. Students will consider why it is important for everyone to be treated with mutual respect and how everyone has the right to exist in a democratic space.	What does The Rule of Law mean when so many women have had their voices and rights oppressed for so long? Students will explore how rules are not always used for the best of humanity or in a positive way.	Students will reflect on the importance of democracy and the rule of law through an analysis of how superheroes represent fair, just and moral order. Students will reflect on why we should all protect democracy and live a lawful life.	Students will also reflect on how comic books can perpetuate toxic gender roles but also subvert them powerfully too. This will enable students to reflect upon the importance of having mutual respect for people from different walks of life.	Students will examine the rules of Shakespeare's time and the darker cost of living in the 16th Century. Where people tolerant of each other? What did tolerance look like in the 16th Century?	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?	