

Curriculum Content Map		Subject: English										Year 8		
		Term 1				Term 2			Term 3					
Month		September	October	November	December	January	February	March	April	May	June	July		
Cultural Transmission	Unit of Work	'Stone Cold'			Crime Poetry	Dystopias and Utopias		Inspiring Female Voices	Romeo and Juliet	Frankenstein: The Play				
	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 and understanding how these have been used."	"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	"Improvising, 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."	"Improvising, 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 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 read Shakespeare's Romeo and Juliet considering how the Elizabeth 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.		Students will read Patrick Sanford's adaptation of Frankenstein and perform the play within class to their peers. Students will learn about the plot of Frankenstein and discuss how Victor and the monster are affected by his decision to create life.		
	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.	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.	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 societal factors influencing the play.		Students will conduct analysis of stage lines before considering in small groups how the play could be staged. Students will practice using their voice, body and the space around them to create an engaging performance.		
	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 novel 'The Hunger Games' making inferences based on the novel and looking at comparisons between the novel and the film.	Builds upon Students build upon the skills they have learnt in year 7 as they extend their analysis of poetry to consider the poet's message in more detail.  Is further developed in Students will further develop this in year 9, where they will be developing their analytical skills further with the introduction of connotations and effects.	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.	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 In year nine students will look at various Shakespearean texts where they will need their analytical skills to find inferences in unseen Shakespearean extracts.		Builds upon: students studied 19th century poetry in Year 7 and so already have some prior knowledge of the context. Is further developed in: Year 9 when students study a unit on Gothic literature.		
Summative Assessment	AP1: Reading comprehension test on Sky Hawk.			Poetry comparison.	Creative writing piece based on Dystopia. Assessing AO5 and AO6		AP2: Non-Fiction writing.	AP3 Unseen Extract Analysis		Speaking and Listening				
Personal Empowerment	Virtue	Friendliness & Civility		Justice & Truthfulness	Courage	Generosity	Gratitude	Good temper and humour		Self-Mastery	Self-Mastery	Compassion	Good Sense	
	Link to Virtue	The opportunity to reflect, think deeply and critically about an issue.												
Preparation for Work	Skill	Listening		Leadership	Problem-Solving	Creativity	Staying Positive		Good Speech		Aiming High	Aiming High	Speaking	Teamwork
	Link to Skill	Transferable skills Students will examine how Link to control to lead his own life and life decisions. Students will listen to each other as they discuss the issues and themes studied in this novel. Students will need their inferences skills to analyse the characters, themes and relationships in the novel. Students will analyse how poets demonstrate creativity in the metaphors they choose in their poetry. 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 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 set high expectations for themselves as they approach their end of year exams. Students will have high expectations of themselves as they undertake their performances. Students will demonstrate speaking skills when performing in front of their peers and when practising lines. Students will demonstrate teamwork as they share dialogue with their peers.												
Preparation for Citizenship	SMSC & British Values	Individual liberty		Mutual respect	Tolerance	Democracy, The Rule of Law and Individual liberty		Democracy, Individual Liberty, 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 will evaluate how a lack of tolerance for external factors can impact how individuals act in society. 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. Students will explore how a lack of tolerance for others in Romeo and Juliet has devastating consequences. Students will consider how Victor Frankenstein disrupts the rule of law by creating life. Students will consider why it is important to abide by laws in society.												