

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	Use of Work		Sky Hawk				Gap Filling + Creative Writing	Adventure and Exploration		19th Century poetry		A Midsummer nights Dream		Myths and Legends	
	National Curriculum area – KS3		"Studying setting, plot, and characterisation, and the effects of these. Reading a wide range of fiction and non-fiction, including in particular whole books"				1. Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. Decisions about progression should be based on the security of pupils' linguistic knowledge, skills and understanding and their readiness to progress to the next stage. 2. "Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language"	"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 dram		"Shakespeare (two plays) across KS3 read and appreciate the depth and power of the English literary heritage at least one play by Shakespeare"		"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."	
	Substantive Knowledge	The What!	Students will develop their reading skills by reading aloud 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.				1. Students will complete gap filling lessons and activities which will enable them to reflect on their AP1 responses and secure the knowledge required to improve on those responses. 2. Using what they know as a 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 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.		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.		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.	
	Disciplinary knowledge	The How!	Students learn how to analyse both descriptive and individual lexical choices made by writers beyond superficial identification of techniques. Teaching both the denotive and connotative ideas behind authorial methods, students are able to develop their analysis into fully explorative paragraphs. Furthermore, students consider the structural choices made by writers in poems, non-fiction and novels to consider the cyclical and cohesive links chosen by authors to engage their audience.				1. Students will complete gap filling activities that will enable them to improve on their AP1 responses. Namely, in the November AP1, students needed to work on their selection of relevant quotes, identification and analysis of the writer's techniques, and evaluation of the writer's intended effects. 2. Students will consider their own grammatical, descriptive and rhetorical choices in their own writing to sustain their engagement of a reader/audience.	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 study Shakespearean dramatic techniques to consider how staging, monologues and dialogue affect the pace and suspense of a play. Students will combine lexical and metaphorical devices to analyse how characters are affected by the form of a 5-act play.		Students will be giving research presentations to the class. They will be using analytical and evaluative skills to source information before using paralinguistic and rhetorical devices to create an engaging presentation.	
	Sequencing	Retrieval & Extension	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.				1. Content covered in the November AP1 examinations by filling in the gaps identified by teachers in their Question by Question analysis. 2. Builds upon Bridging project on autobiographies and building on the vocabulary and clear writing skills they would have learned at KS2.  Is further developed in Creative writing in the myths and legends unit as students build on the skills they have learnt and use a historical stimulus as a starting point.	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 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'. 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.  Is further developed in 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		AP1: Analytical Reading Assessment				1. Gap filling exercises. 2. Creative writing piece on student's choice assessing AO5 and AO6	Creative writing piece based on the fantasy adventure genre. Assessing AO5 and AO6		AP2 Comparison of Wordsworth and Blake		AP3 Assessment: Extract analysis		Speaking and Listening: Oracy	
Personal Empowerment	Virtue		Friendliness & Civility	Justice & Truthfulness	Courage and Generosity	Generosity	Gratitude	Good Speech	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 explore how some characters are not just or truthful in the novel and they will explore the impact that this has on others.	The characters have to have courage in order to overcome some difficult situations.	1. Students will show generosity when reflecting on their AP1 responses and while completing the gap filling activities to improve on their results. 2. Students will be generous when writing creatively by employing a range of figurative devices to fully engage their reader.	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 demonstrate self-mastery when they approach Shakespearean language and then conduct analysis.		Students will develop self-mastery as they prepare presentations to deliver to their class.	Students will demonstrate compassion when they listen to their peers give presentations about Myths and Legends; they will also show good sense as they create presentations which are clearly organised for their audience.	
Preparation for Work	Skill		Listening	Leadership	Problem-Solving	Creativity	Staying Positive	Speaking	Speaking	Staying Positive	Aiming High	Aiming High	Aiming High	Speaking	Teamwork
	Link to Skill	Transferable skills	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.	1. Students will display creativity by finding new ways to approach questions. 2. Students will be creative when they are using a range of descriptive devices in their work to create original and engaging plot lines and characters.	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		Students will aim high as they conduct research and use lesson material to deliver eloquent and engaging presentations.	Students will use paralinguistic skills and a range of rhetorical devices to engage their audience in their presentations.	Students will be working in groups to deliver presentations demonstrating good team work skills.
Preparation for Citizenship	SMSC & British Values		Mutual respect	Individual liberty	Tolerance	Tolerance	Democracy,		Individual Liberty		Tolerance		The Rule of Law		
	Link to SMSC & British Values	Developing opinions on current issues	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 manipulated 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.	1. Students will have tolerance when approaching their gap filling so that they have individual liberty in making improvements to their mocks. 2. Students will demonstrate tolerance when they give feedback to their peers about their creative writing.	Students will explore how democracies are created in Adventure fiction - particularly in society's 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 consider the important role individual liberty has in our society as they analyse the importance of voice in creating social change. Students will also consider the important role democracy plays in enabling social justice.		Students will examine how tolerance was not prevalent in Elizabethan England and how the characters are affected by this.		What was society like 1200 BCE? What are myths and legends that have governed our culture? How have they helped to establish the rule of law? Students will be examining these questions by thinking about how rules and laws affect society.		