

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	
Unit of Work		'Stone Cold'			Crime Poetry and Gap Filling	Dystopias and Utopias		Inspiring Female Voices	Romeo and Juliet		Frankenstein: The Play		
Cultural Transmission	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"	"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,		<ul style="list-style-type: none"> <li>develop an appreciation and love of reading, and read increasingly challenging material independently through:</li> <li>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:</li> <li>English literature, both pre-1914 and contemporary, including prose, poetry and drama</li> </ul>	"Improvising, rehearsing and performing play scripts and poetry in order to generate 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. During gap filling, students will revisit these 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 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.		
	Disciplinary knowledge	The How!			Students will need to explore the analysis by drawing on real experiences. What is homelessness? Why is it so ride 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. During gap filling, students will revise poetic techniques and successfully apply them to redrafts of their assessment.	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.		
	Sequencing	Retrieval & Extension			Builds upon Students 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.		
	Summative Assessment	AP1: Reading comprehension test on Sky Hawk.			Gap filling will revisit AP1 to ensure students have successfully embedded skills.	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											
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											