



**Curriculum Map: Year: 8 Subject: English**

| <b>Topic</b>  | <b>Key Knowledge</b><br><i>What will all students KNOW by the end of the topic?</i>  | <b>Key Skills</b><br><i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>   | <b>Assessment Opportunities</b><br><i>What are the key pieces of assessment? How will students be assessed?</i>   |
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| <b>‘Painting with Words’<br/>Descriptive writing unit and Baseline skills testing</b> | Students will have the opportunity to review their knowledge of: <ul style="list-style-type: none"> <li>- Spelling</li> <li>- Grammar</li> <li>- Vocabulary</li> <li>- Why reading matters and to discuss their reading habits</li> </ul> All students will: <ul style="list-style-type: none"> <li>- Complete a spelling test</li> <li>- Complete a grammar test</li> <li>- Complete a descriptive writing task</li> <li>- Complete a Star Reading test using Accelerated Reader</li> </ul> | All students should be able: <ul style="list-style-type: none"> <li>- to discuss why reading matters</li> <li>- to demonstrate what they know about spelling and identify spellings that they need to work on</li> <li>- to review their knowledge of grammar key terms</li> <li>- explain the importance of vocabulary and understand how to level up their vocabulary using a thesaurus</li> <li>- to explain what they know about effective descriptive writing</li> </ul> | Baseline testing- All students will: <ul style="list-style-type: none"> <li>- Complete a narrative writing task</li> <li>- Complete a Star Reading test using Accelerated Reader</li> </ul> |
| <b>‘A Christmas Carol’<br/>Full pre-twentieth century novel</b>                       | All students will: <ul style="list-style-type: none"> <li>• Be introduced to Dickens’ life</li> <li>• Understand the context of Victorian England – especially Christmas traditions</li> <li>• enjoy the experience of reading a full novel</li> <li>• Understand the plot of the novel</li> <li>• Start to analyse the ways that Dickens presents key characters</li> <li>• Understand the key themes of the text eg. charity</li> <li>• Revise language methods</li> </ul>                 | All students should be able to: <ul style="list-style-type: none"> <li>• Explain the class differences in Victorian England</li> <li>• Explain Dicken’s life informs his writing</li> <li>• Explain what a Victorian Christmas was like</li> <li>• give opinions about characters</li> <li>• find evidence to support their ideas in the text</li> <li>• analyse the language used in key extracts from the text and explain the effects</li> </ul>                           | All students will: <ul style="list-style-type: none"> <li>- Complete an extended piece analysing the presentation of a complex character</li> </ul>   |

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|   |  | <ul style="list-style-type: none"> <li>• examine the presentation of key themes in the text: charity</li> <li>• develop using a wider range of terminology to discuss writer’s methods</li> <li>• use Dickens’ ideas to inspire their own creative writing</li> </ul>   |   |
| <b>‘Cultures and Traditions poetry’</b> | <p>All students will:</p> <ul style="list-style-type: none"> <li>• Enjoy the experience of reading a range of poetry from different cultures</li> <li>• Understand what culture and how some poets choose to express ideas about it</li> <li>• Identify a range of poetic methods and their effect</li> <li>• Identify the structure of a poem and how and why it changes</li> <li>• To consider alternative interpretations to the poems</li> <li>• To consider some of the complex issues raised in the poems eg. Identity, racism, slavery</li> <li>• Use some of the ideas and methods to inspire their own creative writing</li> <li>• Use what they have learnt about cultural poetry to inspire their own ‘Mother Tongue, other Tongue’ poem</li> </ul> | <p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• Read and understand a range of poetry</li> <li>• Give opinions on what they have read</li> <li>• find evidence to support their ideas in the text</li> <li>• Analyse the language and structure used and the effect</li> <li>• Explain the effect of some of the writer’s methods</li> <li>• Plan, structure and write an effective piece of poetry and description</li> <li>• To use a range of language methods for effect</li> <li>• Write using a variety of sentences, vocabulary and punctuation</li> <li>• Proofread their own writing and correct their mistakes</li> </ul> | <p>All students will:</p> <ul style="list-style-type: none"> <li>- Complete a piece of descriptive writing based on one of the poems</li> </ul> |
|   | <p>All students will:</p> <ul style="list-style-type: none"> <li>• Explore a range of non-fiction reading and media texts</li> </ul>   | <p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain what non-fiction is and its key features</li> </ul>   | <p>All students will:</p> <ul style="list-style-type: none"> <li>• Write a newspaper article based on one of the</li> </ul>                     |

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| <p><b>'The Truth is Out There?'</b></p> <p><b>Non-fiction reading and writing</b></p> | <ul style="list-style-type: none"> <li>• Understand the importance of critical reading and the features of 'fake news'</li> <li>• Understand the difference between facts and opinions</li> <li>• Develop their ideas about Genre, Audience and Purpose.</li> <li>• Write in a range of non-fiction styles eg. Leaflet, blog entry, newspaper article</li> <li>• Identify some persuasive methods and their effect</li> <li>• Develop speaking and listening skills through taking part in a debate</li> </ul> | <ul style="list-style-type: none"> <li>• Read and understand a range of non-fiction texts</li> <li>• Identify fake news and real news</li> <li>• Identify facts and opinions</li> <li>• find evidence to support their ideas in the text</li> <li>• infer ideas based on evidence in the text</li> <li>• Analyse the language used and the effect</li> <li>• Plan, structure and write an effective piece of opinion writing</li> <li>• Identify genre, audience and purpose of a text and shape their own writing accordingly</li> <li>• Use some persuasive methods in order write persuasively</li> <li>• Write using a variety of sentences, vocabulary and punctuation</li> <li>• Proofread their own writing and correct their mistakes</li> </ul> | <p>conspiracy theories looked at</p>   |
| <p><b>Frankenstein: the play</b></p> <p><b>Fiction reading and writing</b></p>        | <p>All students will:</p> <ul style="list-style-type: none"> <li>• Understand the plot, setting, characters and themes of the play</li> <li>• Understand how Pullman's play differs from Shelley's novel</li> <li>• Understand some of the conventions of Gothic literature eg. settings and characters</li> <li>• Understand some aspects of the original context (18-19thC, Mary Shelley's life)</li> </ul>  | <p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain and analyse significant aspects of the plot, setting, characters and themes, supporting their ideas with evidence from the text</li> <li>• Give opinions on what they have read</li> <li>• Identify Gothic conventions within the text</li> <li>• Analyse the language and dramatic methods used and the effect</li> </ul>   | <p>All students will:</p> <ul style="list-style-type: none"> <li>• Complete an end of year reading assessment based on the play</li> <li>• Complete a piece of Gothic narrative writing</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Identify some writer’s methods and staging techniques and their effect</li> <li>• Know how to structure a Gothic story and employ Gothic elements in their own writing</li> </ul>  | <ul style="list-style-type: none"> <li>• Plan, structure and write an effective piece of narrative Gothic writing</li> <li>• Write using a variety of sentences, vocabulary and punctuation</li> <li>• Proofread their own writing and correct their mistakes</li> </ul>  |  |
| <p><b>‘The History of English’</b></p> <p><b>English Language</b></p> | <p>All students will:</p> <ul style="list-style-type: none"> <li>• understand where the English language came from</li> <li>• investigate how the English language developed</li> <li>• explore how it links to other languages</li> <li>• consider how new language is still developing</li> <li>• think how this relates to our own language use</li> </ul> | <p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the origins and development of the English language</li> <li>• Explain some of the ways that language changes</li> <li>• Consider the way that they use language and how this differs to other groups of the population</li> <li>• Understand how significant authors eg Shakespeare and Chaucer influenced the English language</li> </ul> | <p>Ongoing formative assessment</p>  |
| <p><b>Fortnightly library lessons</b></p>                             | <p>All students will:</p> <ul style="list-style-type: none"> <li>• Enjoy reading books of their own choice, independently</li> <li>• Learn how to use a library and have the opportunity to borrow books</li> </ul>   | <p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• Read independently for an extended period of time</li> <li>• Choose appropriate texts to challenge themselves</li> </ul>  | <p>All students will:</p> <ul style="list-style-type: none"> <li>• Complete a termly STAR reading test which ascertains their reading age</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Work through their Reading passport journey to stretch and challenge their reading repertoire</li> </ul>   | <ul style="list-style-type: none"> <li>• Monitor their own progress using the Reading passport and Accelerated reader</li> </ul>  | <ul style="list-style-type: none"> <li>• Have the opportunity to complete an Accelerated reader quiz after they finish reading a book</li> </ul> |
| <b>Fortnightly Writer's workshop lessons</b> | <p>All students will:</p> <ul style="list-style-type: none"> <li>• Enjoy writing creatively – exploring different genres, narrative perspectives and foci</li> <li>• Learn strategies to plan, structure and proofread their own work</li> <li>• Practise writing skills, identified their teacher, in order to improve their writing skills</li> </ul> | <p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• Write independently for an extended period of time</li> <li>• Identify different genres and understand how to tailor their writing accordingly</li> <li>• Write using a variety of sentences, vocabulary and punctuation</li> <li>• Develop, edit and redraft their own work</li> <li>• Proofread their own writing and correct their mistakes</li> </ul> | <p>All students will:</p> <p>Ongoing formative assessment – with a focus on peer and self assessment</p>   |