



Curriculum Map: Year: 8 Subject: English

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

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

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<p>‘The Truth is Out There?’</p> <p>Non-fiction reading and writing</p>	<ul style="list-style-type: none"> • Understand the importance of critical reading and the features of ‘fake news’ • Understand the difference between facts and opinions • Develop their ideas about Genre, Audience and Purpose. • Write in a range of non-fiction styles eg. Leaflet, blog entry, newspaper article • Identify some persuasive methods and their effect • Develop speaking and listening skills through taking part in a debate 	<ul style="list-style-type: none"> • Read and understand a range of non-fiction texts • Identify fake news and real news • Identify facts and opinions • find evidence to support their ideas in the text • infer ideas based on evidence in the text • Analyse the language used and the effect • Plan, structure and write an effective piece of opinion writing • Identify genre, audience and purpose of a text and shape their own writing accordingly • Use some persuasive methods in order write persuasively • Write using a variety of sentences, vocabulary and punctuation • Proofread their own writing and correct their mistakes 	<p>conspiracy theories looked at</p>
<p>‘The Gothic’</p> <p>Fiction reading and writing</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Explore a range of high-quality Gothic texts – both modern and pre twentieth century • Understand some of the conventions of Gothic literature eg. Settings and characters • Identify some writer’s methods and their effect • Write creatively in a Gothic style 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Read and understand a range of fiction extracts • Give opinions on what they have read • find evidence to support their ideas in the text • Identify Gothic conventions within an extract • Analyse the language used and the effect • Plan, structure and write an effective piece of narrative writing 	<p>All students will:</p> <ul style="list-style-type: none"> • Complete an end of year reading assessment based on a Gothic extract • Complete a piece of narrative writing based on a picture

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		<ul style="list-style-type: none"> • Follow slow writing instructions in order to write a Gothic poem • Write using a variety of sentences, vocabulary and punctuation • Proofread their own writing and correct their mistakes 	
<p>‘The History of English’</p> <p>English Language</p>	<p>All students will:</p> <ul style="list-style-type: none"> • understand where the English language came from • investigate how the English language developed • explore how it links to other languages • consider how new language is still developing • think how this relates to our own language use 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Explain the origins and development of the English language • Explain some of the ways that language changes • Consider the way that they use language and how this differs to other groups of the population • Understand how significant authors eg Shakespeare and Chaucer influenced the English language 	<p>Ongoing formative assessment</p>
<p>Fortnightly library lessons</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Enjoy reading books of their own choice, independently • Learn how to use a library and have the opportunity to borrow books • Work through their Reading passport journey to stretch and challenge their reading repertoire 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Read independently for an extended period of time • Choose appropriate texts to challenge themselves • Monitor their own progress using the Reading passport and Accelerated reader 	<p>All students will:</p> <ul style="list-style-type: none"> • Complete a termly STAR reading test which ascertains their reading age • Have the opportunity to complete an Accelerated reader quiz after they finish reading a book

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Fortnightly Writer's workshop lessons	All students will: <ul style="list-style-type: none">• Enjoy writing creatively – exploring different genres, narrative perspectives and foci• Learn strategies to plan, structure and proofread their own work• Practise writing skills, identified their teacher, in order to improve their writing skills	All students should be able to: <ul style="list-style-type: none">• Write independently for an extended period of time• Identify different genres and understand how to tailor their writing accordingly• Write using a variety of sentences, vocabulary and punctuation• Develop, edit and redraft their own work• Proofread their own writing and correct their mistakes	All students will: Ongoing formative assessment – with a focus on peer and self assessment
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