St George's School
English and Drama Faculty
Year 8 Curriculum Map for ENGLISH

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THE BIG IDEAS & KNOWLEDGE *Overview of topics or key questions*	Social Justice unit Examine and explore a range of different extracts all linked to different concepts related to social justice. Each week students will study different types of text as well as being given the opportunity to develop their own writing skills, adapting their style and tone to suit different forms.	Detective Fiction To introduce the detective genre through a range of older and modern texts; to develop reading strategies and to appreciate the writer's craft.	Writing detective fiction To respond creatively to what has been studied and to study different styles of writing.	Poetry This scheme is designed to introduce students to the theme of conflict in its various forms across a range of poems. Students will develop personal responses to the poems, by reading critically and understanding how words and poetic techniques convey meaning.	'Merchant of Venice' - Shakespeare study To explore a Shakespeare text. Reflect on key themes of prejudice and discrimination. Students will trace characters and the plot as well as explore contextual factors including life in Elizabethan England.	Gothic Literature This scheme is designed to develop active reading skills and strategies through the study of extracts and poetry based on the Gothic Genre. It will encourage students to explore the links between texts and contexts, which will be explored further through Year 9 study.
SKILLS & STRATEGIES *Procedural knowledge, literacy and numeracy skills*	Teaching students to identify purpose, audience, form and formality of texts. Writing skills including paragraphing, language devices and building key vocabulary. To engage students in reading a variety of different non-fiction texts. To develop speaking and listening skills.	Teaching student to identify purpose, audience, form and formality Building and embedding skills by exploring the PETER structure Exploring a whole text as well as extracts through close level analysis as well as looking at the development of characters throughout the novel. Using contextual knowledge to build understanding of the genre.	Teaching students to identify purpose, audience, form and formality. To develop creative writing skills including paragraphing, language devices and vocabulary. To look at using different tones and styles in our writing. Consider the impact of techniques on a reader.	Develop deeper insight into key contextual factors that might have influenced writers in the creation of these poems. Continue to develop their written analytical skills in formal, academic paragraphs using evidence to support their ideas. Develop skills for exploring how a writer creates meaning. to write poetry, drawing on their knowledge of key themes and poetic techniques to produce their own take on the concept of conflict.	Building and embedding skills by exploring the PETER structure. Exploring a whole text through close level analysis as well as looking at the development of characters, Using contextual knowledge to build the understanding of the genre. Consider how drama texts impact the audience.	To develop deeper insights into context. To foster students' love for reading for pleasure and enjoyment. To continue to develop reading skills such as close level analysis. To encourage students to respond creatively to a range of texts.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FEEDBACK *Noteworthy tasks and assessments*	Written task: A persuasive letter Spoken language: A speech Reading tasks: responses to extracts looked at in class.	Reading task: a character study based on a short story Spoken Language: Informally monitored through class discussion Written task: creative tasks completed through the prep project.	Writing task: Detective story opening (Timed Writing Assessment) Reading task: Responses to extracts read to help build students' own writing skills. Spoken language: Informally monitored through class discussion	Writing task: personal responses to poetry and to write their own original poem Reading Task: assessment analysing how language creates meaning Spoken Language: Informally monitored in class discussion	Writing task: Informal and peer assessed responses to the play Reading Task: Character study on Shylock (Times Reading Assessment) Spoken Language: Informally monitored through class discussion	Writing task: A creative writing response (description) Reading task:A formal reading assessment focusing on language and structure. Spoken Language: informally through class discussion
BREADTH *Opportunities, trips, wider reading, cultural capital*	Opportunities to learn about different cultures and the history of different places. Opportunities to read texts that they might not be familiar with.	Contextual research completed both in class and as part of the prep project. Wider reading texts offered as part of the prep project	Contextual research completed both in class and as part of the prep project. Wider reading texts offered as part of the prep project. Build knowledge of different types of detective fiction.	Exploration of different voices in poetry, covering race and gender and other a range of different conflicts. Year 8 poetry anthology Opportunity to watch recorded versions of poems and clips to help understand the context. .	Build knowledge of key social issues including gender, sexuality and antisemitism. Opportunity through prep and in class learning for contextual research Opportunity to watch performances of the play.	Year 8 Gothic anthology Build knowledge of contextual issues and their impact on a writer's authorial choice. Research prep tasks
KEY VOCABULARY *Important words and phrases*	Facts Opinions Rhetorical devices Statistics Triplets Simile Metaphor Alliteration The five senses Persuasive techniques	Detective Crime Villain Analysis Verb Adjective Noun Adverb Genre Characterisation Protagonist	Similes Metaphors Sensory language Pathetic Fallacy Conflict Exposition Resolution	Poetry Stanza Voice Tone Message Rhyme Rhythm Conflict Repetition Simile Metaphor	Shakespeare Character Audience Stage direction Soliloquy Authorial intent Context Sympathy Empathy Message	Protagonist Narrative voice Atmosphere Foreshadowing Foreboding Context Authorial intent