



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 |
|--|--|---|---|--|--|--|
| <p>THE BIG IDEAS & KNOWLEDGE <i>Overview of topics or key questions</i></p> | <p>Travel Writing</p> <p>Examine and explore a range of different extracts all linked to travel. Each week they will study a different type of text and produce their own piece to show that they have understood the features and style of that type of writing.</p> | <p>Detective Fiction</p> <p>To introduce the detective genre through a range of older and modern texts; to develop reading strategies and to appreciate the writer's craft.</p> | <p>Detective Fiction Continued</p> <p>To respond creatively to what has been studied and to study different styles of writing.</p> | <p>Merchant of Venice</p> <p>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.</p> | <p>Poetry</p> <p>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.</p> | <p>Stay where you are and then leave</p> <p>This scheme is designed to develop active reading skills and strategies through the study of the novel related to the context of World War One. Pupils will analyse how the writer has used a range of linguistic and literary features to shape and influence.</p> |
| <p>SKILLS & STRATEGIES <i>Procedural knowledge, literacy and numeracy skills</i></p> | <p>Teaching students to identify purpose, audience, form and formality of texts.</p> <p>Writing skills including paragraphing, language devices and building key vocabulary.</p> <p>To engage students in reading a variety of different non-fiction texts.</p> <p>To develop speaking and listening skills.</p> | <p>Teaching student to identify purpose, audience, form and formality</p> <p>Building and embedding skills by exploring the PETER structure</p> <p>Exploring a whole text as well as extracts through close level analysis as well as looking at the development of characters throughout the novel.</p> <p>Using contextual knowledge to build understanding of the genre.</p> | <p>Teaching students to identify purpose, audience, form and formality.</p> <p>To develop creative writing skills including paragraphing, language devices and vocabulary.</p> <p>To look at using different tones and styles in our writing.</p> <p>Consider the impact of techniques on a reader.</p> | <p>Building and embedding skills by exploring the PETER structure.</p> <p>Exploring a whole text through close level analysis as well as looking at the development of characters,</p> <p>Using contextual knowledge to build the understanding of the genre.</p> <p>Consider how drama texts impact the audience.</p> | <p>Develop deeper insight into key contextual factors that might have influenced writers in the creation of these poems.</p> <p>continue to develop their written analytical skills in formal, academic paragraphs using evidence to support their ideas.</p> <p>to write poetry, drawing on their knowledge of key themes and poetic techniques to produce their own take on the concept of conflict.</p> | <p>To develop deeper insights into context- especially historical events that influenced writers.</p> <p>To foster students' love for reading for pleasure and enjoyment.</p> <p>To continue to develop reading skills such as close level analysis.</p> <p>To encourage students to respond creatively to a whole text.</p> |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| FEEDBACK <i>Noteworthy tasks and assessments</i> | <p>Written task: A letter of complaint to a holiday company (timed)</p> <p>Written task: A persuasive poster on a place they have researched and/or visited</p> <p>Spoken language: A piece of persuasive travel writing about their visit to the place they have researched</p> <p>Reading tasks: responses to extracts looked at in class.</p> | <p>Reading task: Character study on Dr Grimesby Roylott (Timed Reading Assessment)</p> <p>Spoken Language: Informally monitored through class discussion</p> <p>Written task: creative tasks completed through the prep project.</p> | <p>Writing task: Detective story opening (Timed Writing Assessment)</p> <p>Reading task: Responses to extracts read to help build students own writing skills.</p> <p>Spoken language: Informally monitored through class discussion</p> | <p>Writing task: Informal and peer assessed responses to the play</p> <p>Reading Task: Character study on Shylock (Times Reading Assessment)</p> <p>Spoken Language: Informally monitored through class discussion</p> | <p>Writing task: personal responses to poetry and to write their own original poem</p> <p>Reading Task: analyse how language creates meaning</p> <p>Spoken Language: Informally monitored in class discussion</p> | <p>Writing task: a diary entry from a character’s perspective (formal assessment)</p> <p>Reading task: responses to the novel to encourage students to build their analytical skills</p> <p>Spoken Language: informally through class discussion</p> |
| BREADTH <i>Opportunities, trips, wider reading, cultural capital</i> | <p>Opportunities to learn about different cultures and the history of different places.</p> <p>Opportunities to read texts that they might not be familiar with.</p> | <p>Opportunity to watch the film version.</p> <p>Contextual research completed both in class and as part of the prep project.</p> <p>Wider reading texts offered as part of the prep project</p> | <p>Contextual research completed both in class and as part of the prep project.</p> <p>Wider reading texts offered as part of the prep project.</p> <p>Build knowledge of different types of detective fiction.</p> | <p>Build knowledge of key social issues including gender, sexuality and antisemitism.</p> <p>Opportunity through prep and in class learning for contextual research</p> <p>Opportunity to watch performances of the play.</p> | <p>Exploration of different voices in poetry, covering race and gender and other a range of different conflicts.</p> <p>Year 8 poetry anthology</p> <p>Opportunity to watch recorded versions of poems and clips to help understand the context.</p> | <p>Build knowledge of key historical events and the impact of these events on society.</p> <p>Opportunities for further contextual research in class and for prep.</p> |
| KEY VOCABULARY <i>Important words and phrases</i> | <p>Facts</p> <p>Opinions</p> <p>Rhetorical devices</p> <p>Statistics</p> <p>Triplets</p> <p>Simile</p> <p>Metaphor</p> <p>Alliteration</p> <p>The five senses</p> <p>Persuasive techniques</p> | <p>Detective</p> <p>Crime</p> <p>Villain</p> <p>Analysis</p> <p>Verb</p> <p>Adjective</p> <p>Noun</p> <p>Adverb</p> <p>Genre</p> <p>Characterisation</p> | <p>Similes</p> <p>Metaphors</p> <p>Sensory language</p> <p>Pathetic Fallacy</p> <p>Conflict</p> <p>Exposition</p> <p>Resolution</p> | <p>Shakespeare</p> <p>Character</p> <p>Audience</p> <p>Stage direction</p> <p>Soliloquy</p> <p>Authorial intent</p> <p>Context</p> <p>Sympathy</p> <p>Empathy</p> <p>Message</p> | <p>Poetry</p> <p>Stanza</p> <p>Voice</p> <p>Tone</p> <p>Message</p> <p>Rhyme</p> <p>Rhythm</p> <p>Conflict</p> <p>Repetition</p> <p>Simile</p> <p>Metaphor</p> | <p>Narrative hook</p> <p>Flashback</p> <p>Community</p> <p>Cowardice</p> <p>Foreboding</p> <p>Foreshadowing</p> <p>Anger</p> <p>Maturity</p> <p>Independence</p> |