









CURRICULUM MAP FOR: ENGLISH YEAR 8

<p>HALF TERM 1: CSI: Sherlock Holmes Short Stories Context: Sir Arthur Conan Doyle</p> <ul style="list-style-type: none"> Author Arthur Conan Doyle wrote 60 mystery stories featuring the wildly popular detective character Sherlock Holmes and his loyal assistant Watson. On May 22, 1859, Arthur Conan Doyle was born to an affluent, strict Irish-Catholic family in Edinburgh, Scotland Doyle's mother, Mary, was a lively and well-educated woman who loved to read. She particularly delighted in telling her young son outlandish stories. Doyle attended boarding school; For Doyle, the boarding-school experience was brutal: many of his classmates bullied him, and the school practiced ruthless corporal punishment against its students. Over time, Doyle found solace in his flair for storytelling, and developed an eager audience of younger students. <p>Social Classes</p> <ul style="list-style-type: none"> The Victorian society was divided up into classes: Upper class, Middle class and Working class. The upper class was decided by inheritance or royal ranking; for centuries the families of the upper class has been gathering enough money for them to live a luxurious work free lifestyle. Upper classes were privately tutored. They got their clothes imported from countries in Europe. The Industrial Revolution saw a rise in the number of middle class people, it opened up job opportunities for more people. Working class were hostile towards Middle and Upper classes. Working class was categorised into skilled and unskilled, meaning The Industrial revolution pushed them apart. Unskilled working class were unemployed and homeless meaning they were likely to be exploited. <p>Victorian London</p> <ul style="list-style-type: none"> Extreme social inequality, industrialisation pushed classes further apart. The dark shadow of the workhouse loomed over the unemployed and destitute. <p>Crime & Punishment</p> <ul style="list-style-type: none"> Unemployment led to rise in crime rates in the Victorian era One way to tackle crime was to make the punishments severe; such as hanging. The end of the 1700's, many people had become very angry at the number of people hanged for petty crimes. Queen Victoria came to the throne and other punishment methods were being enforced: imprisonment, hard labour, sending to the army, transportation. <p>Talk like an expert:</p> <ul style="list-style-type: none"> deduction – the process of reaching a decision by looking at the facts that are known. Holmes is able to use his skills of deduction to solve crimes. scandal – a scandal is something that shocks people because they think it is morally wrong. The King of Bohemia fears that scandal of his relationship with Irene Adler being exposed. periodical/serial – books, magazines or other entertainment that are released on a regular basis. <i>The Strand Magazine</i> was a periodical that published the Sherlock Holmes stories. introspective – when you examine your own thoughts, ideas, and feelings. Sherlock Holmes can be introspective. This makes him a better detective. dual nature – Holmes has a dual nature: his quiet introspective side, and his manic detecting side. Fallible – someone who is fallible makes mistakes. Someone infallible is always right. Holmes seems infallible but Irene Adler proves that he is, in fact, fallible. 		<p>Sherlock Holmes short stories:</p> <ul style="list-style-type: none"> *The crooked man *The blue carbuncle *The adventures of the Speckled Band *The Final Problem <p>Non fiction articles:</p> <p>19th century: crime scene report Jack the Ripper 21st century: The Moors Murderers</p> <p>Freedom to Read: The Great Gatsby & Slaughterhouse 5</p>
		<p>Students will complete one formative and one summative assessment:</p> <p>Formative: Writer's use of language to describe setting in <i>The Blue Carbuncle</i>.</p> <p>Summative: Literature – Throughout the extract how does the writer use language to present that character of Dr Watson?</p>
		<p>Reading of the short stories. Freedom to read: oracy questions. Oracy freedom to read questions.</p>
		<p>History: The Victorian era</p>
<p>HALF TERM 2: CSI: Hacker Malorie Blackman</p> <ul style="list-style-type: none"> Born in 1962 Writes books for all age groups Has been awarded several prizes for her writing: including Red House Children's Book Award and the Fantastic Fiction Award. Malorie has also been shortlisted for the Carnegie Medal. Malorie was the Children's Laureate 2013–15. Children's Laureate is a position initially awarded in the United Kingdom once every two years to a "writer or illustrator of children's books to celebrate outstanding achievement in their field." Most of Blackman's characters, like herself, are black, but until the publication of <i>Noughts and Crosses</i> (2001). Blackman chose not to foreground the issue of race and ethnic identity, but rather to depict black characters simply living their lives, whether in ordinary or unusual 		<p>Novel: <i>Hacker</i>, Malorie Blackman Crime poems: <i>A Crime Scene</i> (Albert Van Hoogmoed). <i>Crime Pays</i> (Bill Hoeneveld)</p>
		<p>Students will complete one formative and one summative assessment:</p> <p>Formative: Writing a witness statement</p>







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<p>circumstances, without an overt focus on their race. This was because Blackman felt that her publishers were trying to pigeon-hole her as a 'black writer' who would 'write about race and nothing else.</p> <ul style="list-style-type: none"> Blackman uses a child hero, after the success of JK Rowling's Harry Potter character – however she tries to further modernize this by making the child technologically intelligent. <p>Narrative Writing</p> <ul style="list-style-type: none"> Inclusion of DAFOREST in different narrative writing styles. <p>Direct address – speaking directly to the audience.</p> <p>Alliteration – a series of words beginning with the same letter, Facts – something that is true, Opinions – your beliefs, not necessarily true, Repetition – repeating the same word, phrase or idea, Rhetorical questions – a question that doesn't need an answer. Get the audience thinking, Emotive language – language to evoke emotions, Statistics – percentages, ratios to support and strengthen ideas, Triplets (rule of three) – three adjectives used consecutively.</p> <p>Methods:</p> <p>Ellipsis: a series of dots, that indicates the missing out of words or a part of a sentence. Finite verb: A finite verb is a form of a verb that has a subject and can function as the root of an independent clause Noun: an object or place Prefix: a group of letters placed before the root of a word: [un]happy. Suffix: a group of letters placed after the root of a word: happi[ness].</p>		<p>Summative: Literature – Write a story where you are forces to investigate an unfamiliar place which you are frightened of.</p>
		<p>Reading of the text: Hacker – Malorie Blackman Freedom to read: oracy questions. Oracy freedom to read questions</p>
		<p>ICT: internet safety.</p>
<p>HALF TERM 3: Romeo & Juliet</p> <p>Context:</p> <p>Shakespeare wrote the plays at the time of two monarchs: Queen Elizabeth I and James I</p> <p>The heavy religious presence was evident across several parts of Romeo and Juliet. This is reflective of a society across Europe that was deeply religious. Several characters display their commitment to the church, such as Romeo and Juliet and the Capulets</p> <p>At the time of Shakespeare, the belief in both astronomy and the supernatural was far more preminent than in society today. The reference to 'star-cross'd lovers demonstrates the large role of horoscopes and planet positions in being used to predict fate</p> <p>Italy was a place that Shakespeare's contemporaries would have had a keen interest in; it was already an advanced and beautiful place for travel</p> <p>Society throughout the Middle Age and at Shakespeare's time was patriarchal – women were considered inferior to men. Women belonged to their fathers (or brothers if their fathers had died) and then their husbands, so Juliet would be expected to obey her father.</p> <p>Themes:</p> <p>Love – In Romeo and Juliet, love is an extremely overpowering force that supersedes all other values, emotions, and loyalties. Through their love, Romeo and Juliet conspire to go against the forces of their entire social world. Romeo returns to visit Juliet at points, even though he is well aware of the threat of death. At times, love is presented as fickle (Mercutio's speeches, Romeo + Rosaline)</p> <p>Individual vs Society – Romeo and Juliet are forced to undermine the oppressive rules of society at the time. For example, rules of the patriarchal family force Juliet to be subservient to her parents, rules of religion mean that they must marry in haste, and rules of masculinity force Romeo into conflict with Tybalt</p> <p>Violence – Extreme violence takes place sporadically throughout the play. The feud between the two families is so bitter that the mere sight of each other can be the cause of a fight to the death. Unchecked violence is personified through the character of Tybalt. The violence culminates in Act 3 Scene 1, in which both Mercutio and Tybalt are murdered</p> <p>Fate – In the first address to the audience, the Chorus states that Romeo and Juliet are 'star-cross'd' lovers, meaning that fate had intended for their paths to cross, and that fate controls their actions. A series of unfortunate accidents towards the end of the play thwart Friar Laurence's plan and eventually manifest in both Romeo and Juliet committing suicide, thus adding to the sense of fate</p> <p>Dramatic devices:</p> <p>Dramatic irony - Mercutio and Benvolio think Romeo is still pining over Rosaline, but the audience knows he has moved on to Juliet. A2 S1</p> <p>Soliloquy - Juliet's opening speech in A3 S2 in which she pours her heart out over her love for Romeo</p> <p>Aside - Juliet secretly hopes for the 'villain' Romeo: Villain and he be many miles asunder God pardon him! A3 S5</p> <p>Foreshadowing - Friar Laurence: These violent delights have violent ends, And in their triumph die, like fire and powder. A2 S6</p> <p>Tragic hero - A main character cursed by fate and possessed of a tragic flaw (Romeo, and to an extent Juliet)</p> <p>Hamartia - The fatal character flaw of the tragic hero (his passion and impulsiveness)</p> <p>Catharsis - The release of the audience's emotions through empathy with the characters</p> <p>Internal conflict - The struggle the hero engages in with his/her fatal flaw</p>		<p>Key scenes from Shakespeare's Romeo and Juliet.</p> <p>The Prologue Act 1 Scene 5 Act 2 Scene 2 Act 3 Scene 1 Act 3 Scene 3&4 Act 5 Scene 3</p>
		<p>Summative assessment: Act 2 Scene 2: The Balcony Scene: How does Shakespeare present the two star crossed lovers?</p> <p>Formative assessment: Act 3 Scene 5: How does Shakespeare present the relationship between parents and children?</p>
		<p>Oracy opportunities: Imagine you are a parent of either Romeo or Juliet. Write and perform a soliloquy in which you explore your thoughts and feelings about the tragedy.</p> <p>Dramatic performances based on key scenes – balcony scene, conflicts, death.</p>
		<p>History: Elizabethan Era Geography: Where is Italy? Drama: Plays and theatre studies</p>











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<p>HALF TERM 4: Shakespeare in Love</p> <p>Film specifics:</p> <ul style="list-style-type: none"> William Shakespeare's Romeo and Juliet is a 1996 American romantic crime tragedy film directed, co-produced, and co-written by Baz Luhrmann; The film stars Leonardo DiCaprio and Claire Danes in the title roles. The film was released on November 1, 1996, by 20th Century Fox to commercial success, and was met with generally positive reviews. <p>Comparison to play:</p> <ul style="list-style-type: none"> While it retains the original Shakespearean dialogue, the film represents the Montagues and the Capulets as warring mafia empires (with legitimate business fronts) during contemporary America, and swords are replaced with guns (with brand names such as "Dagger" and "Sword"), and a FedEx style delivery service is named "Post Haste" Some characters' names are also changed. Paris, Lord & Lady Montague and Lord & Lady Capulet are given first names (in the original, their first names are never mentioned); Friar Laurence becomes Father Laurence, and Prince Escalus is rewritten as the police chief of Verona Beach, being renamed Captain Prince.[12] The adaptation eliminates the character of Friar John, and some characters change families: in the original, Gregory and Sampson are Capulets, but in the film, they are Montagues; Abram, as Abra, and Petruchio, conversely, are shifted from the Montague to the Capulet family. <p>Director's intentions:</p> <p><i>"With Romeo and Juliet what I wanted to do was to look at the way in which Shakespeare might make a movie of one of his plays if he was a director. How would he make it? We don't know a lot about Shakespeare, but we do know he would make a 'movie' movie. He was a player. We know about the Elizabethan stage and that he was playing for 3000 drunken punters, from the street sweeper to the Queen of England. So he was a relentless entertainer and a user of incredible devices and theatrical tricks to ultimately create something of meaning and convey a story. That was what we wanted to do."</i></p> <p>Cinematography:</p> <p>Mis-en-scene</p> <ul style="list-style-type: none"> Settings and props Costume, hair and make-up Facial expressions and body language Lighting and colour Positioning of characters and objects in the scene <p>Camera shots / angles</p> <ul style="list-style-type: none"> Extra long shot High angle Mid shot angle A full shot Close up <p>Film music</p> <ul style="list-style-type: none"> Pitch Pace Mood Rhythm <p>Core terminology</p> <ul style="list-style-type: none"> progressive pronoun punctuation Received Pronunciation relative clause root word stress subject transitive verb trigraph 		<p>William Shakespeare's Romeo & Juliet</p> <p>Baz Luhrmann's Romeo + Juliet</p>
		<p>Scene analysis: summative assessment Tybalt and Mercutio fight scene <i>How has Luhrmann used cinematography to create tension in this scene?</i></p> <p>Creative writing – formative assessment <i>Write, direct and perform an adapted or alternative version of one of the key</i></p>
		<p>Oracy opportunities: Adjacency pairs <i>Imagine you are a film studies who has the opportunity to interview Luhrmann – what would you ask him? What do you anticipate his answers to be?</i></p> <p>Dramatic performances based on key scenes in film – opening fight scene, conflict, cause and effect.</p>
		<p>Media: film studies Music: tension music Drama: Soliloquys and dramatic performances</p>



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<p>HALF TERM 5: Of Mice and Men Context of OMAM:</p> <ul style="list-style-type: none"> The novel is set in post Wall Street Crash America, during the Great Depression, a time of high levels of poverty and unemployment. There was no "benefits system" and people who lost their jobs and income were subject to poverty, hunger and disease. The Wall Street Crash was a time of huge financial hardship in the US, stock markets crashed, and unemployment rose as industries were forced to close. The impact on the poor was devastating. The economy took a long time to recover and in this time many faced financial hardship and bankruptcy known as The Great Depression. People aspired for the "American Dream" - the ideal by which equality of opportunity is available to any American, allowing the highest aspirations and goals to be achieved. Farmers also faced the challenges of the "Dust Bowl"; widespread drought and dust storms that affected their crops and made them too hit by economic strain. Many migrated to California, meaning an influx of "itinerant" workers and thus a lack of jobs. Many ranch hands had to travel around the US to find work. Racism increased during the Great Depression and almost 50% of Black American workers were without a job. As well as racial inequality, women were also seen as second-class citizens, often void of rights and a voice. <p>John Steinbeck:</p> <ul style="list-style-type: none"> Steinbeck worked on a ranch, this influenced Of Mice and Men, both its characters and settings. Steinbeck's writing was influenced by the political backdrop of his early years and his characters and scenarios were heavily influenced by his time on ranches and the struggles of the people he met. <p>Travel Writing:</p> <ul style="list-style-type: none"> Writing to persuade, including DAFOREST techniques and negative travel writing. Direct address – speaking directly to the audience. <p>Alliteration – a series of words beginning with the same letter, Facts – something that is true, Opinions – your beliefs, not necessarily true, Repetition – repeating the same word, phrase or idea, Rhetorical questions – a question that doesn't need an answer. Get the audience thinking, Emotive language – language to evoke emotions, Statistics – percentages, ratios to support and strengthen ideas, Triplets (rule of three) – three adjectives used consecutively.</p> <ul style="list-style-type: none"> Writing to describe, using ambitious vocabulary and imagery. Non-fiction analysis of article, using PEEZL. <p>Use of determiners and fronting/fronted adverbials.</p>		<p>Of Mice and Men – Whole Text Freedom to Read – The Great Gatsby & Slaughterhouse 5 Bill Bryson – Extract from Notes from a Small Island Freedom to Read – The Great Gatsby & Slaughterhouse 5</p>
		<p>Students will complete one literature and one language assessment. Language formative assessment – "Holiday from Hell" descriptive writing. Literature summative assessment – Analysis of language – Curley's wife.</p>
		<p>Reading of the text: OMAM Freedom to read: oracy questions. Oracy freedom to read questions & freedom to read project</p>
		<p>History: The Wall Street Crash, The Dust Bowl, The American Dream, The Great Depression, racial and gender inequality in 1930s America. Geography – Travel writing</p>
<p>HALF TERM 6: Other Cultures: short stories, non-fiction extracts, poetry & writing Other cultures context:</p> <ul style="list-style-type: none"> The effects and human cost of Apartheid, racism and inequality. (Nothing's Changed). South Africa imposed strict laws segregating "non-white" citizens and prioritising the lifestyles and wealth of its white citizens. Non-whites, as they were known, were subject to segregation and racial discrimination until the early 1990s. Ndume beliefs and traditions and the conflict between this and western civilisations. (Dean Men's Path) Customs and traditions in Rural India and the struggles that these can cause. (A Stench of Kerosene) The socio-political issues surrounding poverty and wealth in the US (Two Scavengers) Tatamkhulu Afrika and Lawrence Ferlinghetti explore issues of inequality, both racial and financial and how different societies reflect the issues within them. (links to OMAM). Using poetry as a means of socio-political expression. To identify transitive verbs and trigraphs. <p>Dark Tourism Context:</p> <ul style="list-style-type: none"> The events of the Chernobyl Disaster and the emergence of Dark Tourism and tourist writing. The Sedlec Ossuary and its creation and purpose. Mexican Day of the Dead culture and traditions and how it differs from UK traditions surrounding death. <p>Dark Tourism Writing:</p> <ul style="list-style-type: none"> Descriptive writing (DOTD) Blog writing (CHERNOBYL). Use of modifiers and progressive verbs. <p>Reading and writing poetry/reading of short stories:</p> <ul style="list-style-type: none"> Basics of poetry form and terminology: Free Verse: A poem that does not have a regular rhythm or rhyme. Rhyme: A similarity of sound in words. Stanza: In poetry a stanza is a paragraph. Imagery and connotations: simile/metaphor, personification, juxtaposition. Use of pronoun, received pronunciation and compounds. Analysis of poetic language and imagery and how it conveys theme and meanings. 		<p>Of Mice and Men – Remainder of text Non-fiction extracts – Chernobyl & The Sedlec Ossuary Freedom to Read – The Great Gatsby & Slaughterhouse 5 Poems – Nothings Changed & Two Scavengers in a Truck, Two Beautiful People in a Mercedes. Stories from other cultures – A Stench of Kerosene & Dead Men's Path.</p>
		<p>Students will complete one literature and one language assessment: Language formative assessment– Write a poem, expressing a view, on one of the issues covered in the "Other Cultures" scheme. Literature summative assessment – "How does the poet use language to show the class divide in <i>Two Scavengers....</i>"</p>
		<p>Poetry readings – SHAPE Freedom to read oracy questions .</p>
		<p>History: apartheid, wealth and poverty, Chernobyl, Sedlec Ossuary. Drama – Dramatic readings of poetry.</p>