



ENGLISH CURRICULUM MAP





YEAR 8

<p>HALF TERM 1: CSI: Sherlock Holmes Short Stories Context: <u>Sir Arthur Conan Doyle</u></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><u>Social Classes</u></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><u>Victorian London</u></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><u>Crime & Punishment</u></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><u>Talk like an expert:</u></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</p> <p>21st century: The Moors Murderers</p> <p>Literacy Legends: Short stories</p>
		<p>Students will sit 1 temperature check each term and 2 summative assessments throughout the academic year</p>
		<p>Reading of the short stories. Literacy Legends: oracy questions.</p>
	<p>Homework</p>	<p>Week 1 – Revise Victorian London section of KO</p> <p>Week 2 – Revise crime & punishment section of KO</p> <p>Week 3 – Revise social classes section of KO</p> <p>Week 4 – Revise background information section of KO</p> <p>Week 5 – Revise Arthur Conan Doyle section of KO</p> <p>Week 6 – Find 3 facts about Victorian London</p> <p>Week 7 – General revision task (EDN on all)</p> <p>Week 8 – Find 3 facts about Arthur Conan Doyle</p>
<p>HALF TERM 2: CSI: Hacker <u>Malorie Blackman</u></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 Noughts and Crosses (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: Hacker, Malorie Blackman</p> <p>Crime poems:</p> <p>A Crime Scene (Albert Van Hoogmoed).</p> <p>Crime Pays (Bill Hoeneveld)</p>
		<p>Students will sit 1 temperature check each term and 2 summative assessments throughout the academic year</p>



ENGLISH CURRICULUM MAP




YEAR 8

<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.</p> <p>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</p> <p>Noun: an object or place</p> <p>Prefix: a group of letters placed before the root of a word: [un]happy.</p> <p>Suffix: a group of letters placed after the root of a word: happi[ness].</p>		<p>Reading of the text: Hacker – Malorie Blackman Literacy Legends: oracy questions.</p>
<p>HALF TERM 3: Shakespeare in Love</p> <p>The genre:</p> <ul style="list-style-type: none"> Romanticism (also known as the Romantic era) was an artistic, literary, musical and intellectual movement that originated in Europe toward the end of the 18th century; Romanticism was characterized by its emphasis on emotion and individualism as well as glorification of all the past and nature; The movement placed new emphasis on emotions; Key figures include William Blake, John Keats, Mary Shelley, Percy Bysshe Shelley; Shakespeare predates this period, but he and his contemporaries set the tone and style for the movement which followed. <p>The sonnets:</p> <ul style="list-style-type: none"> Shakespeare wrote 154 sonnets, which were collected and published posthumously in 1609. The first group of sonnets are addressed to a young man with whom the poet has a deep friendship. In the second sequence, the poet becomes infatuated with a mysterious woman. They include themes of jealousy, unrequited love, and requited love. Some of the poems also address the nature of time and human mortality. <p>The tragedies:</p> <ul style="list-style-type: none"> Tragedy is a form of drama based on human suffering that invokes an accompanying catharsis or pleasure in audiences; Shakespeare wrote the majority of his tragedies under the rule of James I, and their darker contents may reflect the general mood of the country following the death of Elizabeth I, as well as James' theatrical preferences; In each of his tragedies, Shakespeare has his main character suffer some flaw in their core character. He gives each tragic hero a 'fatal flaw' that ultimately results in their death. Shakespeare built each one of his tragic protagonists with a defect in their personality, a normal human emotion or characteristic taken to its extreme, that directly leads to their downfall. <p>The structure of tragedies:</p> <ul style="list-style-type: none"> All Elizabethan and Jacobean plays, and in fact, most plays all the way up to and including the 20th century are structured in five acts. Aristotle famously wrote that a play must have a beginning, a middle, and an end, which is the beginning of structure. According to Aristotle the beginning of a play consists of the presentation of a character, someone the audience can identify with. That is a beginning – an opening, a first act. 	<p>Homework</p>	<p>Week 1 – Revise Hacker section of KO Week 2 – Find 3 facts about Malorie Blackman Week 3 – Think of 5 adjectives each to describe Victoria and Gib Week 4 – Revise key terminology section of KO (Deeduction to Infallible) Week 5 – Revise DAFOREST section of KO Week 6 – Revise key terminology section of KO (Inerrogation to Ghastly) Week 7 – General revision task (EDN on Holmes & Hacker) Week 8 – General context and plot revision</p>
<p>The sonnets:</p> <ul style="list-style-type: none"> Shakespeare wrote 154 sonnets, which were collected and published posthumously in 1609. The first group of sonnets are addressed to a young man with whom the poet has a deep friendship. In the second sequence, the poet becomes infatuated with a mysterious woman. They include themes of jealousy, unrequited love, and requited love. Some of the poems also address the nature of time and human mortality. 		<p>Sonnets 18, 27, and 34 Romeo & Juliet Act 1, Scene 5 Act 2, Scene 2 Act 5, Scene 3 Macbeth Act 2, Scene 2 Act 3, Scene 1 Act 5, Scene 1</p>
<p>The tragedies:</p> <ul style="list-style-type: none"> Tragedy is a form of drama based on human suffering that invokes an accompanying catharsis or pleasure in audiences; Shakespeare wrote the majority of his tragedies under the rule of James I, and their darker contents may reflect the general mood of the country following the death of Elizabeth I, as well as James' theatrical preferences; In each of his tragedies, Shakespeare has his main character suffer some flaw in their core character. He gives each tragic hero a 'fatal flaw' that ultimately results in their death. Shakespeare built each one of his tragic protagonists with a defect in their personality, a normal human emotion or characteristic taken to its extreme, that directly leads to their downfall. 		<p>Students will sit 1 temperature check each term and 2 summative assessments throughout the academic year</p>
<p>The structure of tragedies:</p> <ul style="list-style-type: none"> All Elizabethan and Jacobean plays, and in fact, most plays all the way up to and including the 20th century are structured in five acts. Aristotle famously wrote that a play must have a beginning, a middle, and an end, which is the beginning of structure. According to Aristotle the beginning of a play consists of the presentation of a character, someone the audience can identify with. That is a beginning – an opening, a first act. 		<p>Oracy opportunities: Imagine you are a parent of either Romeo or Juliet. <i>Write and perform a soliloquy in which you explore your thoughts and feelings about the tragedy.</i></p> <p>Dramatic performances based on key scenes – balcony scene, conflicts, death.</p>
	<p>Homework</p>	<p>Week 1 – Using your knowledge from last year, revise Shakespearean context Week 2 – Revise key themes section of KO Week 3 – Revise key characters section of KO Week 4 – Revise key terminology section of KO Week 5 – Revise plot summary section of KO Week 6 – Revise vocabulary section of KO Week 7 – General revision task (EDN on Holmes & Hacker and Romeo & Juliet)</p>



ENGLISH CURRICULUM MAP






YEAR 8

<p>The character makes a decision and performs an action, which moves the play on. That action has consequences, and so it goes on, until that initial action results in a climax, followed by a reversal and then a resolution. All that will make the audience hold its breath and then release it at the end in a kind of catharsis.</p> <p>The 'villains' in tragedies:</p> <ol style="list-style-type: none"> 1. <u>The Evil Villain</u> is most often found in fantasy, science fiction, and action-adventure novels, though they can appear in other genres as well. 2. <u>The Everyday Antagonist</u> creates conflict in a number of ways. 3. <u>The Immoral Entity</u> wants to harm or suppress the protagonist—whether directly or simply because the protagonist belongs to a certain people group. 4. <u>The Internal Struggle</u>. The protagonist must confront a doubt, fear, flaw, or regret in themselves in order to overcome their struggles and find happiness or success. 		<p>Week 8 – General context and plot revision</p>
<p>HALF TERM 4: Love Poetry Students will explore a range of poems relating to the Love & Relationships theme.</p> <p>Themes</p> <ul style="list-style-type: none"> • Nature – Romantic poets and writers give personal, deep descriptions of nature and its wild and powerful qualities. • Emotions – feelings are described in all forms, including romantic and filial love, fear, sorrow, loneliness, and more. This focus on emotion is the opposite of rational thought. • Creativity and Imagination – Romantic poets celebrated the power of imagination and the creative process. They believed that artists and writers looked at the world differently, and they celebrated that vision in their work. • Beauty – Writers praised women of the Romantic era for their natural loveliness, rather than anything artificial or constrained. • Solitude – Writers celebrated the feeling of being alone, whether that meant loneliness or a much-needed quiet space to think and create. • Exoticism and History – Romantic poetry often has a distinct focus on exotic locations and events or items from history. Poems touch on antiques and the gifts of ancient cultures around the world, and far-away locations provide the setting for some literary works of this era. • Spiritual and Supernatural – The writers of the Romantic era did not turn away from the darker side of emotion and the mysteries of the supernatural. They explored the contrast between life and death. • Vivid Sensory Descriptions – Poets went beyond simply telling about things and instead gave the information readers need to feel and taste and touch the objects and surroundings using a range of similes and metaphors. • Focus on the Self and Autobiography – poems are deeply personal, and they often explore the self 		<p>Havisham – Carol Ann Duffy A Declaration of Need - John Hegley Advice to a Teenage Daughter - Isobel Thrilling Being-in-Love- Roger McGough Dad - Elaine Feinstein Friends - Elizabeth Jennings I Wouldn't Thank You for a Valentine - Liz Lochhead Valentine - Carol Ann Duffy Stop All the Clocks - W.H. Auden Anne Hathaway - Carol Ann Duffy</p>
<p>Types of Poetry</p> <ul style="list-style-type: none"> • Acrostic - In Acrostic poems, the first letters of each line are aligned vertically to form a word. • Alphabet - Each line begins with the letters of the alphabet in order • Autobiographical - Write a poem about yourself using this form or another poetry form. • Ballad - Retell an event in history, in the news, or in your life as a ballad. • Cinquain - Cinquains have five lines • Diamante -The text forms the shape of a diamond. • Haiku - Haiku is Japanese poetry that reflects on nature and feelings. • Limerick - A limerick has five lines. The last words of lines one, two, and five rhyme. - Triplets - made up of three lines. • Quatrains - made up of four lines. 		<p>Students will sit 1 temperature check each term and 2 summative assessments throughout the academic year</p>
<p>Key Terminology</p> <p>Imagery - to use figurative language to represent objects, actions and ideas in such a way that it appeals to our physical senses</p> <p>Tone - The poet's attitude toward the poem's speaker, reader, and subject matter, as interpreted by the reader</p> <p>Mood - describes how word choice, subject matter, and the author's tone convey an overall feeling that characterises the emotional landscape of a poem for readers</p> <p>Stanza - a stanza is a group of lines within a poem</p> <p>Rhyme - two or more words with similar-sounding final syllables placed so as to echo one another</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 – <i>opening fight scene, conflict, cause and effect.</i></p>



ENGLISH CURRICULUM MAP


YEAR 8

<p>Rhythm - the pattern of stresses within a line of verse</p> <p>Enjambment - Enjambment is the continuation of a sentence or clause across a line break</p> <p>Symbolism - a literary device that uses symbols, be they words, people, marks, locations, or abstract ideas to represent something beyond the literal meaning</p> <p>Extended metaphor - a version of metaphor that extends over the course of multiple lines, paragraphs, or stanzas of prose or poetry</p> <p>Emotive language— descriptive words and phrases that evoke an emotional response</p>	<p>Homework</p>	<p>Week 1 – Revise what is poetry? section of KO</p> <p>Week 2 – Revise types of poetry section of KO</p> <p>Week 3 – Revise themes section of KO</p> <p>Week 4 – Revise key terminology section of KO</p> <p>Week 5 – Find/remember a poem or nursery rhyme. Can you describe the tone and mood of it?</p> <p>Week 6 – look at your own revision. What do you need to work on?</p> <p>Week 7 – General revision task (EDN on Holmes & Hacker, Romeo & Juliet and poetry)</p> <p>Week 8 – General context and plot revision</p>
<p>HALF TERM 5: Of Mice and Men</p> <p>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</p> <p>Freedom to Read – The Great Gatsby & Slaughterhouse 5</p> <p>Bill Bryson – Extract from Notes from a Small Island</p> <p>Literacy Legends: Short stories</p>
	<p>Students will sit 1 temperature check each term and 2 summative assessments throughout the academic year</p>	
	<p>Reading of the text: OMAM</p> <p>Literacy Legends: oracy questions.</p>	
<p>Homework</p>	<p>Week 1 – Revise key context section of KO</p> <p>Week 2 – Revise: The Wall Street Crash and The Great Depression</p> <p>Week 3 – Revise: The American Dream and The Dust Bowl</p> <p>Week 4 – Revise knowledge key terminology section of KO</p> <p>Week 5 – Revise plot summary section of KO</p> <p>Week 6 – Revise key characters section of KO</p> <p>Week 7 – General revision task (EDN on Holmes & Hacker, Romeo & Juliet, poetry and OMAM)</p> <p>Week 8 – General context and plot revision</p>	
<p>HALF TERM 6: Other Cultures: short stories, non-fiction extracts, poetry & writing</p> <p>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>		<p>Of Mice and Men – Remainder of text</p> <p>Non-fiction extracts – Chernobyl & The Sedlac Ossuary</p> <p>Literacy Legends: Short stories</p> <p>Poems – Nothings Changed & Two Scavengers in a Truck, Two Beautiful People in a Mercedes.</p> <p>Stories from other cultures – A Stench of Kerosene & Dead Men’s Path.</p>
	<p>Students will sit 1 temperature check each term and 2 summative assessments throughout the academic year</p>	



ENGLISH CURRICULUM MAP

YEAR 8

<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>Poetry readings – SHAPE Literacy Legends: oracy questions.</p>
	<p>Homework</p>	<p>Week 1 – Revise key themes section of KO Week 2 – Revise language key terminology section of KO Week 3 – Revise grammar/poetry key terminology section of KO Week 4 – Revise travel writing section of KO Week 5 – Find a travel article – what conventions can you see? Week 6 – What is meant by Aartheid, racism and inequality? Week 7 – General revision task (EDN on Holmes & Hacker, Romeo & Juliet, poetry, OMAM and Trave Writing) Week 8 – General context and plot revision</p>