







ENGLISH CURRICULUM MAP

YEAR 8

<p>HALF TERM 1: CSI: Sherlock Holmes Short Stories</p> <p>Context:</p> <p>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>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>Opportunities for extended writing:</p> <p>Diary entries, narrative, comparative and analytical writing</p>
		<p>Deduction: the process of reaching a decision by looking at the facts that are known</p> <p>Scandal: a scandal is something that shocks people because they think it is morally wrong</p> <p>Introspective: when you examine your own thoughts, ideas, and feelings</p> <p>Duality: contrast between two aspects of something</p> <p>Fallible : someone who is fallible makes mistakes</p> <p>Infallible: someone who is always right</p> <p>Interrogation: a process of asking someone a lot of questions for a long time in order to get information</p>
<p>HALF TERM 2: CSI: Hacker</p> <p>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. 		<p>Novel: Hacker, Malorie Blackman</p> <p>Crime poems:</p> <p>A Crime Scene (Albert Van Hoogmoed).</p> <p>Crime Pays (Bill Hoeneveld)</p>







Autumn term Homework

- Week 1** – Revise Victorian London section of KO
- Week 2** – Revise crime & punishment section of KO
- Week 3** – Revise social classes section of KO
- Week 4** – Revise background information section of KO
- Week 5** – Revise Arthur Conan Doyle section of KO
- Week 6** – Find 3 facts about Victorian London
- Week 7** – Find 3 facts about Arthur Conan Doyle
- Week 8** – Revise Hacker section of KO
- Week 9** – Find 3 facts about Malorie Blackman
- Week 10** – Think of 5 adjectives each to describe Victoria and Gib
- Week 11** – Revise key terminology section of KO (Deduction to Infallible)
- Week 12** – Revise DAFORST section of KO
- Week 13** – Revise key terminology section of KO (Interrogation to Ghastly)



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<ul style="list-style-type: none"> 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 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. 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. 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. Methods: 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>Assessments:</p> <p>Students will sit 1 temperature check each term and 2 summative assessments throughout the academic year</p>
		<p>Facetious: treating serious issues with deliberately inappropriate humour Investigation: the action of investigating something or someone; formal or systematic examination or research Foreshadowing: be a warning or indication of (a future event) Observation: the ability to notice things, especially significant details Programming: provide (a computer or other machine) with coded instructions for the automatic performance of a task Ghastly: causing great horror or fear</p>
		<p>Links to careers, personal development and other subject areas:</p> <p>Careers: journalism, novelist, police and solicitor History: Victorian era</p>
<p>HALF TERM 3: Romeo and Juliet</p> <p>Pupils will read and analyse William Shakespeare’s play: Romeo & Juliet and explore a range of poems relating to the Love & Relationships theme.</p>		<p>Romeo and Juliet Key scenes:</p> <p>Act 1 scene 5 Act 2 scene 2 Act 3 scenes 1, 3 and 4 Act 5 scene 1</p>
<p>Students know</p> <ul style="list-style-type: none"> The characters and plot of Romeo & Juliet The historical context of the play and its implications on Shakespeare’s writing The conventions of dramatic texts The literary techniques Shakespeare uses to convey meaning and impact The different types of poetic forms The conventions of poetic texts The different types of love and relationships – romantic, familial, societal, etc That language can be used to express feelings and emotions 		<p>Opportunities for extending writing:</p> <p>Analysing characterisation in a play, analysing and writing poetry and letter writing.</p>
<p>Students can</p> <ul style="list-style-type: none"> Explore key parts of the play Identify and comment on how Shakespeare uses literary techniques Explain how Shakespeare uses specific words and phrases to convey meaning and impact 		<p>Dramatic irony - When the audience/reader knows something that the character doesn’t. Soliloquy - A famous speech a character in a play makes to give readers and viewers an idea of their inner thoughts Aside - A remark or passage in a play that is intended to be heard by the audience but unheard by the other characters in the play. Foreshadowing - A warning or indication of a future event Tragic hero - A main character cursed by fate and possessed of a tragic flaw (Romeo, and to an extent Juliet) Internal conflict - The struggle the hero engages in with his/her fatal flaw Tragedy- A play which focuses on one extreme unfortunate event, usually avoidable in some way Enjambment - Enjambment is the continuation of a sentence or clause across a line break</p>



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<ul style="list-style-type: none"> Compare how the text is received – then and now – commenting on changing attitudes and perspectives Write about how Shakespeare presents key themes in key passages Identify different types of poetry Explore the feelings and emotions within poetry Use the LIT (Language, Imagery, Tone) acronym to write about poems 	<p>Spring term Homework</p>	<p>Week 1 – Using your knowledge from last year, revise Shakespearean context</p> <p>Week 2 – Revise key themes section of KO</p> <p>Week 3 – Revise key characters section of KO</p> <p>Week 4 – Revise key terminology section of KO</p> <p>Week 5 – Revise plot summary section of KO</p> <p>Week 6 – Revise vocabulary section of KO</p> <p>Week 7 – Revise what is poetry? section of KO</p> <p>Week 8 – Revise types of poetry section of KO</p> <p>Week 9 – Revise themes section of KO</p> <p>Week 10 – Revise key terminology section of KO</p> <p>Week 11 – Find/remember a poem or nursery rhyme. Can you describe the tone and mood of it?</p> <p>Week 12 – look at your own revision. What do you need to work on?</p> <p>Week 13 – 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><u>Themes</u></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><u>Types of Poetry</u></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>Havisham – Carol Ann Duffy</p> <p>A Declaration of Need - John Hegley</p> <p>Advice to a Teenage Daughter - Isobel Thirling</p> <p>Being-in-Love- Roger McGough</p> <p>Dad - Elaine Feinstein</p> <p>Friends - Elizabeth Jennings</p> <p>I Wouldn't Thank You for a Valentine - Liz Lochhead</p> <p>Valentine - Carol Ann Duffy</p> <p>Stop All the Clocks - W.H. Auden</p> <p>Anne Hathaway - Carol Ann Duffy</p>
		<p>Students will sit 1 temperature check each term and 2 summative assessments throughout the academic year</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>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>Links to careers, personal development and other subject areas:</p> <p>Relationships between people and how to navigate them.</p>
<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 		<p>Of Mice and Men – Whole Text</p> <p>Literacy Legends: Short stories</p>



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<p>of poverty and unemployment. There was no “benefits system” and people who lost their jobs and income were subject to poverty, hunger and disease.</p> <ul style="list-style-type: none"> 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>Opportunities for extended writing:</p> <p>Writing analytical paragraphs, analysing characterisation, diary entries, letter and speech writing.</p>
		<p>Itinerant: a person who travels from place to place, specifically for duty or work Inequality: the condition of being unequal (e.g. difference between the way rich or poor may be treated) Oppression: the exercise of authority or power in a cruel or unjust manner Aspiration: a strong desire or passion to pursue something Derogatory: showing a critical or disrespectful attitude to others Racism: prejudice or discrimination against a person or people based on their race or ethnicity Ethnocentrism: belief that your own culture is superior to others</p>
	<p>Summer term Homework</p>	<p>Week 1 – Revise key context section of KO Week 2 – Revise: The Wall Street Crash and The Great Depression Week 3 – Revise: The American Dream and The Dust Bowl Week 4 – Revise knowledge key terminology section of KO Week 5 – Revise plot summary section of KO Week 6 – Revise key characters section of KO Week 7 – Revise key themes section of KO Week 8 – Revise language key terminology section of KO Week 9 – Revise grammar/poetry key terminology section of KO Week 10 – Revise travel writing section of KO Week 11 – Find a travel article – what conventions can you see? Week 12 – What is meant by Apartheid, racism and inequality? (OMAM and Travel Writing) Week 13 – 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) 		<p>Of Mice and Men – Remainder of text Non-fiction extracts – Chernobyl & The Sedlac Ossuary Literacy Legends: Short stories 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>Assessments:</p> <p>Students will sit 1 temperature check each term and 2 summative assessments throughout the academic year</p>



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<ul style="list-style-type: none"> 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>Prejudice: opinion that is not based on reason or actual experience</p> <p>Marginalisation: treatment of a person or group as insignificant</p> <p>Xenocentrism: belief that other cultures are better than your own</p> <p>Segregation: the act or practice of separating people or things from the main body or group</p> <p>Migrant – a person or animal that relocates to a new country</p> <p>Apartheid – a former policy of segregating and economically and politically oppressing the non-white population in South Africa</p> <p>Discrimination – the negative act or treatment of another person based on their differences</p> <p>Zoomorphism – when animal characteristics are assigned to humans</p>
		<p>Links to careers, personal development and other subject areas:</p> <p>Careers: journalism, novelist, travel agent, police and solicitor</p>