



ENGLISH CURRICULUM MAP

YEAR 8

AUTUMN TERM

WORDS OF WAR – JOURNEY’S END

Reading Assessment Task (Teacher Assessed)			Journey’s End Play FUR LESSONS: Animal Farm Hacker
How does Sheriff show the effects of war in Journey’s End?	Sentence 1: Construct thesis statements Sentence 2: Topic sentences Sentence 3: Select and embed evidence Sentence 4: Analyse a writer’s use of language, structure and form Sentence 5. Evaluate the writer’s intent Sentence 6: Compare texts in relation to literary concepts, ideas and methods		
Reading Assessment Strands			
<ul style="list-style-type: none"> o Summarise main ideas from fiction sources. o Use and gather information from within fiction sources to form opinions, build judgements and offer interpretations. o Select appropriate evidence from the sources to support opinions, judgements and interpretations. o Understand how connotations of words shape meaning. o Identify figurative language within fiction and non-fiction sources e.g. simile, metaphor, personification o Identify symbols used in fiction sources and explain their meaning. o Identify and explain methods used by writers to construct concepts and characters o Evaluate the writer’s intent 			
Writing Assessment Task (Teacher Assessed)			
Create a description of trench warfare inspired by the poem ‘Dulce et Decorum Est’	<ul style="list-style-type: none"> o Triple adjective punch o Adjective Attack o Three verb sentence 		
Writing Strands			
<ul style="list-style-type: none"> o Effectively plan and organise ideas before writing. o Produce writing that is well organised, clear and cohesive. o Use paragraphs accurately and to aid meaning. o Choose and use vocabulary for effect including a range of adjectives, nouns, verbs, adverbs etc. o Use figurative language effectively in both fiction and non-fiction writing including similes, metaphors and personification. 			
Grammar (Implicitly Assessed)			
<ul style="list-style-type: none"> o Know that a grammatically correct sentence must include both a subject and a verb. o Identify and correct fragments. (A sentence that is missing either its subject or its main verb.) o Identify the subject in a sentence: The cat sat on the mat. o Identify the object in a sentence: The cat sat on the mat. o Identify different parts of speech/word class: e.g. noun, including noun phrases -concrete and abstract -common and proper o Identify different parts of speech/word class: verb o Identify different parts of speech/word class: adjective 			
Oracy			
Performance (poetry by heart)			
HOMEWORK			
Week	Vocabulary		
1	Brutal, Valiant, Patriotic, Genre, Futility, Symbol, Metaphor, Propaganda, Protest		
2	Irony, Harsh consonants, Simile, Sonnet, Pacifist, Extended Metaphor, Alliteration, Enjambment		
3	Descriptive, Permeate, Envelop, Menacing, Insidious		
4	Setting, Stage directions, Symbol, Realism, Motif, Exposition, Characterisation, Naïve, Character construct		Assessments: Termly: 1x mid point check, 1x end point check. Yearly: 2x summative assessments.
5	Stage directions, Symbol, Realism, Motif, Exposition, Characterisation, Naïve, Character construct, Protagonist, Ambiguous, Social class, Dialect, Comic relief, Cowardice, Juxtaposition		
6	Hero, Flawed, Camaraderie, Family, Shell shock, Exclamation, Superlative, Rhetorical question		
7	Absurdity, Censorship		Links to careers, personal development and other subject areas: Journalism, novelist, historian and theatre History: WW1 Conflict journalism/ conflict photography Military roles Hacker - IT
8	Entrances and exits, Hierachy, Cowardice, Fear, Tension, Props, Escapism, Foreshadowing, Sound effects		
9	Volatility, Setting, Paternal, Moral, Detached, Expendable		
10	Traumatised, Character arc, Objectification, Grief		
11	Grief, Aristotle’s unities, Well-made play		
12	Tyrant		
13	Caesura, Hope, Loss, Allusion		



ENGLISH CURRICULUM MAP

YEAR 8

SPRING TERM

THE ART OF RHETORIC – JULIUS CAESAR

<p align="center">Reading Assessment Task (Teacher Assessed)</p>			<p>Julius Caesar FUR LESSONS: Animal Farm Hacker</p>
<p>How does Shakespeare use rhetoric to present power in <i>Julius Caesar</i>?</p>	<p>Sentence 1: Construct thesis statements Sentence 2: Topic sentences Sentence 3: Select and embed evidence Sentence 4: Analyse a writer's use of language and structure Sentence 5. Evaluate the writer's intent Sentence 6. Link ideas to context</p>		<p>Opportunities for extended writing:</p> <p>Creating character profiles; story writing (openings) and analytical writing</p>
<p align="center">Reading Assessment Strands</p>			<p>o Use and gather information from within fiction sources to form opinions, build judgements and offer interpretations. o Select appropriate evidence from the sources to support opinions, judgements and interpretations. o Understand how connotations of words shape meaning. o Identify figurative language within fiction and non-fiction sources e.g. simile, metaphor, personification. o Identify symbols used in fiction sources and explain their meaning. o Identify and explain methods used by writers to construct and convey characters. o Evaluate the writer's intent o Link ideas to context</p>
<p align="center">Writing Assessment Task (Teacher Assessed)</p>			
<p align="center">Writing Strands</p>		<p>Key words: Reading Adjective, Noun, Verb, Simile, Symbol, Metaphor, Connotation, Method, Construct, Evidence, Interpret, Intent, Context, Structure, Thesis, Compare, Concept, Embed</p> <p>Writing Paragraphs, Adjectives, Verbs, Nouns, Subject, Fragment, Simile, Metaphor, Personification, Pathetic fallacy</p> <p>Grammar Subject, Verb, Object, Clause, Run-on, Fragment, Noun, Main clause, Subordinate, Adverb</p>	
<p align="center">Grammar (Midpoint common assessment)</p>			
<p>o Know that a grammatically correct sentence must include both a subject and a verb. o Identify and correct fragments. (A sentence that is missing either its subject or its main verb.) o Identify and correct run-on sentences. (Two or more main clauses following on from each other without proper punctuation or appropriate conjunctions.) o Identify the subject in a sentence: The cat sat on the mat. o Identify the object in a sentence: The cat sat on the mat. o Identify different parts of speech/word class: e.g. noun, including noun phrases -concrete and abstract -common and proper o Identify different parts of speech/word class: verb including verb phrases o Identify different parts of speech/word class: adjective</p>			
<p align="center">Oracy</p>			
<p>Speech – rhetoric (Appropriate vocab choices, confidence, reasoning, whole speech structure, voice projection, tone, pace, gesture)</p>			
<p>HOMEWORK</p>			
Week	Vocabulary		
1	Rhetoric, Ethos, Logos, Pathos		
2	Personal Pronouns, Direct Address, Facts, Statistics, Authority Figure		<p>Assessments: Termly: 1x mid point check, 1x end point check. Yearly: 2x summative assessments.</p>
3	Rhetorical Question, Antithesis, Emotive Language		
4	Dictatorship, Power, Allegory		
5	Tragedy, Conspiracy		
6	Pitch, Intonation		<p>Links to careers, personal development and other subject areas. Careers: journalism, play writer and Historian: Ancient Athens Links to an interest in the military and army warfare and politics. Stagecraft</p>
7	Foreshadowing, Rebellion, Allusion		
8	Motif, Omen		
9	Juxtaposition, Injustice, Irony		
10	Tyranny, Corruption		
11	Extended Metaphor, Ethos, Logos, Pathos		
12	Full Keyword Quiz		



ENGLISH CURRICULUM MAP

YEAR 8

SUMMER TERM

WAYWARD WOMEN – THE YELLOW WALLPAPER

Reading Assessment Task (Teacher Assessed)			The Yellow Wallpaper – range of extracts FUR LESSONS: Animal Farm Hacker
Comparison of representation of women over time (2 extracts)	Sentence 1: Construct thesis statements Sentence 2: Topic sentences Sentence 3: Select and embed evidence Sentence 4: Analyse a writer’s use of language Sentence 5. Evaluate the writer’s intent Sentence 6. Compare texts in relation to literary concepts, ideas and methods		Opportunities for extended writing: Creative writing Comparative writing
Reading Assessment Strands			Key words: Reading Adjective, Noun, Verb, Simile, Symbol, Metaphor, Connotation, Method, Construct, Evidence, Interpret, Intent, Context, Structure, Thesis, Compare, Concept, Embed Writing Paragraphs, Adjectives, Verbs, Nouns, Subject, Fragment, Simile, Metaphor, Personification, Pathetic fallacy Grammar Subject, Verb, Object, Clause Run-on, Fragment, Noun, Main clause, Subordinate, Adverb Oracy Pace, Tone, Projection
o Use and gather information from within fiction sources to form opinions, build judgements and offer interpretations. o Select appropriate evidence from the sources to support opinions, judgements and interpretations. o Understand how connotations of words shape meaning. o Identify figurative language within fiction and non-fiction sources e.g. simile, metaphor, personification. o Identify symbols used in fiction sources and explain their meaning. o Identify and explain methods used by writers to construct and convey concepts and characters. o Compare texts in relation to literary concepts, ideas and methods o Link ideas to context			
Writing Assessment Task (Teacher Assessed)			
Use a character as a springboard for creative writing	Retrieve previous 6 Simile start So, so More/more, Less/less	Assessments: Termly: 1x mid point check, 1x end point check. Yearly: 2x summative assessments.	
Writing Strands			Links to careers, personal development and other subject areas: Careers: journalism Links to careers in the field of mental health and further study of feminism/ feminist theory.
o Effectively plan and organise ideas before writing. o Produce writing that is well organised, clear and cohesive. o Use paragraphs accurately and to aid meaning. o Choose and use vocabulary for effect including a range of adjectives, nouns, verbs, adverbs etc. o Use figurative language effectively in both fiction and non-fiction writing including similes, metaphors and personification.			
Grammar (End of Year Common Assessment)			
o Know that a grammatically correct sentence must include both a subject and a verb. o Identify and correct fragments. (A sentence that is missing either its subject or its main verb.) o Identify and correct run-on sentences. (Two or more main clauses following on from each other without proper punctuation or appropriate conjunctions.) o Identify the objects and subjects in sentences o Identify different parts of speech/word class: nouns, verb including verb phrases , adjectives and adverbs o Identify main and subordinate clauses o Understand how clause positioning can alter meaning			
Oracy			
Group discussion – gender now and then			

HOMework

UNDER CONSTRUCTION - COMING SOON