



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		



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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>Transactional Writing Persuasive speech</p>	<p>o Retrieve previous 3 o Without without sentence o So so sentence o Double adverb snap</p>	<p align="center">Writing Strands</p>	
<p align="center">Grammar (Midpoint common assessment)</p>		<p>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.</p>	
<p align="center">Oracy</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">HOMEWORK</p>		<p>Speech – rhetoric (Appropriate vocab choices, confidence, reasoning, whole speech structure, voice projection, tone, pace, gesture)</p>	
Week	Vocabulary		<p>Assessments: Termly: 1x mid point check, 1x end point check. Yearly: 2x summative assessments.</p>
1	Rhetoric, Ethos, Logos, Pathos		
2	Personal Pronouns, Direct Address, Facts, Statistics, Authority Figure	3	
4	Dictatorship, Power, Allegory	5	Tragedy, Conspiracy
6	Pitch, Intonation	7	Foreshadowing, Rebellion, Allusion
8	Motif, Omen	9	Juxtaposition, Injustice, Irony
10	Tyranny, Corruption	11	Extended Metaphor, Ethos, Logos, Pathos
12	Full Keyword Quiz		



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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		
Reading Assessment Strands			
<ul style="list-style-type: none"> 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		
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 (End of Year Common Assessment)			
<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 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			
Week	Vocabulary		
1	Wayward, Norm, Connotation, Traditions, Identity		
2	Sensory Imagery, Emotional Intensity, Metaphor, Contrast		
3	Irony, Satire, Subversion		
4	Conventions, Judgement, Synthesis, Reclamation		
5	Drafting, Vocabulary Precision, Structure		
6	Narrator, Liberation, Prose, Evaluate		
7	Internal Monologue, Reliability, Realism, Dramatic Address, Ambiguity		
8	Imperative Voice, Rhythm, Sonnet, Dramatic Monologue		
9	Perspective Shift, Reinterpretation, Unreliable Voice, Self-Presentation		
10	Narrative Voice, Unreliability, Irony		
11	Extended Metaphor, Representation, Cultural Perspective		
12	Voice, Tone, Imagery, Evaluation		
13	Full Keyword Quiz		
			Assessments: Termly: 1x mid point check, 1x end point check. Yearly: 2x summative assessments.
			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.