

# English Faculty

## YEAR 8 ENGLISH CURRICULUM MAP

2020-21



Term	NC Topics	NC Links	Assessment
AUTUMN	<p><b><u>Shakespeare's Much A Do About Nothing and Romeo and Juliet – comparing texts</u></b></p> <p>Rationale: Pupils will revisit and expand on their prior learning of Shakespeare and the tragedy play- 'Romeo and Juliet'- from year seven. Through studying a variety of different plays and learning about the 'genres' they have been categorized into, pupils will develop their inference skills as they explore and compare : the characterization of female characters, key themes, and elements of performance in Shakespeare's plays. With a focus on representations of gender, the main focus of comparison will be between the portrayal of female characters in the Tragedy, Romeo and Juliet, and the Comedy, Much Ado About Nothing. Pupils will watch and read different versions of the plays and be encouraged to consider how audience reactions have changed through different historical periods. They will learn about a range of plays and characters, not only the two main assessed plays, to ensure a broad and in depth study of Shakespeare and the context he was writing in, thus preparing them well for KS4 when they will study a single play in depth at GCSE.</p> <ol style="list-style-type: none"> <li>To learn about the theatre and social attitudes during Shakespeare's lifetime</li> <li>To learn about how men and women were expected to behave in the Shakespearean era</li> <li>To learn about and explore the conventions of different genres of plays</li> <li>To learn to make inferences about famous female Shakespearean characters</li> <li>To learn to compare how female characters are presented by Shakespeare and to explore the key themes they represent</li> <li>To learn to find links and compare characters/ideas across texts</li> <li>To revise the plot of Romeo and Juliet</li> <li>To learn about the genre of Romeo and Juliet</li> <li>To learn to make inferences about characters</li> <li>To learn the plot of Much Ado About Nothing</li> <li>To learn to make inferences about characters</li> <li>To explore key scenes in the play</li> <li>To Identify how the play fits into the comedy genre and compare to a tragedy (Romeo and Juliet)</li> </ol>	<p><b><u>Love of reading/independent reading of challenging material through:</u></b></p> <ul style="list-style-type: none"> <li>✓ Drama</li> <li>✓ Shakespeare (at least 2 plays)</li> <li>✓ Range of historical periods- Elizabethan/Jacobean</li> <li>✓ Range of genres- tragedy, comedy and history plays</li> <li>✓ Re-reading texts encountered earlier to increase understanding and make comparisons- revisit y7 SOW on R&amp;J</li> <li>✓ Study setting, characterisation and plot /effects</li> <li>✓ Understanding how the work of dramatists is communicated effectively through performance /staging/interpretations</li> <li>✓ Making critical comparisons across texts</li> </ul> <p><b><u>Read critically through:</u></b></p> <ul style="list-style-type: none"> <li>✓ Knowing how the following present meaning:</li> <li>✓ Language</li> <li>✓ Figurative language</li> <li>✓ Vocabulary choice</li> <li>✓ Text structure</li> </ul> <p><b><u>Understanding increasing challenging texts through:</u></b></p> <ul style="list-style-type: none"> <li>✓ Learning new vocabulary-using context and dictionaries- spellings/homework</li> <li>✓ Making inferences and referring to evidence in texts</li> <li>✓ Knowing the purpose, audience and context for writing to support comprehension</li> </ul> <p>Inference Comparison Retrieval Comprehension Other skills- writing in role to show understanding, development of vocabulary and spellings through literacy focus. Drama, speaking and listening.</p>	<p><b><u>End of Term Test</u></b></p> <p>The final assessment will assess pupils' inference and comparison skills, as they compare the similarities and differences between the characters of Hero and Juliet.</p> <p><b><u>Success criteria:</u></b></p> <ol style="list-style-type: none"> <li>Clear statement about a character</li> <li>Quotation or reference to support statement</li> <li>Clear inference showing your understanding of character</li> <li>Developed explanation of the character (if you can- this may be an alternative interpretation)</li> <li>Clear comparison to second character- a similarity or difference</li> <li>Repeat skills for second character</li> </ol> <p><b><u>What can I revise in preparation for this assessment?</u></b></p> <p>Learn the following quotes. Analyse each of these focusing on meaning of the quotes as a whole and what they suggest and individual words within these. Identify key terminology/language techniques. Make links to context.</p> <p>Juliet Quotations: - "O Romeo, Romeo, wherefore art thou Romeo?" (Juliet) - "And I'll no longer be a Capulet." (Juliet) - "O serpent heart, hid with a flowering face. Did ever dragon keep so fair a cave? Beautiful tyrant, fiend angelical! Dove-feathered raven, wolfish-ravens lamb!" (Juliet) • "Hang thee young baggage, disobedient wretch!" (LC) • "My fingers itch." (LC) • "... that we have a curse in having her." (LC) • "I think it best you married with the County. • O, he's a lovely gentleman!" (Nurse)</p>

	<p>14. To learn about the performance of the play and the impact on the audience and compare to a tragedy (Romeo and Juliet)</p> <p>15. To learn how the theme of gender is explored in Much Ado and compare to a tragedy (Romeo and Juliet)</p> <p>16. To learn to use comparative structures to make inferences and comparisons between characters/scenes/texts</p>		<ul style="list-style-type: none"> <li>• "O happy dagger! ... This is thy sheath." (Juliet)</li> </ul> <p><b>Hero-</b> 'Can the world buy such a jewel?'- Claudio</p> <p>Watch the wedding scene</p>
<p><b>SPRING</b></p>	<p><b><u>Radical Writing</u></b></p> <p>Aims – Pupils will research and read a range of texts surrounding the ideas of diversity and injustice. They will read both modern and articles and texts from the beginning of the 20th Century to expand upon and develop their own reading and writing skills in opinion writing in preparation for KS4 and exam skills in both the reading and writing sections of GCSE Paper 2 English Language. As part of the final assessment pupils will also develop their speaking and listening skills to prepare them for assessment at GCSE. Topics covered during this scheme of work will include: climate change, women’s rights and the suffragettes, plight of refugees. To learn how to present different points of view.</p> <ol style="list-style-type: none"> <li>1. Introduce the themes of injustice and diversity and develop personal opinions</li> <li>2. Develop an understanding of how to respond to different types of writing</li> <li>3. Explore the interpretation of facts and how people use them</li> <li>4. Develop skills in formal debate, speech writing and presentation</li> <li>5. Pupils identify use of varied opinion writing techniques such as emotive language, repetition and rhetoric questions and develop use in their writing</li> <li>6. Identify the use of different language techniques and their effect</li> <li>7. Pupils explore and compare modern day texts with early twentieth century and pre-1900 texts.</li> <li>8. Explore relevant historical and contextual factors to develop understanding</li> <li>9. Explore the development of activism and its effects on society</li> <li>10. Explore real world emotive topics and develop cultural capital through knowledge of current affairs issues</li> </ol>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>✓ Reading a range of non-fiction, including different historical periods</li> <li>✓ Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>✓ Making inferences and referring to evidence in the text</li> <li>✓ Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>✓ Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>✓ Understanding how poetic conventions have been used</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>✓ Write accurately, fluently, effectively and at length for pleasure and information</li> <li>✓ Writing for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> <li>- well-structured formal expository and narrative essays</li> <li>- notes and polished scripts for talks and presentations</li> <li>- a range of other non-narrative texts, including arguments, and personal and formal letters</li> </ul> </li> <li>✓ Summarising and organising material, and supporting ideas and arguments with any necessary factual detail</li> <li>✓ Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> <li>✓ Plan, draft, edit and proof read</li> <li>✓ Considering how their writing reflects the audiences and purposes for which it was intended</li> <li>✓ Amending the vocabulary, grammar and structure of their writing to improve its</li> </ul>	<p><b><u>End of Term Test</u></b></p> <p>The final assessment will be a speaking and listening task where pupils will give a speech giving their opinion on a topic.</p> <p><b><u>Success criteria</u></b></p> <ol style="list-style-type: none"> <li>a) A range of connected ideas (in your planning)</li> <li>b) Use of discourse markers to link ideas.</li> <li>c) Language techniques for effect (emotive language, facts to support)</li> <li>d) Structural techniques used for effect.</li> <li>e) Consistently linked to purpose/task (think about the TAPS)</li> <li>f) Correct style/tone (think about the TAPS)</li> <li>g) Range of sentence types.</li> <li>h) Accurate punctuation.</li> <li>i) Range of punctuation for effect.</li> <li>j) Standard English and correct grammar.</li> <li>k) Ambitious vocabulary.</li> <li>l) Accurate spelling.</li> <li>m) Good eye contact</li> <li>n) Confident use of standard English</li> </ol> <p><b><u>What can I revise in preparation for this assessment?</u></b></p> <ul style="list-style-type: none"> <li>• Rehearse speech at home in front of an audience of one or more.</li> <li>• Learn your speech so you are not too reliant upon cue-cards and make eye contact with the audience.</li> </ul>

		<p>coherence and overall effectiveness</p> <ul style="list-style-type: none"> <li>✓ Paying attention to accurate grammar, punctuation and spelling</li> </ul> <p><b>Spoken English</b></p> <ul style="list-style-type: none"> <li>✓ Using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> <li>✓ Giving short speeches and presentations, expressing their own ideas and keeping to the point</li> </ul> <p>Participating in formal debates and structured discussions, summarising and/or building on what has been said</p>	
SUMMER	<p><b><u>William Blake Poetry</u></b></p> <p><b>Rationale:</b> This Scheme of Work aims to improve students' understanding of poetry, with an exclusive focus on the works of William Blake (who will be studied as an author in depth). Reading a selection of poems from his collection <i>Songs of Innocence</i> and <i>Songs of Experience</i>, students will be encouraged to gain an appreciation of Blake and his poetry, and to link their readings in relation to the social and biographical context through which it was produced. This unit is designed to introduce students to late-eighteenth century poetry in an accessible way, serving as a foundation through which they can build on their knowledge of pre-1914 poetry as part of further KS3 and KS4 studies. Through only studying eight poems (six learned, two unseen), the emphasis will be on facilitating student enjoyment and improving their research and close reading skills, without the pressure of rapidly covering a great number of poems. Through the two principal assessment methods, students will develop the skills necessary for approaching and analysing unseen poetry, with an opportunity for pupils to develop their comparative abilities to a GCSE standard.</p> <ol style="list-style-type: none"> <li>1. To recap on poetry.</li> <li>2. To learn to understand and explain explicit and implicit meanings.</li> <li>3. To learn to identify figurative language and explain its effect.</li> <li>4. To prepare for our unseen poetry Pre-Assessment.</li> <li>5. To prepare for our unseen poetry Pre-Assessment.</li> <li>6. To prepare for our unseen poetry Pre-Assessment.</li> <li>7. To learn the context surrounding William Blake and his poetry.</li> <li>8. To learn the biographical context surrounding William Blake and his poetry.</li> <li>9. To learn the social context surrounding William Blake and his poetry.</li> </ol>	<p><b>Reading:</b> <b><u>Love of reading/independent reading of challenging material through:</u></b> Poetry Historical period - Pre-1914 (late 18<sup>th</sup> century) <b>Read critically through:</b> Knowing how the following present meaning:</p> <ul style="list-style-type: none"> <li>✓ Language</li> <li>✓ Figurative language</li> <li>✓ Vocabulary choice</li> <li>✓ Text structure</li> </ul> <p>Recognising a range of poetic conventions and understanding how they have been used. Making critical comparisons across texts Studying a range of authors, including at least two <b>authors in depth</b> each year. <b>Understanding increasing challenging texts through:</b> Learning new vocabulary-using context and dictionaries-spellings/homework Making inferences and referring to evidence in texts Knowing the purpose, audience and context for writing to support comprehension Check understanding of texts to make sure what they have read make sense. <b>Writing:</b> <b><u>Write accurately, fluently, effectively and at length for pleasure and information through:</u></b> Well-structure formal expository essays. Writing poems. Notes for talks and presentations. Summarising and organising material, and supporting ideas with necessary factual detail. Applying their growing knowledge and of vocabulary, grammar, and text structure to their writing and listening to enhance the impact of their writing. <b>Plan, draft, edit and proof-read through:</b> Considering how writing reflects audience and purposes.</p>	<p><b><u>End of half term assessment</u></b></p> <p>The main purpose of the assessment is to examine students' ability to critically read an unseen poem, develop and sustain interpretation of the poem's meaning, and be able to analyse the language, form and structure used by the poet to create meaning and effects. <b>Success criteria:</b></p> <ol style="list-style-type: none"> <li>1. Clear reference to question focus</li> <li>2. Clear outline of your personal interpretation/reading.</li> <li>3. Evidence used - use of quotation.</li> <li>4. Quotation marks used.</li> <li>5. Capital letters for proper nouns.</li> <li>6. Clear explanation of evidence- how it links to question focus/inferences.</li> <li>7. Identified method used (or a specific word or phrase).</li> <li>8. Analysed the impact of the method used- feelings/ideas/connotations- use range of vocabulary to show understanding.</li> <li>9. Comparison between methods in both poems (if doing this question).</li> <li>10. Range of vocabulary to show understanding</li> </ol> <p><b><u>What can I revise in preparation for this assessment?</u></b> Please go to GCSE Pod (all students have a login – if this is unknown or forgotten, please contact the teacher) Watch the videos on unseen poetry:</p> <ul style="list-style-type: none"> <li>• How to tackle an unseen poem</li> <li>• Looking for patterns</li> </ul>

10. To explore the similarities and differences between Blake's *Songs of Innocence* and *Songs of Experience*.
11. To analyse 'The Lamb' and develop our own interpretations about the poem's meaning.
12. To analyse 'The Tiger' and develop our own interpretations about the poem's meaning.
13. To analyse 'The Chimney Sweeper' (*Songs of Innocence*) and develop our own interpretations about the poem's meaning.
14. To analyse 'The Chimney Sweeper' (*Songs of Experience*) and develop our own interpretations about the poem's meaning.
15. To analyse 'Holy Thursday' (*Songs of Innocence*) and develop our own interpretations about the poem's meaning.
16. To analyse 'Holy Thursday' (*Songs of Experience*) and develop our own interpretations about the poem's meaning.
17. To perform a dramatic reading of one of William Blake's poems from *Songs of Innocence* and *Songs of Experience*.
18. To develop our own interpretations of Blake's poetry and identify comparisons and contrasts with the methods that he uses.
19. To develop our own interpretations of Blake's poetry and identify comparisons and contrasts with the methods that he uses.
20. To prepare for your unseen poetry assessment.

### **Creative Writing – story writing**

**Aims** - In this unit work, pupils will be learning how to write and structure a story. They will be learning the four part structure of setting, character, problem/symbolism (which can go in any order) and end.

For setting, they will be learning a different structure to that learned in Year 7 for descriptive writing as this is writing a story. Therefore, they will focus on the 4ws (where, who, when, what), plus a teaser. For character, they will be covering the same zoom-in structure as they did for character in Year 7. For the problem / symbolism, they will focus on applying different symbols to different themes. Students will be taught that they can place the setting, character, problem / symbolism in any order to suit their story. They will be using a cyclical structure for the end, where they will end with the same focus as in the beginning paragraph.

Students will end the scheme of work with a focus on performance, where they will be doing a group performance of a silent film, focusing on: Use of symbolism, Actions, Facial

Amending vocabulary, grammar and structure of writing to enhance its overall effectiveness.

Paying attention to accurate

grammar, punctuation and spelling.

**Grammar and Vocabulary:**

Extending and applying the grammatical knowledge set out for Key Stages 1 and 2.

Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these in writing and speech.

Using Standard English confidently in their own writing and speech. Discussing reading, writing, and spoken language with precise and confident use of linguistic and literary terminology.

**Spoken English:**

**Speak confidently and effectively, including through:**

Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.

Giving short speeches and presentations, expressing their own ideas and keeping to the point. Participating in formal debates and structured discussions, including building on what has been said. Improvising, rehearsing and performing poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

1) Write accurately, fluently, effectively and at length for pleasure and information through:

1.1) Writing for a wide range of purposes and audiences, including:

a) well-structured formal expository and narrative essays

b) stories, scripts, poetry and other imaginative writing

1.3) Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form

1.4) Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

2) Plan, draft, edit and proof-read through:

2.1) Considering how their writing reflects the

- A framework for analysing unseen poetry
- The essay writing rules
- What will the examiner think
- Planning an answer
- Check and challenge

### **End of half term assessment**

To write a story based on a picture.

To perform a story without speech.

**Success criteria:**

1. Cyclical structure
2. Zoom structure for the person
3. Discourse markers
4. Sentence beginning with three adjectives / adverbs
5. Sentence starting with a simile
6. Metaphors, Similes, Personification, Onomatopoeia
7. Repetition
8. Interesting adjectives
9. Interesting verb choices
10. Senses
11. Listing
12. Short sentence for effect
13. Good vocabulary choices
14. Range of punctuation

	<p>expressions and body language, Props, Passing of time, Scene changes and Music. Students will be introduced to two silent films (The Clock Tower and MediaCity), plus a number of images to help inspire their writing and performance.</p> <p>They have previously focused on creative techniques during the poetry unit in Year 7 half term 1.1 and creative techniques and structure during the creative writing unit in Year 7 half term 3, so will be recapping and extending their use of language techniques and some structures in this scheme of work. In future units of work they can extend their knowledge of different structures for a creative response and experiment with these.</p> <ol style="list-style-type: none"> <li>1. To learn to describe and explain a film based on what you see and not hear.</li> <li>2. To learn how to structure a description of the setting.</li> <li>3. To learn to apply the zoom structure when describing a character</li> <li>4. To learn how to use symbolism when describing a problem in a story.</li> <li>5. To be able to write an effective ending, using a circular structure</li> <li>6. To learn to plan a story based on the child and Vulture picture, using the four-part structure</li> <li>7. To learn to plan a story based on a picture of a refugee, using the four-part structure</li> <li>8. To learn to plan a story based on a picture of a couple in love, using the four-part structure</li> <li>9. To learn to plan a story based on the picture of the coronavirus cruise ship, using the four-part structure</li> <li>10. To learn to plan a story based on the picture from The Pursuit of Happiness, using the four-part structure</li> <li>11. To learn to plan a story using the four-part structure</li> <li>12. To learn to write a story using the four-part structure</li> <li>13. To apply my learning so far this half term to write a story.</li> <li>14. To learn to plan the performance of a story without speech</li> <li>15. To learn to rehearse the performance of a story without speech</li> <li>16. To learn to perform a story without speech.</li> </ol>	<p>audiences and purposes for which it was intended</p> <p>2.2) Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</p> <p>2.3) Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.</p> <p>1) Speak confidently and effectively, including through:</p> <p>1.1) Using Standard English confidently in a range of formal and informal contexts, including classroom discussion</p> <p>1.4) Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p><b><u>What can I revise in preparation for this assessment?</u></b></p> <ul style="list-style-type: none"> <li>• Read novels and write down effective use of figurative language.</li> <li>• Learn how to spell impressive vocabulary choices (adjectives)</li> <li>• Try to include different sentence structures in writing e.g. sentences starting with two adjectives or two adverbs, sentences beginning with similes, questions and answer.</li> </ul>
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