



St George's School
English and Drama Faculty
Year 8 Curriculum Map for ENGLISH

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>THE BIG IDEAS & KNOWLEDGE <i>Overview of topics or key questions</i></p>	<p>Social Justice unit</p> <p>Examine and explore a range of different extracts all linked to different concepts related to social justice. Each week students will study different types of text as well as being given the opportunity to develop their own writing skills, adapting their style and tone to suit different forms.</p>	<p>Literary genres</p> <p>Within this scheme of work, we will be introducing the conventions of a number of genres including detective, bildungsroman, gothic and dystopian. Each week, we will consider a different genres and famous extracts from within this.</p>	<p>Writing in a genre</p> <p>To respond creatively to what has been studied and to study different styles of writing.</p>	<p>'Merchant of Venice' - Shakespeare study</p> <p>To explore a Shakespeare text. Reflect on key themes of prejudice and discrimination. Students will trace characters and the plot as well as explore contextual factors including life in Elizabethan England.</p>	<p>'Merchant of Venice' - Shakespeare study</p> <p>To explore a Shakespeare text. Reflect on key themes of prejudice and discrimination. Students will trace characters and the plot as well as explore contextual factors including life in Elizabethan England.</p>	<p>Poetry</p> <p>This scheme is designed to introduce students to the theme of conflict in its various forms across a range of poems. Students will develop personal responses to the poems, by reading critically and understanding how words and poetic techniques convey meaning.</p>
<p>SKILLS & STRATEGIES <i>Procedural knowledge, literacy and numeracy skills</i></p>	<p>Teaching students to identify purpose, audience, form and formality of texts.</p> <p>Writing skills including paragraphing, language devices and building key vocabulary.</p> <p>To engage students in reading a variety of different non-fiction texts.</p> <p>To develop speaking and listening skills.</p>	<p>Teaches students the context and style of different genres.</p> <p>Continue to develop analytical skills by using explanations and analysis to support understanding.</p> <p>Writing skills including paragraphing, language devices and building key vocabulary.</p> <p>To engage students in reading a variety of different literary texts.</p> <p>To develop speaking and listening skills.</p>	<p>Teaching students to identify purpose, audience, form and formality.</p> <p>To develop creative writing skills including paragraphing, language devices and vocabulary.</p> <p>To look at using different tones and styles in our writing.</p> <p>Consider the impact of techniques on a reader.</p>	<p>Building and embedding skills by exploring the PETER structure.</p> <p>Exploring a whole text through close level analysis as well as looking at the development of characters,</p> <p>Using contextual knowledge to build the understanding of the genre.</p> <p>Consider how drama texts impact the audience.</p>	<p>Building and embedding skills by exploring the PETER structure.</p> <p>Exploring a whole text through close level analysis as well as looking at the development of characters,</p> <p>Using contextual knowledge to build the understanding of the genre.</p> <p>Consider how drama texts impact the audience.</p>	<p>Develop deeper insight into key contextual factors that might have influenced writers in the creation of these poems.</p> <p>Continue to develop their written analytical skills in formal, academic paragraphs using evidence to support their ideas.</p> <p>Develop skills for exploring how a writer creates meaning.</p> <p>to write poetry, drawing on their knowledge of key themes and poetic techniques to produce their own take on the concept of conflict.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FEEDBACK <i>Noteworthy tasks and assessments</i>	<p>Written task: A persuasive letter</p> <p>Spoken language: A speech</p> <p>Reading tasks: responses to extracts looked at in class.</p>	<p>Reading task: an extract based analysis response (timed writing assessment)</p> <p>Spoken Language: Informally monitored through class discussion</p> <p>Written task: creative tasks completed through the prep project; short writing tasks</p>	<p>Writing task: Genre based opening (Timed Writing Assessment)</p> <p>Reading task: Responses to extracts read to help build students' own writing skills.</p> <p>Spoken language: Informally monitored through class discussion</p>	<p>Writing task: Informal and peer assessed responses to the play</p> <p>Reading Task: Character study on Shylock (Times Reading Assessment)</p> <p>Spoken Language: Informally monitored through class discussion</p>	<p>Writing task: Informal and peer assessed responses to the play</p> <p>Reading Task: Character study on Shylock (Times Reading Assessment)</p> <p>Spoken Language: Informally monitored through class discussion</p>	<p>Writing task: personal responses to poetry and to write their own original poem; Poetry analysis response</p> <p>Reading Task: assessment analysing how language creates meaning</p> <p>Spoken Language: Informally monitored in class discussion</p>
BREADTH <i>Opportunities, trips, wider reading, cultural capital</i>	<p>Opportunities to learn about different cultures and the history of different places.</p> <p>Opportunities to read texts that they might not be familiar with.</p>	<p>Contextual research completed both in class and as part of the prep project.</p> <p>Wider reading texts offered</p>	<p>Contextual research completed both in class and as part of the prep project.</p> <p>Wider reading texts offered as part of the prep project.</p> <p>Build knowledge of different types of detective fiction.</p>	<p>Build knowledge of key social issues including gender, sexuality and antisemitism.</p> <p>Opportunity through prep and in class learning for contextual research</p> <p>Opportunity to watch performances of the play.</p>	<p>Build knowledge of key social issues including gender, sexuality and antisemitism.</p> <p>Opportunity through prep and in class learning for contextual research</p> <p>Opportunity to watch performances of the play.</p>	<p>Exploration of different voices in poetry, covering race and gender and other a range of different conflicts.</p> <p>Year 8 poetry anthology</p> <p>Opportunity to watch recorded versions of poems and clips to help understand the context. .</p>
KEY VOCABULARY <i>Important words and phrases</i>	<p>Facts</p> <p>Opinions</p> <p>Rhetorical devices</p> <p>Statistics</p> <p>Triplets</p> <p>Simile</p> <p>Metaphor</p> <p>Alliteration</p> <p>The five senses</p> <p>Persuasive techniques</p>	<p>Detective</p> <p>Bildungsroman</p> <p>Romance</p> <p>Gothic</p> <p>Dystopian</p> <p>Science-fiction</p> <p>Narrative voice</p> <p>Tone</p> <p>Dialogue</p> <p>Authorial intent</p> <p>Context</p> <p>Genre</p> <p>Antagonist</p> <p>Protagonist</p> <p>Setting</p>	<p>Similes</p> <p>Metaphors</p> <p>Sensory language</p> <p>Pathetic Fallacy</p> <p>Conflict</p> <p>Exposition</p> <p>Resolution</p> <p>Narrative voice</p>	<p>Shakespeare</p> <p>Character</p> <p>Audience</p> <p>Stage direction</p> <p>Soliloquy</p> <p>Authorial intent</p> <p>Context</p> <p>Sympathy</p> <p>Empathy</p> <p>Message</p>	<p>Shakespeare</p> <p>Character</p> <p>Audience</p> <p>Stage direction</p> <p>Soliloquy</p> <p>Authorial intent</p> <p>Context</p> <p>Sympathy</p> <p>Empathy</p> <p>Message</p>	<p>Poetry</p> <p>Stanza</p> <p>Voice</p> <p>Tone</p> <p>Message</p> <p>Rhyme</p> <p>Rhythm</p> <p>Conflict</p> <p>Repetition</p> <p>Simile</p> <p>Metaphor</p>