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
THE BIG IDEAS & KNOWLEDGE *Overview of topics or key questions*	Literary genres 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.	Writing in a genre To respond creatively to what has been studied and to study different styles of writing.	Poetry 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.	'Merchant of Venice' - Shakespeare study 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.	'Merchant of Venice' - Shakespeare study 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.	Social Justice unit 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
SKILLS & STRATEGIES *Procedural knowledge, literacy and numeracy skills*	Teaches students the context and style of different genres. Continue to develop analytical skills by using explanations and analysis to support understanding. Writing skills including paragraphing, language devices and building key vocabulary. To engage students in reading a variety of different literary texts.	Teaching students to identify purpose, audience, form and formality. To develop creative writing skills including paragraphing, language devices and vocabulary. To look at using different tones and styles in our writing. Consider the impact of techniques on a reader.	Develop deeper insight into key contextual factors that might have influenced writers in the creation of these poems. Continue to develop their written analytical skills in formal, academic paragraphs using evidence to support their ideas. Develop skills for exploring how a writer creates meaning. to write poetry, drawing on	Building and embedding skills by exploring the PETER structure. Exploring a whole text through close level analysis as well as looking at the development of characters, Using contextual knowledge to build the understanding of the genre.	Building and embedding skills by exploring the PETER structure. Exploring a whole text through close level analysis as well as looking at the development of characters, Using contextual knowledge to build the understanding of the genre.	To develop speaking and listening skills. Teaching students to identify purpose, audience, form and formality of texts. Writing skills including paragraphing, language devices and building key vocabulary. To engage students in reading a variety of different non-fiction texts. To develop speaking and

			their knowledge of key themes and poetic techniques to produce their own take on the concept of conflict.	Consider how drama texts impact the audience.	Consider how drama texts impact the audience.	listening skills.

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

	Narrative voice Tone Dialogue Authorial intent Context Genre Antagonist Protagonist Setting	Resolution Narrative voice	Rhythm Conflict Repetition Simile Metaphor	Context Sympathy Empathy Message	Authorial intent Context Sympathy Empathy Message	Metaphor Alliteration The five senses Persuasive techniques