

Curriculum Map

Subject: English

Year: 8



	War & Conflict		A Journey into History	'Injustice & Inequality'
Term	Autumn 1 & 2	Spring 1	Spring 2	Summer 1 & 2
Weeks	13	6	6	13
Homework	<p><i>Every student in KS3 English has access to an online programme called Bedrock Vocabulary. This programme teaches vocabulary explicitly, whilst encouraging reading through a range of interactive activities where vocabulary is deliberately interwoven into a wide variety of aspirational, high quality and challenging fiction and non-fiction texts. This builds students' cultural capital, and expands their concept of the world at large, laying foundations for critical thinking and cultural awareness. Every student is expected to complete a minimum of two lessons every week and parents are able to monitor their child's progress with their own unique log in too. Students also have one written homework to support and consolidate classwork.</i></p>			
Reading logs and Library lessons	<p><i>Year 8 have reading logs that encourage the development of a reading habit and involve the parents in a reading partnership. They have a weekly reading task in the log and also log their reading time each week and get a parent/carer to sign off as part of homework. They also have a bi-weekly (once every two weeks) library lesson where book reading logs are discussed and monitored by teacher and new reading books chosen. They can also complete a lesson on Bedrock using the library computers.</i></p>			
Class Readers	<p>'Drowning Day by Anne Cassidy' A dystopian young adult novel bringing topical issues of climate change and class divide into discussion</p>		<p>'Darwin's Dragons' by Lindsey Galvin' An adventure novel set against the historical facts of Darwin's explorations aboard the HMS Beagle. Introduces elements of fantasy genre in preparation for Stardust in Autumn 1 of year 9</p>	
<p>Knowledge</p> <p>The intent is to create a reading rich curriculum With a focus on reading access, practice and enhancing reading ability. To teach model and scaffold pupils' reading so they become</p>	<p>'Boy 87' Ele Fountain</p> <p>Key Terms: Context, dictatorship, democracy, recurring motif, juxtaposition, ostracism, segregation, injustice, inequality, hierarchy, discrimination, symbolism.</p>	<p>War Poetry</p> <p>Key Terms: Rhythm, rhyme, syllables, stanza, simile, metaphor, couplet, imagery, jingoism, patriotism, conscription.</p>	<p>'Romeo & Juliet' William Shakespeare</p> <p>Key Terms: Soliloquy, act, scene, staging, lighting, pathetic fallacy, Globe Theatre, Elizabethan era, patriarchy, iambic pentameter, symbolism, contrast, unrequited love.</p>	<p>'Of Mice & Men' John Steinbeck</p> <p>Key Terms: Misogyny, destitute, nomadic, symbiotic relationship, derogatory, hierarchy, cyclical structure, ostracism, marginalisation.</p>

<p>strategic and knowledgeable readers. To nurture pupils' motivation to read with purpose and for pleasure. To foster a reading culture within and beyond the school gates.</p>				
<p>Skills</p> <p>The intent is to create a reading rich curriculum With a focus on reading access, practice and enhancing reading ability. To teach model and scaffold pupils' reading so they become strategic and knowledgeable readers. To nurture pupils' motivation to read with purpose and for pleasure. To foster a reading culture within and beyond the school gates.</p>	<p><u>READING:</u></p> <ul style="list-style-type: none"> ● Reading with some confidence and summarising content clearly. ● Explaining personal opinions.. ● Selecting appropriate evidence to support ideas. ● Making clear inferences. ● Beginning to understand how to explore multiple connotations of words with support. ● Possessing a confident understanding of the methods that writers use and the impact they have. ● Independently making links between text and context. <p><u>WRITING:</u></p> <ul style="list-style-type: none"> ● Developing vocabulary. 	<p><u>READING:</u></p> <ul style="list-style-type: none"> ● Reading mostly with confidence and summarising content clearly. ● Explaining and justifying opinions.. ● Selecting appropriate evidence to support ideas. ● Making clear and confident inferences. ● Beginning to understand how to explore multiple connotations of words with support. ● An awareness of a wider range of methods that writers use and the impact they have. ● Independently making links between text and context. ● Explaining writers' methods and effects 	<p><u>READING:</u></p> <ul style="list-style-type: none"> ● Reading mostly with confidence and summarising content clearly and confidently. ● Explaining and justifying opinions with clarity. ● Selecting and embedding appropriate evidence to support ideas. ● Making clear and confident inferences. ● Beginning to understand how to explore multiple connotations of words with support. ● An awareness of a wider range of methods that writers use and the impact they have. ● Independently making links between text and context. 	<p><u>READING:</u></p> <ul style="list-style-type: none"> ● Summarising content clearly and confidently. ● Explaining and justifying opinions. ● Selecting and embedding appropriate evidence to support ideas. ● Making confident and insightful inferences. ● Possessing a confident understanding of exploring connotations of words independently. ● Possessing a confident understanding of the methods that writers use and the impact they have. ● Independently making links between text and context with confidence. <p><u>WRITING:</u></p> <ul style="list-style-type: none"> ● Using enhanced and impactful vocabulary to express viewpoints.

	<ul style="list-style-type: none"> • Mostly accurate spelling, punctuation and grammar. • Gaining a confident understanding of tone, style and register. 	<p>WRITING:</p> <ul style="list-style-type: none"> • Widening vocabulary. • Mostly accurate spelling, punctuation and grammar. • Mostly possessing a confident understanding of tone, style and register. • Understanding how to emulate writers' poetic style and how to use figurative language effectively. • Writing is mostly organised coherently. 	<ul style="list-style-type: none"> • Explaining writers' methods and effects <p>WRITING:</p> <ul style="list-style-type: none"> • Widening vocabulary. • Accurate spelling, punctuation and grammar. • Beginning to understand the impact different punctuation has. • Possessing a confident understanding of tone, style and register. 	<ul style="list-style-type: none"> • Accurate spelling, punctuation and grammar. • Mostly understand the impact different punctuation can have and begin to utilise it in their own writing. • Possessing a confident understanding of tone, style and register and emulating this in their own writing. • Writing is organised coherently.
Key questions	Where do we see examples of injustice today? What actions can we take to bring about awareness and fight injustice? What similarities and/or differences do we notice in the injustice that characters face in the novel compared to today? Is war ever a solution for conflict?	What issues do poets raise about the consequences of war? How does the tone of war poetry change over time? What are the wider effects of war on individuals and in society?	What are the consequences of a patriarchal society? How can forgiveness and redemption be a way to resolve conflict? In what way can our emotions influence our actions? What wider message is Shakespeare conveying through this play? How has history influenced our presenter and how can it mould our future?	How are characters made to feel like outsiders? How does marginalisation of individuals still happen in society today? How and why is discrimination still deeply ingrained within our society?
Assessment	<ul style="list-style-type: none"> • Peer/self assessed mid unit test every 3 weeks. • Teacher assessed end of unit test covering knowledge of: plot, characters, key words, 	<ul style="list-style-type: none"> • Peer/self assessed mid unit test in week 3. • Teacher assessed end of unit test in week 5: approaching an unseen poem. 	<ul style="list-style-type: none"> • Research Project for a key historical event. • Peer assessed end of unit test based on a taught extract. 	<ul style="list-style-type: none"> • Peer/self assessed mid unit test every 3 weeks. • Teacher assessed end of unit test covering knowledge of: plot, characters, key words,

	retrieval of quotations and exploding a quote.			retrieval of quotations, exploding a quote and writing an analytical paragraph independently.
Literacy/ Numeracy/ SMSC/ Character	<p>In KS3, we teach a range of literature that develops students' spiritual development through discussion and debate. For example, the study of the texts such as 'Boy 87', 'Romeo & Juliet' encourage the discussion of childhood vs adulthood, the impact of our decisions on the wider society as well as developing the ability to empathise with characters. It enables students to take the opportunity to reflect on some of the topical issues we encounter within these texts and apply our discussions to issues they may be facing in their own lives.</p> <p>Creative writing and the study of poetry gives students the opportunity to reflect on their own beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experimental.</p> <p>Studying war poetry enables and conducting research projects on key historical events further provides an opportunity for students to appreciate British history and culture and gain an understanding of its development through time.</p> <p>We also give students the opportunity to speak in different contexts and regarding a range of different real-life issues, applying learning to careers and life after school. Debate is an important aspect of the subject, giving logical arguments with respect, rationality and thoughtfulness.</p>			
Enrichment opportunities and futures	<ul style="list-style-type: none"> - Globe theatre / London productions of Shakespeare's works. - Virtual tour of the Globe theatre. - Competitions to mark literary events: World Poetry Day, Roald Dahl Day, World Book Day. - Research project on the Elizabethan era. - Virtual author interviews during library lessons. <p><u>Futures</u></p> <p>Employability Skills: Formality of writing Literary analysis Time management Presentation skills Critical thinking Cultural capital Reading for meaning Debate</p>			

Self-management
Fluent/ Articulate communication skills

Career prospects:

Education

Human Resources

Public Relations

Business

Writer/ Novelist

Journalist

Communications

Civil Service

Librarian

Newspaper/ Print Journalism

Acting/ Theatre