

Year 8 Curriculum Map: English

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit Title & Assessment Task	<p>Growing up</p> <p>Writing –Short story writing.</p>	<p>Of Mice and Men– class reader</p> <p>Speaking and Listening – speech on an issue pupil feel strongly about e.g. sexism in the media.</p> <p>Reading – How is prejudice revealed in Chapter 4 of ‘Of Mice and Men’?</p>	<p>Whodunnit Poetry</p> <p>Speaking and Listening – Group Discussion. Mock trial of Porphyria’s Lover</p> <p>Reading – poetry comparison. Duffy/Armitage/ Browning</p>	<p>Whodunnit Fiction–</p> <p>Writing – Article. Should the Death Penalty be reinstated in Britain?</p>	<p>Hamlet</p> <p>Writing – Speech Writing (in character as Hamlet)</p>	<p>Hamlet</p> <p>Reading – Character evaluation - Hamlet</p> <p>Speaking and Listening –group evaluation of character of Hamlet</p>
Key Knowledge/ Skills	<p>Students will explore a range of both pre and 19th century through a thematic approach of Growing Up. Students will build on prior understanding of how writers create effective descriptions. Pupils will then utilise this knowledge to craft their own successful piece of writing.</p>	<p>Pupils will come to understand how people from different cultural backgrounds suffer economic hardships, discrimination and marginalisation. This links to the British value of tolerance. Pupils will form their own balanced opinions. They will utilise a speech format and style of language to express their point of view.</p>	<p>Pupils will develop their existing knowledge of poetic conventions (e.g. dramatic monologue, enjambment, caesura) through exploration and comparison of 19th century and modern poems. Through understanding context, pupils will understand how cultural conventions affect character and action.</p>	<p>Pupils will understand the key features of the detective fiction genre. This will include terms such as red herring, suspects, denouement. Language identification and analysis. Students will know the format of an article. This unit will build upon previous writing units to include a range of punctuation to create meaning.</p>	<p>Pupils develop an understanding of Elizabethan drama through studying the complex play, Hamlet and unpicking the psychological complexities of this character created by Shakespeare. Built into lessons will also be the explicit study of the rhetorical skills utilised in written speech writing.</p>	<p>Pupils will learn about the conventions of a tragic hero from both ancient Greek literatures, through Elizabethan conventions into more contemporary examples and apply this understanding to their evaluation. Pupils will be furnished with knowledge of the plot and character of Hamlet to evaluate his behaviour verbally.</p>

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Rationale:	Pupils will build on technical accuracy and descriptive writing skills explored in year 7 but will develop further through techniques such as speech and pathetic fallacy.	This scheme develops knowledge of appropriate purpose, audience and format alongside DAFORESTER language devices which is a key requirement for each piece of non-fiction writing in year 9.	This unit builds upon the notion of conflict. Pupils will develop comparison skills to explain HOW poets present the personas in different ways. Pupils will use formal courtroom spoken language in order to convict or exonerate the character.	This unit allows a focus on a particular genre of writing rather than a specific text. It prepares of the study of The Gothic in year 9. The school library will display detective fiction for pupils to enjoy at this time.	This unit introduces planning strategies, awareness of format, purpose and audience, DAFORESTER devices and builds upon year 7 and year 8 article writing foci.	After studying the whole play (a key skill at KS4 for “Macbeth” pupils can track the actions of a character across the whole text and begin to evaluate behaviour.
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