

English Y8 curriculum map				
Dates	Term 1	Three Weeks	Term 2	Term 3
Focus	Garbage King	The Power of Speech	The Gothic and Dracula	People and Places
Key Knowledge	<ul style="list-style-type: none"> - Understanding of author's contribution to the literary heritage and contextual factors that may have influenced him. - Knowledge of the key themes and how they link to both the context and the author's intentions -Understanding of how to write a reading exam response. -Understanding of how to write a writing exam response. -Key language and structural devices. -Literacy skills -<i>Garbage King</i> 	<ul style="list-style-type: none"> -Understanding of the power and importance of effective speaking and listening -Knowledge of different forms of speech -Knowledge and understanding of what makes an effective public speech -Knowledge of a range of persuasive and rhetorical devices -Knowledge of some of the most iconic speech through history to the present 	<ul style="list-style-type: none"> -Understanding of the Gothic as a literary genre and beyond. Understanding of Bram Stoker's contribution to the literary heritage and contextual factors that may have influenced him. -Knowledge of key gothic cultural, social, and religious beliefs and values. -Knowledge of key literary tropes and how they have evolved -Analysis of different critical viewpoints -Understanding of how to write a reading exam response. -Understanding of how to write a writing exam response. -Key language and structural devices. -Literacy skills. -<i>Dracula (Oxford Playscript)</i> -<i>Range of extracts from key gothic texts, including: Frankenstein, Wuthering Heights, The Tell Tale Heart and more</i> 	<ul style="list-style-type: none"> -Understanding of a range of poets and authors' contributions to the literary heritage and contextual factors that may have influenced them -Knowledge of key poetic techniques and language and structural devices -Understanding of what close analysis is and how to perform it -Understanding of how to approach an unseen poem/extract -Understanding of how to write a reading exam response. -Understanding of how to write a writing exam response. -Literacy skills. -The short stories and poems in the collection
Key Vocabulary & Concepts	<ul style="list-style-type: none"> -Narrative structure - tension -climax -anti-climax -narrative hook -perspective -empathy -cyclical structure -Ethiopian culture -powerful verbs -powerful adjectives - dialect -accent -semantic field -lexical choice 	<ul style="list-style-type: none"> -Audience -Purpose -Standard English -Colloquialism -Contradictory -Dialect -Idiolect -Emotive language -Rhetorical Question -Hyperbole -Imagery -Rule of Three -Personal pronouns -Anecdote -Repetition -Statistics -Quotations -Contrasts 	<ul style="list-style-type: none"> -Romanticism -genre -sublime -reality -fantasy -surreal -character -characterisation -symbolism -setting -plot -structure -stage-craft 	<ul style="list-style-type: none"> -Extended metaphor -Caesura -Semantic field -Enjambment -Repetition -Rhythm -Rhyme -Stanza -Syllables -Imagery -Metaphor -Simile -Structural patterning -Short line -Lexical choice

Key Skills	<p><u>READING – Assessment Objectives</u></p> <p>AO1 • Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO4 • Evaluate texts critically and support this with appropriate textual references.</p> <p><u>WRITING – Assessment Objectives</u></p> <p>AO5 • Communicate clearly, effectively and imaginatively, selecting and adapting style and register for different forms, purposes and audiences.</p> <p>AO6 • Use a range of vocabulary and sentence structures for purpose and effect, with accurate spelling and punctuation.</p> <p><u>SPOKEN LANGUAGE – Assessment Objectives</u></p> <p>AO7 - Present in a formal setting AO8 – Listen and respond appropriately to spoken language AO9 – Use spoken standard English appropriately</p>		<p><u>READING – Assessment Objectives</u></p> <p>AO1 • Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO4 • Evaluate texts critically and support this with appropriate textual references.</p> <p><u>WRITING – Assessment Objectives</u></p> <p>AO5 • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>AO6 • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><u>SPOKEN LANGUAGE – Assessment Objectives</u></p> <p>AO7 - Present in a formal setting AO8 – Listen and respond appropriately to spoken language AO9 – Use spoken standard English appropriately</p>	<p><u>READING – Assessment Objectives</u></p> <p>AO1 • Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO4 • Evaluate texts critically and support this with appropriate textual references.</p> <p><u>WRITING – Assessment Objectives</u></p> <p>AO5 • Communicate clearly, effectively and imaginatively, selecting and adapting style and register for different forms, purposes and audiences.</p> <p>AO6 • Use a range of vocabulary and sentence structures for purpose and effect, with accurate spelling and punctuation.</p> <p><u>SPOKEN LANGUAGE – Assessment Objectives</u></p> <p>AO7 - Present in a formal setting AO8 – Listen and respond appropriately to spoken language AO9 – Use spoken standard English appropriately</p>
Assessment Title	<p>READING: Analysis of an extract (modelled on AQA Lit paper 2 Q1) WRITING: Writing to argue (modelled on AQA Lang paper 2 Q5)</p>	<p>Perform a speech to your peers on a subject of your choice.</p>	<p>READING: Analysis of an extract (modelled on AQA Lit paper 1 Q1) WRITING: Descriptive writing based on an image stimulus (modelled on AQA Lang paper 1 Q5)</p>	<p>READING: Comparison of two poems from the cluster (modelled on AQA Lit paper 2 Q1) WRITING: Descriptive writing based on an image stimulus (modelled on AQA Lang paper 1 Q5)</p>

Homework	Weekly knowledge organiser homework	-Weekly knowledge organiser homework -Research for student speeches -Speech drafting and practice	Weekly knowledge organiser homework	Weekly knowledge organiser homework
Link to GCSE	- This is a circular curriculum so all the skills studied are those that are assessed at GCSE	-Knowledge and practice for The Spoken Language Endorsement component of English Language GCSE -Exposure and exploration to wide range of non-fiction topics and the form of speech writing (English Language Paper 2)	- Study of a British literary heritage text - Links to GCSE and A-Level texts (plays and gothic influences) - This is a circular curriculum so all the skills studied are those that are assessed at GCSE	- Study of British literary heritage texts - Link to GCSE poetry study - This is a circular curriculum so all the skills studied are those that are assessed at GCSE