



Curriculum Map for English Year 8

YEAR 8	Autumn 1 & 2
Topics	Pigeon English
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none">• Understanding links between texts and contexts.• Developing an initial understanding of purpose and authorial intent.• Developing an awareness of narrative elements e.g. characterisation and plot.
Disciplinary Knowledge – How The Knowledge Taught Is Applied	<ul style="list-style-type: none">• Applying skills of narrative writing in own writing.• Ability to identify, comment on and discuss writer methods (language and structure).• Making clear inferences.• Responding in the style of Statement, Quotation, Inference (SQI) paragraphs.
Skills	<ul style="list-style-type: none">• Communication and Oracy• Empathy• Challenging Racism and Prejudices• Reading• Writing - Analytical & Imaginative• Inference• Understanding Different Perspectives• Authorial Intent• Applying Context• Spelling, Punctuation & Grammar
Links To Prior Learning	<ul style="list-style-type: none">• Retrieving skills and knowledge from the Year 7 curriculum:<ul style="list-style-type: none">- Fairy Tales- Animal Farm- Culture Poetry- Children Across Time
Literacy/ Numeracy	<ul style="list-style-type: none">• The text is accessible and engaging, promoting a love for reading and creates interest in English.• Students familiarise themselves with different dialects.
Cross Curricular	<ul style="list-style-type: none">• Links to History and Geography as students explore context of the text.• Students develop an understanding of the wider world by learning about other cultures, backgrounds, traditions, beliefs, customs and dialects.• Students make wider links to society and media when looking at non-fiction writing and real-life events that are also portrayed in the book e.g knife crime, gangs and violence.
Assessment	Formative: <ul style="list-style-type: none">• SIR 1 - Choice between descriptive writing and creative writing.• SIR 2 - Language and structure analysis and how both add to the tension in the book Summative: Extended Writing <ul style="list-style-type: none">• Commentary on the dangers of growing up today with specific references to the book.

YEAR 8	Spring 1	Spring 2
Topics	War Poetry	Myths and Legends
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • A deepened understanding of poetry terminology and writer’s methods. • Develop contextual knowledge. • Understand text purpose and authorial intent. 	<ul style="list-style-type: none"> • Mythology Conventions • Cultural Relevance of Myths • Narrative Plot • Narrative Elements • Key Vocabulary
Disciplinary Knowledge – How The Knowledge Taught Is Applied	<ul style="list-style-type: none"> • Explain and discuss the impact of context on text and on authorial intent. • Recognise and understand a range of perspectives. • Able to identify, comment on and discuss writer methods in poetry in greater detail. • Apply knowledge of poetry to own writing, including creative writing. 	<ul style="list-style-type: none"> • Develops cultural capital of students as they are exposed to a variety of perspectives from different cultures. • Students will learn to consider themes and morals and use evidence to make relevant comments. • Figurative language.
Skills	<ul style="list-style-type: none"> • Write and Analyse Own Poetry • Analysing Quotes in More Depth • Develop an Understanding of Purpose, Persuasive Techniques and Authorial Intent • Use Poetry Techniques Effectively in Own Writing • Write Clear Analytical Responses That Analyse Techniques and Writer’s Methods in Greater Detail • Spelling, Punctuation and Grammar 	<ul style="list-style-type: none"> • Develop Writing Skills - Particularly Writing for Purpose and Effect • Evaluative Analysis • Creative Writing • Reading Skills • Analysing Characterisation and Developing This Skill in Own Writing • Spelling, Punctuation and Grammar
Links To Prior Learning	<ul style="list-style-type: none"> • Continue to develop creative writing skills, particularly in regard to the application of techniques. • Continue to develop analytical and critical writing through practise of close analysis, extended writing tasks and detailed discussions. 	<ul style="list-style-type: none"> • Building on figurative language understanding from previous unit poetry study. • Utilising characterisation initially developed.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Students continue to develop their writing skills, especially in regard to organisation of thoughts and ideas during analysis tasks. • Discussions build on oracy skills and encourage confidence in speaking. • Students develop an understanding of patterns, pace, rhythm and meter in poetry. 	<ul style="list-style-type: none"> • Time Periods - Passage of Time • Narrative Plot Graph - Freytag's Pyramid
Cross Curricular	<ul style="list-style-type: none"> • Self-evaluation and goal setting. • Consider the long-lasting impact of events on individuals (including traumatic events). • Develop an understanding of historical contexts and links between texts and contexts. 	<ul style="list-style-type: none"> • Students will learn to consider themes and morals and use evidence to make relevant comments. • Developing overall communication and oracy skills.

Assessment	<p>Formative:</p> <ul style="list-style-type: none"> SIR 1 - Students respond to a series of questions on 'The Butterfly' by Pavel Friedman. These questions focus on identifying information, understanding patterns and linking texts to contexts. SIR 2 – 'How does the poem use language to present the speaker's feelings about war?' Students are given a choice of two poems for this task. <p>Summative:</p> <ul style="list-style-type: none"> End of Term - Students are tasked with either an analytical response on either 'Children of Rwanda' or 'Non-Combatants'. 'How does the poem present the legacy and impact of war?' Both tasks focus on the legacy and impact of war. 	<p>Formative:</p> <ul style="list-style-type: none"> SIR 1 - Evaluative Reading SIR 2 - 'Create Your World' - Creative Writing - Setting <p>Summative:</p> <ul style="list-style-type: none"> End of Term - 'Write a completed Myth' utilising all planning material which has built throughout unit.
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YEAR 8	Summer 1 & 2	
Topics	Noughts and Crosses	
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> SQI Paragraph Structure Plot Structure Theme, Characterisation, Setting and Narrative Voice Short Story Elements and Terminology 	
Disciplinary Knowledge – How The Knowledge Taught Is Applied	<ul style="list-style-type: none"> Applying skills of narrative writing in own writing. Ability to identify, comment on, and discuss writer methods (language and structure). 	
Skills	<ul style="list-style-type: none"> Dramatic Techniques/Devices/Terminology Reading Skills Analysis Skills Linked to Perspective and Purpose Poetry Terminology and Techniques Authorial Intent Applying Context Spelling, Punctuation and Grammar 	
Links To Prior Learning	<ul style="list-style-type: none"> Understanding of Self and Others Aspirational Thinking Communication Global Citizenship Writing Skills Nurture Confidence Empathy and Compassion Mix of Experience 	
Literacy/ Numeracy	<ul style="list-style-type: none"> Students continue to develop their writing skills, especially in regard to organisation of thoughts and ideas during analysis tasks. Discussions build on oracy skills and encourage confidence in speaking. Students develop an understanding of intrapersonal communication. 	

Cross Curricular	<ul style="list-style-type: none">• Communication and Oracy• Empathy and Sympathy• Challenging Racism• Coercion and Gang Initiation• Reading• Writing
Assessment	Formative: <ul style="list-style-type: none">• SIR 1 – 'How is the character of Lynette/Jude presented at different stages in the novel?'• SIR 2 – 'How are social justice issues explored in this novel?' Summative: <ul style="list-style-type: none">• 'Create your own Dystopian short story.'