



## Bishop Stopford's School

### Curriculum Map Year 8

### ENGLISH

Curriculum Intent: To inspire every student to engage in lessons and want to explore the curriculum beyond the classroom

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	<ul style="list-style-type: none"> <li>• <b>Oliver Twist</b> Why? Provide students with the knowledge to understand and further investigate the context of Victorian Britain and also connections to moral and spiritual values.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Romeo and Juliet</b> Why? To further define understanding and enjoyment of Shakespearean context and methods.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>War Poetry</b> Why? Development of a wider understanding of conflict in terms of war but also cultural identity.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Murder Mystery short stories</b> Why? To build on evaluation skills from Year 7 (Summer Term 1). To explore and enjoy texts from Victorian era such as Arthur Conan Doyle.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Animal Farm</b> Why? To introduce concepts around class and social systems and to engage students by exploring a novel through the use of obscure narration and extended metaphor.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Theme Parks</b> - Non fiction writing and speaking and listening; <b>Why?</b> To develop transactional writing skills alongside oracy.</li> </ul>
Core Skills	<ul style="list-style-type: none"> <li>• Analysis of authorial methods used to create effects</li> <li>• Numerical Skills - charts/tension graphs etc.</li> <li>• Literacy Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of connections between text and context</li> <li>• Numerical Skills - charts/tension graphs etc.</li> <li>• Literacy / oracy and drama Skills inc role-play</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of language and structural devices</li> <li>• Inference and interpretation</li> <li>• Evaluation</li> <li>• Literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation</li> <li>• identification of themes, ideas, settings and events</li> <li>• Literacy Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of connections between text and context</li> <li>• Numerical Skills - charts/tension graphs etc.</li> <li>• Literacy / oracy and drama Skills inc role-play</li> </ul>	<ul style="list-style-type: none"> <li>• Oracy - self and group presentations/speeches/ role-play</li> <li>• Use of linguistic and structural devices for effect</li> <li>• Literacy Skills</li> </ul>
Core Knowledge	Understanding the ways in which Dickens uses linguistic and structural devices to create effects for the audience. Developing how to analyse the effect of the writer's methods.	Understanding texts at literal and implied levels and linking the meaning of texts to writers' use of context to convey messages to the audience.	Understanding texts at literal and implied levels and linking the meaning of texts to writers' use of language and structural methods.	Consolidate knowledge of how writers use setting, ideas, themes and events to entertain readers. Practice ability to critically evaluate effectiveness of writers' use of methods.	Understand the concepts of class, equality and inequality, power, control and corruption. Improve identification of literal and implied meaning within text and the ability to make connections between this and the context of texts.	Understand how to write a variety of non-fiction texts to coincide with the design of a new theme park ride i.e. article promoting the ride, safety instructions, letter to shareholders, leaflet advertising the ride etc.
Assesment & Feedback	Formative assessment of extract from the play where students explore how Dickens presents a character within an extract followed by DIRT of teacher feedback and Summative Assessment - same format as the formative but with a different extract. Self and Peer assessment of classwork too.	Formative assessment - analysis of extract from the play with focus on how Shakespeare makes connections between characters/theme and the Elizabethan context. Students will complete a DIRT task afterwards and then a Summative which assess the same skill but with a different extract from another part of the play. Also in class self and peer assessment.	Formative assessment - analysis of how poet has used language and structure to convey meaning for the reader followed by DIRT. Summative assessment - assesses same skill but with a different poem. In class self and peer assessment too.	Formative assessment - Evaluation of how writer has used specific methods to create effects within an extract followed by DIRT. Summative assessment - assesses same skill but with a different extract from another short story. In class self and peer assessment too.	Formative assessment - analysis of extract from the play with focus on how Orwell makes connections between characters/theme and the context of the novella. Students will complete a DIRT task afterwards and then a Summative which assess the same skill but with a different extract from another part of the novella. Also in class self and peer assessment.	Formative assessment - Transactional writing piece followed by DIRT (Directed Improvement Reflection Time) of teacher feedback and Summative assessment - second Transactional writing piece. Both assessments use concepts and ideas from the scheme as stimulus. Also self and peer assessment of classwork and speaking and listening tasks.
Link to prior learning	Year 7 Autumn Term 2 and Spring Term 1	Year 7 Autumn Term 2	Year 7 Spring Term 1	Year 7 Summer Term 1	KS2 knowledge of social constructs and ideas around equality, justice and fairness.	Year 7 Spring Term 2