



Curriculum Map

Subject: English

Year group: Year 8

	Autumn 1	Autumn 2	Spring 1	Summer 1
Content <i>Declarative Knowledge – ‘Know What’</i>	Boys Don’t Cry Coming of Age Key Terms Perspective Relationships Prejudice Sexuality Masculinity Tolerance Social expectation	Short Stories Structuring Tension Key Terms Dialogue Exposition Denouement Escalating tension Narrative perspective Sympathetic character	Dystopia Allegory and Context Key Terms Propaganda Censorship Totalitarian Surveillance Dictatorship Communism Revolution Foreshadow	Romeo and Juliet Tragedy Key Terms Dialogue Prologue Catharsis Fate and destiny Fatal Flaw Irony Stage direction Soliloquy
Skills <i>Procedural Knowledge – ‘Know How’</i>	Read for meaning and understand different viewpoints Analyse Blackman’s craft including language and structure Consider how genre is built Consider a writer’s craft and purpose Craft their own writing using language methods	Read for meaning and understand different viewpoints Analyse writers’ craft including language and structure Consider how genre is built Consider a writer’s craft and purpose Craft their own writing using a variety of language methods	Read for meaning and understand different viewpoints Analyse Orwell’s craft including language and structure Consider the complex themes within the novel, focusing on how a dystopian society is created Understand historical context and how this shapes meaning Craft their own language using propaganda techniques Perform their writing with confidence	To become familiar with Shakespeare’s language and context Consider Shakespeare’s craft and purpose Consider characters from an historical perspective To understand conventions of tragedy To understand conventions of stagecraft To understanding how to craft their own script To be able to produce writing which clearly fits the genre



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	Craft their own writing considering use of structure Be able to produce writing which clearly fits genre	Craft their own use of structure be able to produce writing which clearly fits genre		
Key Questions	How are prejudice and social expectation presented in the novel? How is does the structure of the novel affect its reception?	How is suspense writing constructed by a writer? How do I successfully construct a voice in my writing?	How does context influence how a text is received (both at point of production and reception)? How can allegory be used by writers to convey a message? How are layers of meaning structured?	What are the conventions of tragedy? How does Shakespeare use the conventions of tragedy in Romeo and Juliet? How does Shakespeare use stereotype to construct and develop characters?
Assessment	How is the character of Dante presented in Boys Don't Cry? How does Blackman explore the theme of mental health in Boys Don't Cry?	Write a short suspense story titled 'The Gift'	How does Orwell create the pigs' rise to power? In the end, there is little difference between Napoleon and Farmer Jones. To what extent do you agree? The Pigs Have Taken Over - and they are just as bad a humans. Writing as a farm animal, write an article in which you persuade the other farm animals to overthrow the pigs.	How does Shakespeare engage the audience at the beginning of the play? How is tension created in Act 5, scene 5 of Romeo and Juliet?
Literacy/Numeracy/SMSC/Character	Students develop literacy skills through a variety of reading and writing activities. The	Students develop literacy skills through a variety of reading and writing activities.	Students develop literacy skills through a variety of reading and writing activities. The texts tackles a variety of social, moral, spiritual and cultural issues that students explore through allegory.	Students develop literacy skills through a variety of reading and writing activities. Social, moral and cultural ideas and attitudes are explored through the play. There is much focus on social



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	<p>topic of the core text takes them through different social, moral, and cultural perspectives. They are offered the opportunity to place themselves and their perspective within discussion.</p>	<p>Exploration of characters and different settings guide students through different moral questions. Understanding their own perspective on these challenges helps students to develop their character.</p>	<p>Students' reflection on different characters' actions helps to clarify different characteristics that play out in different power structures.</p>	<p>stereotyping and prejudice which drive the tragedy. Students have the opportunity to develop confidence in public speaking in the final speaking and listening assessment.</p>
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