

English – Year 8 Curriculum Map

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p>Term 1 / 2 The Gothic Genre</p> <ul style="list-style-type: none"> • Conventions of the Gothic Genre. • Conventions of narrative writing. • Conventions of descriptive writing. • Conventions of monologues. • Writers’ methods. • Characterisation. • Features of effective performance. 	<ul style="list-style-type: none"> • Understanding of narrative writing. • Understanding of descriptive writing. • Understanding of characterisation. • Understanding features of effective performance. 	<ul style="list-style-type: none"> • Summative assessment of ability to produce a descriptive monologue. • Formative assessment of ability to perform their monologue. 	<ul style="list-style-type: none"> • To demonstrate ability to produce a narrative piece of writing, employing a range of devices to convey information. • To demonstrate ability to perform a monologue with confidence so as to elicit an audience’s engagement.
<p>Term 1 / 2 Shakespeare: <i>A Midsummer Night’s Dream</i></p> <ul style="list-style-type: none"> • The life and times of William Shakespeare. • Writers’ methods. • Analytical vocabulary. • Analytical writing. 	<ul style="list-style-type: none"> • Understanding of the life and times of William Shakespeare. • Understanding of how to analyse texts and produce written analysis. 	<ul style="list-style-type: none"> • Summative assessment of how the writer uses language to convey meaning. • Follow-up to baseline reading test. • Follow-up to baseline spelling test. 	<ul style="list-style-type: none"> • To demonstrate understanding of the life and times of William Shakespeare. • To demonstrate ability to analyse how writers use language to make meaning. • To demonstrate ability to link analysis to the social and historical context.

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<p>Term 3 / 4 Diverse Short Stories</p> <ul style="list-style-type: none"> • Conventions of story-telling. • Conventions of short-stories. • Conventions of monologues. • Writers’ methods. • Characterisation. • Features of effective performance. 	<ul style="list-style-type: none"> • Understanding of conventions of story-telling. • Understanding of conventions of short-stories. • Understanding of conventions of monologues. • Understanding of writers’ methods. • Understanding of characterisation. 	<ul style="list-style-type: none"> • Summative assessment of ability to produce a descriptive monologue. • Formative assessment of ability to perform their monologue. 	<ul style="list-style-type: none"> • To demonstrate ability to produce a narrative piece of writing, employing a range of devices to convey information. • To demonstrate ability to perform a monologue with confidence so as to elicit an audience’s engagement.
<p>Term 3 / 4 Romantic Poetry</p> <ul style="list-style-type: none"> • The social and historical context of the Romantic period • Conventions of poetry. • Conventions of Romantic poetry. • Poetry terminology. • Writers’ methods. • Analytical vocabulary. • Analytical writing. 	<ul style="list-style-type: none"> • Understanding of conventions of poetry. • Understanding of poetry terminology. • Understanding of writers’ methods. • Understanding of how to analyse texts and produce written analysis. 	<ul style="list-style-type: none"> • Summative assessment of ability to analyse a poem. 	<ul style="list-style-type: none"> • To demonstrate understanding of the conventions of Romantic poetry. • To demonstrate ability to analyse how writers use language to make meaning.
<p>Term 5 / 6 Class Novel</p> <ul style="list-style-type: none"> • Conventions of story-telling. • Writers’ methods. • Characterisation. • Setting. • Structure. 	<ul style="list-style-type: none"> • Understanding of conventions of story-telling. • Understanding of writers’ methods. • Understanding of characterisation. • Understanding features of effective performance. 	<ul style="list-style-type: none"> • Summative assessment of ability to analyse an excerpt from a novel. 	<ul style="list-style-type: none"> • To demonstrate ability to analyse how writers use language to make meaning.

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<p>Term 5 / 6 Speeches Across Time</p> <ul style="list-style-type: none">• Conventions of speeches.• Knowledge of rhetorical techniques and strategies.• Knowledge or appropriate tone and register.• Features of effective speech delivery.	<ul style="list-style-type: none">• Understanding of writers' methods.• Understanding features of effective performance.	<ul style="list-style-type: none">• Summative assessment of how the writer uses to language to convey meaning.	<ul style="list-style-type: none">• To demonstrate ability to analyse how writers use language to make meaning. To• demonstrate ability to deliver a speech with confidence so as to elicit an audience's engagement.
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