

## English – Year 8 Curriculum Map

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

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

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