



# Curriculum Map



Subject: English

Year group: 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p><b>The Art of Rhetoric</b></p> <p>What is rhetoric? What is the Aristotelian triangle? What is meant by ethos, pathos and logos? How can I use persuasive methods to develop rhetorical appeal?</p> <p><b>Key terminology</b> Rhetorical appeals, ethos, logos, pathos, anecdote, antithesis, rhetorical question, propaganda, discourse marker, identify, infer, analyse, describe, evaluate, explain.</p>	<p><b>Introduction to Dickens</b></p> <p>Who was Dickens? What influenced Dickens to write? What methods did Dickens use to create interesting stories with moral messages?</p> <p><b>Key terminology:</b> Industrial revolution, pastoral literature, imagery, affluence, social injustice, context, stereotype, anti-semitic, denounce, identify, infer, analyse, describe, evaluate, explain.</p>	<p><b>Introduction to the Gothic</b></p> <p>What is the Gothic? What are the key conventions of Gothic? How do writers instil a sense of fear in the reader? How is mood and atmosphere created in Gothic texts?</p> <p><b>Key terminology:</b> The gothic, gothic features, gothic settings, obscurity, pathetic fallacy, gothic monsters, gothic women, suspense, simple, compound and complex sentences, independent clause, single word sentence.</p>	<p><b>Drama: Frankenstein</b></p> <p>Who is Frankenstein? What is the nature vs nurture debate? What key themes are explored in the play?</p> <p><b>Key terminology:</b> prologue, creature, hideous, expedition, survival, arctic, corpse, suspicion, horrified, laboratory, conflicted, judgement, appearance, pity, isolated, revenge, stage direction, prejudice.</p>	<p><b>Poetry: Disturbed Minds</b></p> <p>What does it mean to have a ‘disturbed’ mind? How do poets express emotions in poetry? What are poetic devices and how are they different from other devices? What is a dramatic monologue?</p> <p><b>Key terminology:</b> Dramatic monologue, Persona,</p>	<p><b>Novel Study: Stone Cold</b></p> <p>What is homelessness? What drives people to become homeless? What help is there for homeless people? What is a dual narrative? What is the writer’s overall message?</p> <p><b>Key terminology:</b> Dual narrative, authorial intent, Injustice, Hopelessness, Exploitation, Vulnerability Prejudice</p>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Understanding and application of persuasive devices (DAMPFORREST) at sentence and paragraph level.</p> <p>Understanding and application of the three rhetorical appeals at whole text level.</p> <p>Using appropriate formality for audience and purpose.</p>	<p>Identify a writer’s message and purpose for writing.</p> <p>Understand that writers use specific methods to share their message.</p> <p>Identify and analyse the methods used by Dickens to share his moral message.</p>	<p>Identify methods used by writers of Gothic literature to establish mood, setting or character.</p> <p>Write using the conventions of the Gothic genre including pathetic fallacy, the obscure and uncanny.</p> <p>Create effective story openings that establish mood and setting</p>	<p>Making claims about a character and supporting this using appropriate evidence.</p> <p>Analysing writers’ methods at word, sentence and whole text level.</p> <p>Continuing to develop character tracking in order to develop a critical viewpoint about a character.</p>	<p>Demonstrate understanding of a poem’s persona and their intentions and emotions.</p> <p>Developing transformative writing skills.</p> <p>Exploring writing with empathy.</p> <p>Revisiting and refining descriptive writing skills taught in previous writing units.</p>	<p>Making claims about a character and supporting this using appropriate evidence.</p> <p>Analysing writers’ methods at word, sentence and whole text level.</p> <p>Continuing to develop character tracking in order to develop a critical viewpoint about a character.</p>



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<b>Assessment</b>	<p><b>Persuasive Writing</b></p> <p>Write a persuasive speech expression your view about the following statement: War is pointless.</p>	<p><b>Analytical writing</b></p> <p>How does Dickens use language to present the character of Bill Sykes?</p>	<p><b>Narrative Writing</b></p> <p>To write the opening of a Gothic story.</p>	<p><b>Analytical Writing</b></p> <p>Who is to blame for Elizabeth's death?</p>	<p><b>Narrative Writing</b></p> <p>To write a monologue from the perspective of the snowman in the poem Stealing.</p>	<p><b>Analytical Writing</b></p> <p>How does Swindells create sympathy for the homeless?</p>
<b>Literacy/Numeracy/ SMSC/Character</b>	<p><b>Literacy focus:</b> Topic sentences, paragraphing, sentence structure and punctuation. Oracy and presentation skills.</p> <p><b>SMSC/Character:</b> How do we encourage others to trust, believe and value our own ideas?</p>	<p><b>Literacy focus:</b></p> <p><b>SMSC/Character:</b> How can we help to solve social issues through use of voice? What social issues from Dickens' time still exist today? How can we support those less fortunate than ourselves? What is tolerance?</p>	<p><b>Literacy focus:</b> Use of a wide range of punctuation for effect. Use of ambitious and well chosen vocabulary.</p> <p><b>SMSC/Character:</b> How do we respond to fear? How do we respond to the unfamiliar and unknown?</p>	<p><b>Literacy focus:</b> Use of conjunctions to present an argument. Topic sentences. Proofreading, drafting and rewriting.</p> <p><b>SMSC/Character:</b> What does it mean to be human? Are people born evil? How do we respond to people who are different from ourselves?</p>	<p><b>Literacy focus:</b> Planning Proofreading Drafting and rewriting.</p> <p><b>SMSC/Character:</b> How should we cope with emotions? How do we make the right decisions? How do we support others who might be struggling? What does it mean to be moral?</p>	<p><b>Literacy focus:</b> Reading comprehension. Writing coherently and with clarity. Discourse markers</p> <p><b>SMSC/Character:</b> Why is life difficult for homeless people? Who is responsible for the homeless? Where can people go to seek support? Why do people become homeless?</p>
<b>Rationale &amp; Links to learning</b>	<p>Building on skills from Year 7 Shakespeare unit on influencing an audience but with a focus on persuasive devices and speeches rather than performance texts.</p>	<p>Building on analytical skills learnt in year 7. Considering purpose for writing applying understanding of purpose from Autumn 1 to Dickens' work.</p>	<p>Building on from the Dickens' unit, developing skills of reading complex Victorian texts.</p>	<p>Builds on from the previous Gothic unit, developing understanding of the genre.</p> <p>Development of understanding themes</p>	<p>Initial study of poetry focusing on engaging and interesting characters in poems. Students will continue to develop critical responses to texts verbally.</p>	<p>Another opportunity for students to read a whole text, exploring similar themes and ideas in previous units studied, such as Frankenstein,</p>



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	First opportunity for students to transfer skills from previous units into non-fiction writing.	Developing depth of understanding about author's intent and methods.	Continuation on focus of writers' intention and methods.  Building on creating mood from Year 7 Introduction to Shakespeare unit, but writing in a different format.	within a text, specifically Gothic texts.  Opportunity to revisit knowledge relating to stagecraft.	Focusing on moral issues and ideas about what makes someone good or evil, building on from the Frankenstein unit.	Disturbed Minds and The Tempest.
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