CURRICULUM MAP Year 8

English



								EOY Assessment Point
							HT6:	HT1 – HT6
				HT4:	Assessment Point: Summative or AFL	AFL intent: Romeo and dullet s of (2) NC: Studying high quality works by Shakespeare. (Whole text) NC: Studying plot and	both formal and informal contexts.	Key Disciplinary Knowledge
HT1: <u>Overarching unit</u>	HT2: Overarching unit intent:	Summative or AFL Verarching unit intent:	Overarching unit intent: Non-fletion reading NC: Use English of their own NC: Learning new NC: Draw	Overarching unit intent: Writing to argue and persuade NC: Use Standard English confidently in their own writing. NC: Drawing on new	HT3 and HT4 (with elements of HT1 and HT2) Key disciplinary knowledge Writing assessment			Reading assessment Shakespeare character / theme analysis from R&J. Speaking and Listening Discussion focusing on an analysis of a
intent: A Christmas Carol NC: Develop an appreciation and love of reading and read increasingly challenging material independently. NC: Understand increasingly challenging texts. NC: Read critically.	NC: Write accurately, fluently, effectively and at length for pleasure and information throughformal letters [to authors / writers / poets]	Reading Assessment: Analysis of character or theme in the novel. Writing assessment: to create a formal letter to a writer; shaping language, structure and tone to suit audience and purpose. Reading assessment: analysis of one or	vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries NC: making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing	vocabulary and grammatical constructionsuse consciously in their own writing to achieve particular effects. NC: Plan draft, edit and proof reading. NC: Write effectively for a range of purposes and audiences.	Write a speech in response to a statement. Reading assessment: analysis of a nonfiction text. Speaking and Listening: Presentation of the etymology of a given	NC: Understanding how the work of dramatists is communicated effectively through performance. INTERLEAVING: Shakespeare extracts and poetry (Y7)	NC: Consider how writing reflects audiences and purposes. NC: Write accurately, fluently and effectively. INTERLEAVING — Short stories (Y7)	Greek myth. Key Concepts Reading Writing Speaking and Listening Career Links Historian Actor Director
(Whole book) INTERLEAVING — Gothic (Y7); Context (Y7) The Woman in Black (Y7)	NC: To develop an appreciation and love of poetry. NC: Read critically through recognising a range of poetic conventions. NC: Make critical comparisons across texts.	comparison of two multicultural poems. Speaking and Listening: improvising, rehearsing and performing poetryusing intonation, tone, volume, mood, silence, stillness and action to add impact. Key Concepts Reading Writing Speaking and Listening	and drawing on this knowledge to support comprehension. NC: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning NC: Reading a wide range of fiction and	nc: To develop an appreciation of the development of the English language. NC: Notes and polished scripts for presentation. NC: To understand increasingly complex texts. NC: Consolidate and build on their knowledge	word. Key Concepts Reading Writing Speaking and Listening Career Links Speech Writer Script Writer Law Historian Journalist			



INTERLEAVING – Poet (Y7)		nonfiction through extracts.	of grammar and vocabulary.		
	Novelist	NC: Summarising and			
		organising material			
		Supporting ideas and			
	8	arguments.			
		NC: Write accurately,			
		fluently and effectively			
	i i	in a range of genres.			
		INTERLEAVING -			
		Exploring Contexts			
		(Y7)			