

CURRICULUM MAP

Year 8

English



ST JAMES'
CATHOLIC HIGH SCHOOL

							EOY Assessment Point	
							HT6:	
							Overarching unit intent: Justice and Morality	
							HT5	
							Overarching unit intent: Romeo and Juliet	
							Assessment Point: Summative or AFL	
							HT4:	
							Overarching unit intent: Female Voices: Non-fiction reading	
							HT3:	
							Overarching unit intent: Greek Mythology	
							HT2:	
							Assessment Point: Summative or AFL	
							Overarching unit intent: Multi-cultural poetry	
							HT1 & HT2	
							Key disciplinary knowledge	
							HT1:	
							Overarching unit intent: A Christmas Carol	
<p>NC: Develop an appreciation and love of reading and read increasingly challenging material independently.</p> <p>NC: Understand increasingly challenging texts.</p> <p>NC: Read critically. (Whole book)</p> <p>INTERLEAVING – Gothic (Y7); Context (Y7) The Woman in Black (Y7)</p>	<p>NC: To develop an appreciation and love of poetry.</p> <p>NC: Read critically through recognising a range of poetic conventions.</p> <p>NC: Make critical comparisons across texts.</p> <p>INTERLEAVING – Poetry (Y7)</p>	<p>Reading Assessment: Analysis of character or theme in the novel.</p> <p>Writing assessment: to create a formal letter to a writer; shaping language, structure and tone to suit audience and purpose.</p> <p>Reading assessment: analysis of one or comparison of two multicultural poems.</p> <p>Speaking and Listening: improvising, rehearsing and performing poetry...using intonation, tone, volume, mood, silence, stillness and action to add impact.</p> <p>Key Concepts</p> <p>Reading Writing Speaking and Listening</p>	<p>NC: To speak confidently and effectively. To use standard English confidently in both formal and informal contexts.</p> <p>NC: Consider how writing reflects audiences and purposes.</p> <p>NC: Write accurately, fluently and effectively.</p> <p>INTERLEAVING – Short stories (Y7)</p>	<p>NC: learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</p> <p>NC: making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.</p> <p>NC: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational</p>	<p>HT3 and HT4 (with elements of HT1 and HT2)</p> <p>Key disciplinary knowledge</p> <p>Writing assessment Write a speech in response to a statement.</p> <p>Reading assessment: analysis of a non-fiction text.</p> <p>Speaking and Listening: Presentation of the etymology of a given word.</p> <p>Key Concepts</p> <p>Reading Writing Speaking and Listening</p> <p>Career Links</p> <p>Speech Writer Script Writer Law Historian Journalist</p>	<p>Overarching unit intent:</p> <p>NC: Studying high quality works by Shakespeare. (Whole text)</p> <p>NC: Studying plot and characterisation.</p> <p>NC: Understanding how the work of dramatists is communicated effectively through performance.</p> <p>INTERLEAVING: Shakespeare extracts and poetry (Y7)</p>	<p>NC: Develop an appreciation and love of reading, and read increasingly challenging material independently.</p> <p>NC: Understand increasingly challenging texts.</p> <p>NC: Read easily, fluently and with good understanding.</p> <p>NC: Develop the habit of reading widely and often, for both pleasure and information.</p> <p>NC: Appreciate our rich and varied literary heritage</p> <p>NC: Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</p>	<p>HT1 – HT6</p> <p>Key Disciplinary Knowledge</p> <p>Formal summative assessment.</p> <p>Knowledge from across the year (HT1-6)</p> <p>Key vocabulary from across the year (HT1-6)</p> <p>Literature writing assessment - extract linked to HT6 theme. Analysing language and linking to writers' context - <i>How does the writer present the character/theme of...?</i></p> <p>Key Concepts</p> <p>Reading Writing Speaking and Listening</p> <p>Career Links</p> <p>Journalism Novelist</p> <p>Catholic Social Teaching: Dignity The Common Good Creation and Environment Peace</p>



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		<p>Careers Links Poet Novelist</p> <p>Principles of Catholic Social Teaching</p> <p>The Common Good Solidarity Human Dignity Subsidiarity</p>		<p>features, presents meaning</p> <p>NC: Reading a wide range of fiction and non-fiction through extracts.</p> <p>NC: Summarising and organising material</p> <p>Supporting ideas and arguments.</p> <p>NC: Write accurately, fluently and effectively in a range of genres.</p>	<p>Principles of Catholic Social Teaching</p> <p>The Common Good Subsidiarity Dignity Option for the Poor</p>		<p>INTERLEAVING – Exploring Contexts (Y7) Recap and consolidate writing techniques.</p>	<p><i>Solidarity</i> <i>The Dignity of Work and Participation</i> <i>The Option for the Poor</i></p>
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