

## Roundwood Park School Curriculum Map – English (YR8)

*RPS English students will have creative and enquiring minds. They will have the ability to communicate respectfully with kindness and empathy, gaining knowledge and taking inspiration from insights into literature and the wider world.*

Year Group 8	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Unit of Work</b>	<b>Novel Study: The Boy at the Top of the Mountain</b>	<b>Structure and Short Stories</b>	<b>Diverse Poetry</b>	<b>The Media</b>	<b>Othello</b>	<b>Othello</b>
<b>Key Knowledge or Enquiry Question</b>	Explore how writers present complex characters their development?  How does context further our understanding of a novel?	What are the different forms of structure that writers can use to interest a reader and can students use them in their own writing?	Can students explore how poetry can be used to convey deeper ideas about identity and can they compare how writers use different poetic devices to convey their ideas?	Can students consider how writers can create bias and manipulate a reader via the media? Can students identify fake news and how it is disseminated?	Can students explore the presentation of the outsider and the conventions of tragedy?  Can students track the plot and explore Shakespeare’s language choices in detail?	Can students explore the presentation of the outsider and the conventions of tragedy?  Can students track the plot and explore Shakespeare’s language choices in detail?
<b>Concepts</b>	<ul style="list-style-type: none"> <li>Tracking the development of character plot and theme in a complex text with dislikeable characters.</li> <li>Students consider the difference between the context of setting and the context of writing and how this has an impact on our understanding.</li> <li>Students learn how to incorporate context into their analytical writing.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn how to identify different structural devices through a range of texts and explore the impact they have on the reader (linear, non-linear, cyclical, circular).</li> <li>Students will analyse written texts, as well as film examples to see how these devices can be deployed.</li> <li>Students then use these techniques and embed them into their own writing in order to further their understanding impact the reader themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Students build on their poetry analysis skills from Year 7, this time also considering context and the expression of personal thoughts and feelings.</li> <li>Students encounter a range of poems from diverse writers to explore the wider world around them.</li> <li>Students learn how to plan and write a comparative essay, forming links between two texts and how this furthers their understanding of the messages conveyed.</li> </ul>	<ul style="list-style-type: none"> <li>Students explore to nonfiction writing and the different forms writing can take.</li> <li>There is a focus on critiquing and questioning sources, by getting students to consider the impact of fake news and how it is designed to manipulate the reader.</li> <li>Students will be gaining further confidence in their oracy skills, by collaborating and communicating with each other respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>Students begin to specialise in Shakespearean tragedy and the different types of tragic hero.</li> <li>Students consider the concept of performance over time and how interpretation and reception changes.</li> <li>Track the character, plot and theme over time and how Shakespeare uses dramatic and linguistic devices to present these developments.</li> </ul>	<ul style="list-style-type: none"> <li>Students begin to specialise in Shakespearean tragedy and the different types of tragic hero.</li> <li>Students consider the concept of performance over time and how interpretation and reception changes.</li> <li>Track the character, plot and theme over time and how Shakespeare uses dramatic and linguistic devices to present these developments. Given two terms to gain mastery and study in depth.</li> </ul>
<b>Key Vocabulary</b>	Descriptive, narrative, persuasive, metaphor, simile, adverb, adjective, personification, sensory language, alliteration, point of view, perspective, effect, soliloquy, aside, iambic pentameter, context, historical, complex, reaction, interpretation, redemption, narrative voice, cyclical, linear, nonlinear, author’s intentions, flashback, rhetorical questions, collective pronouns, statistics, emotive language, tricolon, anecdote, fake news, social media.					
<b>ASPIRE Habits</b>	Responsible/Resourceful Learners	Resourceful Learners	Resilient/Reflective Learners	Resourceful Learners	Resilient Learners	Resourceful Learners
<b>Reading Opportunities</b>	Salt to the Sea	Students can research folklore and other Japanese short stories.	Students can explore poems by writers covered in class.	Students can read newspaper articles from different outlets.	‘One of Us is Lying’ Karen K McManus	Any Malorie Blackman Novel