

Roundwood Park School Curriculum Map – English Year 8

Students in English will be confident when communicating their voice: their expressive voice in creative writing; their academic and critical voice in response to their wide and diverse reading; their spoken voice when communicating with others.

Year Group 8	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	Novel Study: The Boy at the Top of the Mountain	Structure and Short Stories	Diverse Poetry	Non Fiction	The Tempest	Strange Perspectives
Key Knowledge or Enquiry Question	How does John Boyne present complex characters in his novel? 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 create different viewpoints and perspectives through a variety of non fiction texts? Can students identify the purpose, audience and form the texts used?	Can students explore the presentation of characters and the conventions of tragedy and comedy? Can students track the plot and explore Shakespeare's language choices in detail?	Can students explore a range of different perspectives through different narratives and consider the impact of the writer's language choices on the reader?
Concepts	Students will write with a convincing academic voice when crafting essays. They will be able to track the development of character plot and theme in a complex text with dislikeable characters. Students are able to consider how a writer conveys and explores themes and link analysis to the writer's wider intentions. Students begin to consider the significance of context and use this to illuminate their interpretations	Students will use their expressive voices to create powerful stories using non-linear structures for impact. Students will identify different structural devices through a range of stories (written and filmic) exploring the impact they have on the reader. Students learn how to use a symbol throughout a story for cohesion and impact. Students learn to use linguistic devices and language, sentence structures and punctuation in sophisticated ways to create meaning. Students can redraft their work effectively.	Students learn how to plan and write a comparative essay with an analytical voice, forming links between two texts and how this furthers their understanding of the messages conveyed. Students encounter a range of poems from diverse writers to explore the wider world around them. Students learn how to read poems for meaning and performance. Students can learn a poem by heart for the national Poetry By Heart Competition.	Students write with a convincing non-fiction voice and develop arguments in a sophisticated way. Students explore nonfiction writing and the different forms it can take. Students use a range of linguistic features, sentence structures and punctuation to create impact and convince their reader.	Students can explore how Shakespeare uses dramatic and linguistic devices in sophisticated, academic essay writing. Students begin to specialise in Shakespearean genre and conventions by exploring key extracts from The Tempest. Students can analyse the way in which the characters of Prospero and Caliban are presented in the play. Students can consider the ways in which different interpretations can be explored in a text. Students learn quotations for their exam in order to build skills needed in the future.	Students explore a range of perspectives that challenge and inspire new and creative approaches to literature. Students begin to consider the way that writers create intriguing and flawed protagonists. Students analyse the language, structure and form of the extracts and how writers use uncanny characterisation, setting and plot to develop tension and engage readers.
Key Vocabulary	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.					
Oracy	Class discussion - p77: 'Uniforms allow us to exercise our cruelty without ever feeling guilt.'	Oral storytelling - 'Telling Myths'	Poetry by Heart - Students perform a poem.	Discussion - Convince one another of your perspective using rhetorical devices.	Drama - Elements of comedy in 'The Tempest'	Small group work: investigating narrative structure and literary choices.

ASPIRE Habits	Resourceful Learners	Resilient Learners	Resilient/Reflective Learners	Resourceful Learners	Resilient Learners	Responsible Learners
Reading Opportunities	Read Saffiya's War	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.	'Lord of the Flies' by William Golding	"Noughts and Crosses" the Novel and Series.