

Subject: English Year 8 Curriculum Map 2023-2024			
Terms	Topics covered and core knowledge and skills	Links to careers	Links to the Knowledge organiser and other additional resources
HT1-2	<p>Sir Arthur Conan Doyle: <i>The Adventures of Sherlock Holmes</i></p> <p>Students will know:</p> <ul style="list-style-type: none"> • What life was like in Victorian London. • Who Arthur Conan Doyle is. • Who the characters Sherlock Holmes and Doctor John Watson are. • Writers structure short stories to establish important details in the exposition, then build tension through a series of shifts before a climax. <p>Students will know and be able to apply these words:</p> <ul style="list-style-type: none"> • characterisation • climax • compassionate • contempt • establish • exposition • hubris • ignorance • inferior • justified • manipulate • metaphor • narrator • patriarchy • perspective • protagonist • shift • structure • superior <p>Students will be able to apply the following reading skills:</p> <ul style="list-style-type: none"> • Thesis statement • Introducing textual detail: speech & description • Making an inference • Analysing a word choice • Analysing metaphorical language • Analysing structure: beginnings • Analysing structure: shifts / developments <p>Students will be able to apply the following writing skills:</p> <p>Crafting effective creative sentences</p>	<p>Why Bother: Characters</p> <p>Why Bother: Atmosphere and Setting.</p> <p>Why Bother: Sentences</p> <p>Why Bother: Speaking</p> <p>Why Bother: Vocabulary</p> <p>Why Bother: Grammar</p> <p>Why Bother: Writing to Analyse</p> <p>Careers and skills in English</p>	

HT3-4	<p>Shakespeare: <i>The Tempest</i></p> <p>Students will know:</p> <ul style="list-style-type: none"> • What influenced Shakespeare’s writing. • What colonialism is and how it can impact native peoples. • Writers convey their own ideas and attitudes through characters they create. • How and why writers create sympathy for characters. <p>Students will know and be able to apply these words:</p> <ul style="list-style-type: none"> • affluent • brutal • callous • colonialism • compassionate • conflict • convention • exploitation • manipulate • metaphor • obsession • obstacle • oppression • pathos • remorse • social commentary • society • soliloquy • submissive • victim <p>Students will be able to apply the following reading skills:</p> <ul style="list-style-type: none"> • Thesis statement • Introducing textual detail: speech • Analysing a word choice • Analysing a writer’s method and its effect (dramatic irony, soliloquy, pathos) <p>Students will be able to apply the following writing skills:</p> <ul style="list-style-type: none"> • Crafting effective creative sentences 	<p>Why Bother: Characters</p> <p>Why Bother: Sentences</p> <p>Why Bother: Speaking</p> <p>Why Bother: Vocabulary</p> <p>Why Bother: Grammar</p> <p>Why Bother: Writing to Analyse</p> <p>Why Bother: Atmosphere and Setting</p> <p>Why Bother: Drama</p> <p>Careers and skills in English</p>	
HT5-6	<p>George Orwell: <i>Animal Farm</i></p> <p>Students will know:</p> <ul style="list-style-type: none"> • Who George Orwell is. • What an allegory is, and why writers create them. 	<p>Why Bother: Characters</p>	

	<ul style="list-style-type: none"> • How writers use settings. • How writers use symbolism. • Why corrupt leaders can damage societies. • How citizens can be misled and manipulated. <p>Students will know and be able to apply these words:</p> <ul style="list-style-type: none"> • admirable • allegory • authority • comrades • cult of personality • foolish • hardship • influence • inspire • manipulate • modernise • propaganda • rebellion • society • symbolism • treacherous • tyrant <p>Students will be able to apply the following reading skills:</p> <ul style="list-style-type: none"> • Thesis statement • Critical evaluation thesis statement • Thesis statement about a writer’s deeper meaning • Introducing textual detail: speech, reference • Commenting on the effect on the audience • Analysing a word choice • Analysing a writer’s method and its effect (symbolism) • Linking to the writer’s idea / message / intent • Developing a response from a thesis (linked paragraphs) <p>Students will also develop sentence-level creative writing skills, with integrated teaching of grammar.</p>	<p><u>Why Bother: Atmosphere and Setting.</u></p> <p><u>Why Bother: Sentences</u></p> <p><u>Why Bother: Speaking</u></p> <p><u>Why Bother: Vocabulary</u></p> <p><u>Why Bother: Grammar</u></p> <p><u>Why Bother: Writing to Analyse</u></p> <p><u>Careers and skills in English</u></p> <p><u>Why Bother: Formal and Informal Writing</u></p> <p><u>Why Bother: Non-fiction</u></p> <p><u>Why Bother: Preparing and Drafting</u></p> <p><u>Why Bother: Writing to Advise</u></p>	
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