



# Denton Community College 2019/20

## Departmental Curriculum Map Template

**Subject:** English

**Year Group:** Year 8



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	<b>Descriptive Writing- Detectives</b>	<b>Macbeth</b>	<b>Conflict poetry</b>	<b>The Woman in Black, Gothic and horror literature</b>	<b>Refugee Boy and persuasive writing</b>	<b>END OF YEAR Exam</b>
<b>What will students be during this unit?</b>	<p>Writing creatively and descriptively with a focus on characterisation and writing narrative well.</p> <p>Arthur Conan Doyle - Hound of the Baskervilles The Sign of the Four The Speckled Band A Study in Scarlet</p>	<p>Having a critical opinion on a theme in a Shakespearean play and arguing their perspective.</p>	<p>Understanding how a writer uses methods in poems to express their feelings and perspectives.</p> <p>Dulce Et Decorum Est Anthem for Doomed Youth The Manhunt - compared to Disabled Out of the Blue Our Sharpeville Enola Gay August 6, 1945 Lucifer to the Enola Gay</p>	<p>Understanding fiction texts and using evidence from the text to support their ideas. Understanding how texts from the Gothic genre are linked by context, content and methods.</p> <p>Woman In Black Frankenstein Dracula Lovecraft</p>	<p>Understanding a range of nonfiction texts and using the techniques they see to write persuasively.</p>	<p>Students will be asked to write a descriptive piece of writing inspired by an image in order to revise what was covered at the beginning of the year and prepare them for year 9.</p>
<b>When will students be assessed?</b>	<p>Formal assessment at the end of the unit. Shorter assessments will be</p>	<p>Written assessment at the end of the unit. Shorter assessments will be</p>	<p>Formal assessment at the end of the unit. Shorter assessments will be</p>	<p>Formal assessment at the end of the unit. Shorter assessments will be</p>	<p>Formal assessment at the end of the unit. Shorter assessments will be</p>	

	marked by teachers throughout.	marked by teachers throughout.	marked by teachers throughout.	marked by teachers throughout.	marked by teachers throughout.	
<b>How will students be assessed?</b>	Students will be asked to write a narrative essay based on an image.	Students will be asked to present their ideas on how Shakespeare presents a character to the class in a speaking and listening assessment part way through the unit and then to write an essay on how Shakespeare presents a character throughout the text and in a particular scene.	Students will be asked to analyse the methods a poet has used to portray their feelings about a theme.	Students will be asked to analyse a text from the genre, focusing on the methods the writer has used to affect the reader.	Students will be asked to write a persuasive speech about empathy.	
<b>Key Vocabulary</b>	Character, Technical Accuracy Punctuation Structure Paragraphs Repetition Character Nouns, verbs, adjectives, adverbs, similes, metaphors, discourse markers.	Tyrant Power Control Writer Speaker Emotions Quotation Reader Analyse Context Historical	Perspective Stanza Repetition Enjambment Caesura Structure Speaker Conflict	Writer Speaker Emotions Quotation Reader Analyse Tension Gothic	Technical Accuracy Punctuation Structure Paragraphs Direct Address Alliteration Facts Opinions Repetition Rhetorical Questions Emotive language Statistics triplets Imperative verb Persuade Argue	

					Article Speech Letter	
<b>Homework opportunities to broaden or deepen student knowledge</b>	Students will be given homework by their teacher to independently practice literacy skills.	Homework will focus on literacy skills taught in the first half term.	Research booklet on a particular writer's context and reasons for writing poetry.	Homework booklet will focus on literacy and reading comprehension	Homework will focus on reading comprehension and literacy tasks.	
<b>Links to the National Curriculum</b>	Pupils should be taught to: write accurately, fluently, effectively and at length for pleasure and information.	Pupils should be taught to: develop an appreciation and love of reading, and read increasingly challenging material independently through: reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: English literature, both pre-1914 and contemporary, including prose, poetry and drama	Pupils should be taught to: develop an appreciation and love of reading, and read increasingly challenging material independently through: reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.	Pupils should be taught to: understand increasingly challenging texts through: learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries, 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 checking their understanding to make sure that	Pupils should be taught to: write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays stories, scripts, poetry and other imaginative writing notes and polished scripts for talks and presentations a range of other narrative and non-narrative texts, including arguments, and personal and formal letters summarising and	

		Shakespeare (two plays) seminal world literature.		what they have read makes sense.	organising material, and supporting ideas and arguments with any necessary factual detail applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended amending the vocabulary, grammar and structure of their writing to improve its coherence and overall	
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					effectiveness paying attention to accurate grammar, punctuation and spelling.	
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