



CURRICULUM MAP (Long term plan)

SUBJECT: English

YEAR GROUP: 8

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
<p>Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum</p>	<p>Key Text: Macbeth Conflict War Poetry and Prose Context of the Jacobean era.</p> <p>Themes: Kingship vs Tyranny Loyalty Ambition Appearance vs Reality Guilt Corruption Gender The Supernatural</p> <p>Key Vocabulary: Tyrant Corrupt Ambition Power Patriarchy Manipulative Masculine Moral Hubris Hamartia Regicide Soliloquy</p> <p>N/C Links:</p> <ul style="list-style-type: none"> English literature – Shakespeare play 	<p>Key Text: Sherlock Holmes Short Stories Detective Thrillers Context of the Victorian era</p> <p>Themes: Cunning and Cleverness Deduction vs Inference Justice and Judgement Gender Social Class Admiration Respect and Reputation Substance Abuse</p> <p>Key Vocabulary: Enlighten Observation Periodical Scandal Introspection Dual Nature Deduction Arrogance Confidence Sleuth Forensic Elementary</p> <p>N/C Links:</p> <ul style="list-style-type: none"> English literature – pre 1914. Understand challenging texts through learning new vocabulary 	<p>Refugee Boy Contemporary Fiction</p> <p>Themes: <i>Good vs Evil</i> <i>War</i> Separation Asylum <i>Nationalism</i></p> <p>Key Vocabulary: Recurring plot device Asylum Protagonist Pathos Antagonist Asylum seeker Persecution Compassion</p> <p>N/C Links:</p> <ul style="list-style-type: none"> English literature – Contemporary



	<ul style="list-style-type: none"> • Understand challenging texts through learning new vocabulary 		<ul style="list-style-type: none"> • Understand challenging texts through learning new vocabulary
<p>Disciplinary knowledge - what skills are practiced?</p>	<ul style="list-style-type: none"> • To read for meaning and understand different viewpoints • To analyse Shakespeare's craft including language and structure • To consider how the idea of tragedy is built within the text(s) • To craft a descriptive response • To craft an analytical response <p><u>N/C Links – Reading</u></p> <ul style="list-style-type: none"> • 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 • Read critically through studying setting, plot, and characterisation, and the effects of these • checking understanding to make sure that what is read makes sense • understanding how the work of dramatists is 	<ul style="list-style-type: none"> • To read for meaning and understand different viewpoints • To analyse Conan Doyle's craft including language and structure • To craft a descriptive response • To craft an analytical response <p><u>N/C Links - Reading</u></p> <ul style="list-style-type: none"> • 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 • Read critically through studying setting, plot, and characterisation, and the effects of these • making critical comparisons across texts • checking understanding to make sure that what is read makes sense <p><u>N/C Links – Writing</u> Writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> • well-structured formal expository and narrative essays • stories, scripts, poetry and other imaginative writing • applying their growing knowledge of vocabulary, grammar and text 	<ul style="list-style-type: none"> • To read for meaning and understand different viewpoints. • To analyse Zephaniah's craft – including language and structural conventions. • To analyse language choices and the emotions attached to them. • To be able to compare across poems and narrative. • To critically compare and contrast. • To select relevant quotations and create notes and annotations on them. • To craft an argument. • To analyse how language can be used to create bias. • To craft an independent analytical response. • To craft their own writing using conventions of genre and a variety of language techniques. <p><u>N/C Links - Reading</u></p> <ul style="list-style-type: none"> • Making inferences and referring to evidence in the text. • Knowing the purpose, audience for and context of the writing and drawing on

communicated effectively through performance and how alternative staging allows for different interpretations of a play

N/C Links – Writing

Writing for a wide range of purposes and audiences, including:

- well-structured formal expository and narrative essays
- stories, scripts, poetry and other imaginative writing
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- 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

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 effectiveness
- paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English

this knowledge to support comprehension

- Read critically through studying setting, plot, and characterisation, and the effects of these
- making critical comparisons across texts
- checking understanding to make sure that what is read makes sense

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Writing for a wide range of purposes and audiences, including:

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Plan, draft, edit and proof-read through:

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	<ul style="list-style-type: none">● amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness● paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English		<ul style="list-style-type: none">● amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness● paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English
<p>Key questions (What is the learning about?)</p>	<ul style="list-style-type: none">● How do our decisions and choices shape our character?● Should people face the consequences of their actions?● Why is reading valuable?● What is the difference between reality and illusion?● Does fiction allow us to discover more about our reality?● Is evil born or created? Should evil be confronted?● What can we learn about ourselves through literature?● What is social justice?	<ul style="list-style-type: none">● Should people face the consequences of their actions?● Why is reading valuable?● Does fiction allow us to discover more about our reality?● What is social justice?● What is the individual's responsibility to the community?	<ul style="list-style-type: none">● How does culture affect a poet's writing?● How are different attitudes and perspectives presented and constructed through language.● How does language shape and manipulate people's emotions?● How are poems structured for meaning?



	<ul style="list-style-type: none"> What is the individual's responsibility to the community? 		
Assessment	<p>2 PPCs</p> <p>Writing PPC: Write a piece of descriptive writing relating to war using a visual stimulus</p> <p>EOT: How does Shakespeare present the character of Macbeth?</p> <p>Live marking during the lesson with misconceptions addressed during the lesson</p>	<p>2 PPCs</p> <p>Writing PPC: Write the opening chapter of your own detective story</p> <p>EOT: How does Conan Doyle present the character of Sherlock Holmes?</p> <p>Live marking during the lesson with misconceptions addressed during the lesson</p>	<p>2 PPCs</p> <p>Reading PPC: How has the author created sympathy for the character of Alem?</p> <p>EOT</p> <p>How has Benjamin Zephaniah's culture influenced his writing?</p> <p>Live marking during the lesson with misconceptions addressed during the lesson</p>
Literacy (L), Numeracy (N), Oracy (O) opportunities	Students will develop their literacy and oracy skills through the reading of the texts and reading and writing their own pieces.	Students will develop their literacy and oracy skills through the reading of the texts and reading and writing their own pieces.	Students will develop their literacy and oracy skills through the reading of the texts and reading and writing their own pieces.
Cross Curricular Opportunities	<p>History: War – why do we learn about the past in order to not repeat past mistakes?</p> <p>Drama – performing scenes and understanding characters perspectives</p>	History – Exploration of the Victorian era, Crime and Punishment in the past.	<p>Geography – countries in Africa</p> <p>Drama – play version of the text studied in drama.</p>
Super Curriculum	Globe theatre performance Film adaptation of text	Watch other Sherlock Gnomes and look for all the Easter eggs that relate to the tales of Sherlock Holmes.	Read some of Benjamin Zephaniah's other novels and poetry anthologies Read Benjamin Zephaniah's autobiography
Careers	HT 1 – careers in the military HT 2 -	HT1 – roles in law and order HT2	HT1 – social care, fostering HT2 – roles within politics
Equality and Diversity Gender Disability Religion Race	Gender roles in the Jacobean era and how audiences would view Lady Macbeth and the Witches in particular.	Discussion of women and patriarchy during the Victorian era in relation to the character Irene Adler. How did she fly in the face of typical gender norms at the time.	Important separations between language and stories produced to create bias.



		Discussion of Sherlock Holmes and his role in gender progression	Discussion of difference in terms asylum seeker, refugee and 'illegal immigrant.' Broadening student's cultural capital to become aware of issues outside of their local geography. Discuss preconceptions and how language is important when discussing humans.
Local Community Links			
British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education	Exploration of characters and different settings guide students through different moral questions. Democracy is a prevalent theme throughout the play.	Rule of Law and Individual Liberty discussed at length and how a strong sense of right and wrong lead to the character of Holmes becoming more and more popular.	Students will have the opportunity to discuss tolerance and respect, social responsibility and equality for all throughout the course of the novel and the topics covered within Zephaniah's poetry.