

English Department – Year 8

 <p>Shirley High Curriculum Map</p>				
<p><i>Students in Year 8 will develop their understanding of the importance of literary heritage in influencing today's literary canon. In Year 8 we deliver a programme of study based on the theme of Belonging and Acceptance. Students will continue exploring ideas related to identity, but considering how one belongs, how one is 'seen' and fits into society. The Year 8 curriculum has been designed so that knowledge and skills learnt in Year 7 are consolidated but also provides students with a secure foundation of language & literature enabling them to progress successfully into year 9.</i></p>				
Autumn 1&2		Spring 1	Spring 2	Summer 1&2
Theme/Topic/Skill:		Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
Classic Fiction: Animal Farm Power: the corruption of power		The Monster: how the Gothic influences modern texts Power: of the Imagination	Monsters: within/without: Frankenstein the play Power: Individual v Society	Shakespeare: 12th Night Power: the Individual become powerful
<p>Why Now?</p> <p>Students will study a classic British dystopian novel which subverts our usual expectations about how society runs, confronting our expectations and experiences. Students will explore universal themes like power and corruption, society and the individual and how power corrupts even those with the best intentions; all the while considering the modern context. They will examine how the novel operates on several levels: as story and warning, looking at how politics and fiction can co-exist. As well as considering how important the use of language and the power of the group is. Ideas about power and society and the individual will build on year 7 explorations about Identity.</p>		<p>Students will develop their understanding of the Gothic genre through reading classic and contemporary Gothic short stories. Students will develop their understanding of what writers do and why, especially in the creation of monsters, both physical and psychological. Students will link texts and be able to see how the literary tradition works; how writers such as Poe have influenced modern ideas about Gothic fiction. Students will examine how the imagination is stimulated and the power it has.</p>	<p>Students will build upon the knowledge they gained in the summer term about drama in Year 7 having already studied a Shakespearean play. Students will develop an appreciation of how plays can be performed and interpreted in different ways. Students will deepen their understanding of perception of characters from studying Frankenstein, the play and how writers have reflected key concepts, such as how society is more powerful than an individual, linking to Animal farm, to explore the idea of what or who is a monster – a clear link to Napoleon can be made, developing students' intertextual abilities. Students will develop their understanding of how society creates its own outsiders & monsters, with a further consideration of where power lies and why: ideas tentatively explored in year 7, through Face and The Tempest. Students will advance their reading skills by exploring the ways in which social and historical contexts influence the crafting of poetic works and Shakespeare's play 12th Night.</p>	<p>Students will advance their knowledge of characterisation and how Shakespeare's characters are a dramatic construct that can be interpreted alongside Elizabethan social values about outsiders and prejudice; considering how the powerless can become powerful. Students will trace the development of Shakespeare's ideas, viewpoints and themes across the text. Students will develop their understanding of how Shakespeare's use of language and comedic techniques conveys ideas about gender, power and patriarchy within society.</p>
<p>Fundamental Concepts</p> <ul style="list-style-type: none"> · Social inequality/elitism · Race and ethnicity · Prejudice and discrimination · Gender · Identity · Social and political contexts · Tolerance & belonging · Rights and respect · Power and identity · Power and subversion 		<ul style="list-style-type: none"> · Gothic fiction · Character and thematic development · Characterisation and atmosphere · Birth and creation · Enlightenment · Christian ideology · Galvanism · Tolerance and belonging · Defining the monster 	<ul style="list-style-type: none"> · Gothic fiction · Characterisation and atmosphere · Enlightenment · Tolerance and belonging · Writer's craft · Monsters · Links and connections 	<ul style="list-style-type: none"> · Character portrayal and development within a text. · Power, prejudice, 'other' · Characterisation and atmosphere. · Stagecraft · Actors · Interpretations

<p>Students will...</p>	<ul style="list-style-type: none"> Read the contemporary novel <i>Nought and Crosses</i> in order to develop their knowledge and understanding of the disempowerment of individuals within society with a key focus on racial discrimination. Develop their understanding of characterisation and plot development. Learn about the history of slavery and understand the contextual relevance to the novel. Also consider the experiences of those affected by slavery and how the novelist represents these ideas in a racially subversive plot. Explore ideas to do with colonisation (drawing on their experience of reading <i>The Tempest</i> in year 7) and power dynamics and how ethnic groups are presented within a polarised society. Continue to learn about the diversity of literary works and consider their importance in forming today's diverse society. Understand and explore the ideology of the author in subverting an everyday reality Understand how historical experiences of racial discrimination (the civil rights movement in the US and South African Apartheid) influence the creation of a fictional text. Learn about features of a dystopian novel and understand how an alternate reality conveys ideas to do with oppressive societal control versus the illusion of a perfect society. Develop their extended responses to a text and skills through writing creatively and critically. Appreciate the value of planning, editing, redrafting their extended responses, as well as continue to understand the value of peer assessment. Be given the opportunity to present their ideas and personal responses as part of whole class discussions, building on the ideas of others. 	<ul style="list-style-type: none"> Develop their reading skills by reading a play as an entire narrative construct. Advance their retrieval skills in being able to identify information across scenes and acts within a play. Explore how character's actions within a play reflect their social and cultural contexts Develop their understanding on the importance of stage directions. Build on their understanding about how we come to know characters differently through drama – begun in year 7 Explore how a 19th century novel can be adapted into a modern play and film. Understand the importance of scientific advancements in 19th century and the impact they had on literary texts; for example, Luigi Galvani and the relevance to Frankenstein. Explore how enlightenment thinkers during the 18th and 19th century turned to scientific study and practised scepticism. Understand the criminal history behind body snatchers and their contribution to anatomy, surgery & dissection. Explore the nature vs nurture debate Show an understanding of how scientific advancements can lead to moral dilemmas and immoral actions and the significance of Christian ideology in relation to the creation of life – thus the idea of who is the real monster in the play Explore attitudes and perceptions of those considered as outsiders within society. Develop creative writing skills; ability to choose the right words/phrases for impact & effect Enhance their oracy skills by taking part in whole class debates and taking on roles in the play 	<ul style="list-style-type: none"> Advance their reading skills and understanding of what defines and creates a monster in society by reading several Gothic stories Understand the enduring influence of the Gothic in fiction – both written & visual Further develop their understanding of how aberrant human behaviour is explored in literature across time and the relevance of this to modern times. Develop their ability to make connections between texts: across genre, time and topic. Be able to consider how writers present similar ideas about what makes a monster: man himself, or society? Work towards mastering the skills learnt in previous years; focus on writing simple and complex sentences for effect; being able to construct a detailed paragraph focused on ideas and evidence that link to a specific topic Develop creative writing skills; ability to choose the right words/phrases for impact & effect; develop understanding of writer's craft through their own writing Enhance their oracy skills by taking part in whole class discussions 	<ul style="list-style-type: none"> Build on their knowledge and understanding of comedy as a dramatic art form from their study of <i>The Tempest</i> in year 7. Develop an informed understanding of how ideas, experiences and values are portrayed in texts from different cultures and traditions. Develop and expand their knowledge of attitudes towards outsiders in the early 17th century, especially in terms of 'other' characters & prejudice. Explore and explain how genre and themes can contribute to the overall impact and effectiveness of texts on a range of audiences. Respond to the use of dramatic conventions and techniques in conveying attitudes and perceptions of race in the early 17th century. Develop their interpretation of texts using detailed textual references. Make connections between ideas and themes discussed and depicted in a range of texts including modern poets and the set text <i>12th Night</i> Students will develop their ability to write critically on a range of challenging topics, synthesising their understanding of ideas and texts. Enhance their oracy skills by taking part in whole class debates and taking on roles in the play
<p>Language for Life (Key terms/Vocabulary)</p>	<p>A Glossary of key terms will be provided for each unit. These will be signposted in lessons.</p>	<p>A Glossary of key terms will be provided for each unit. These will be signposted in lessons.</p>	<p>A Glossary of key terms will be provided for each unit. These will be signposted in lessons.</p>	<p>A Glossary of key terms will be provided for each unit. These will be signposted in lessons.</p>
<p>Extended writing Opportunities</p>	<p>Creative: Choose a minor character and write part of a chapter at a key moment from their POV</p> <p>Reading: How has Blackman's novel made you consider how unfair society is?</p>	<p>Creative: create your own gothic monster character</p>	<p>Creative: create your own gothic setting & write a scene with your setting and monster in it; such as the opening of a novel or short story</p>	<p>Creative: Write about a time when you or an imagined you were rejected and shunned by a group.</p> <p>End of year task: From your reading this year explore what you have learned that is significant to you about Belonging and Acceptance.</p> <p>*Explain what you understand about belonging & acceptance and why it's important.</p> <p>*Examine how the writer(s) has explored belonging & acceptance.</p> <p>*Refer to at least one of your texts</p>
<p>Maths Across the Curriculum</p>	<ul style="list-style-type: none"> Timelines- concept of time Venn diagrams Drawing tables Making predictions using evidence Remembering key dates/eras 	<ul style="list-style-type: none"> Timelines- concept of time Venn diagrams Drawing tables Making predictions using evidence Remembering key dates/eras 	<ul style="list-style-type: none"> Timelines- concept of time Venn diagrams Drawing tables Making predictions using evidence Remembering key dates/eras 	<ul style="list-style-type: none"> Timelines- concept of time Venn diagrams Drawing tables Making predictions using evidence Remembering key dates/eras
<p>Links to careers/aspirations</p>	<p>Author, historian, educator, philologist, actor/actress, director, costume and stage designer, theatre manager, choreographer, cinematographer, archivist, exhibit designer, librarian</p>	<p>Author, historian, educator, human rights lawyer, researcher, journalist, social media specialist, marketing and advertising</p>	<p>Author, historian, educator, philologist, actor/actress, director, costume and stage designer, theatre manager, choreographer, cinematographer, archivist, exhibit designer, poet</p>	<p>Author, campaigner, law enforcement, human rights lawyer, researcher, educator, librarian</p>
<p>Cultural Capital</p>	<p>Students will be encouraged to relate the knowledge and ideas learnt in this unit to their contemporary society about how language, culture, race and ethnicity and religious attitudes have helped shaped the literary canon it is today. Students will learn about how we have a shared responsibility for the impact we have on forming each other's sense of self and sense of belonging.</p>	<p>Students will be encouraged to relate the knowledge and ideas learnt in this unit to their contemporary society about how language, scientific developments and religious attitudes have helped shaped the literary canon it is today. Students will learn about the impact and influence of Frankenstein and Gothic Horror in contemporary literature, art and the media.</p>	<p>Students will be encouraged to relate the knowledge and ideas learnt in this unit to their contemporary society about how language, scientific developments and religious attitudes have helped shaped the literary canon it is today. Students will learn about the impact and influence of Gothic Horror in contemporary literature, art and the media. Students will also learn about the</p>	<p>Students will be encouraged to relate the knowledge and ideas learnt in this unit to their contemporary society about how language, cultures and religions have helped shaped the literary canon it is today. Students will learn about the impact and influence of Shakespeare in contemporary literature, art and the media. Students will also learn about the evolution of drama and</p>

	Students will learn about the impact and influence of diverse cultures in contemporary literature, art and the media. Students will also learn about the creative approaches to writing about diverse cultures and backgrounds in helping to shape modern day Britain.	Students will also learn about the evolution of drama and plays and the importance of 19 th Century Literature helping to shape British history and culture.	evolution of the short story and the importance of 19 th Century Literature helping to shape British history and culture.	plays and the importance of theatres including the Globe in shaping British history and culture.
Practical Application of Skills	<ul style="list-style-type: none"> · Written and oral communication skills to help devise and construct an opinion. · Use of language and ambitious vocabulary to express an idea and opinion. · Identifying clues within a text in order to retrieve information · Writing with clarity and precision with the appropriate use of grammar. · Cross-curricular: awareness of changing world and how this can affect people. 	<ul style="list-style-type: none"> · Written and oral communication skills to help devise and construct an opinion. · Use of language and ambitious vocabulary to express an idea and opinion. · Identifying clues within a text in order to retrieve information · Writing with clarity and precision with the appropriate use of grammar. · Critical thinking. · Cross-curricular: awareness of changing world and how this can affect people. 	<ul style="list-style-type: none"> · Written and oral communication skills to help devise and construct an opinion. · Use of language and ambitious vocabulary to express an idea and opinion. · Identifying clues within a text in order to retrieve information · Writing with clarity and precision with the appropriate use of grammar. · Critical thinking. · Cross-curricular: awareness of changing world and how this can affect people. 	<ul style="list-style-type: none"> · Written and oral communication skills to help devise and construct an opinion. · Use of language and ambitious vocabulary to express an idea and opinion. · Identifying clues within a text in order to retrieve information · Writing with clarity and precision with the appropriate use of grammar. · Critical thinking. · Cross-curricular: awareness of changing world and how this can affect people.