

# Year 8

# Subject: English

Half term	Objectives/ enquiry questions	Content	Skills	Assessment
1	What are the key themes and ideas across the novel? What are the significant contextual factors and how are they relevant?	Modern novel: The Bone Sparrow	<ul style="list-style-type: none"> <li>• Read a contemporary whole text</li> <li>• Understand the text by reading critically, making inferences, referring to evidence and considering context</li> <li>• Write a fluent, well-structured formal expository essay</li> </ul>	Reading assessment: evaluative essay on an aspect of the text in relation to its context
2	What are the key features of form? How do writers use language and structure to create interesting non-fiction narratives? How does literary non-fiction differ from fiction? How do we structure our writing to create interest?	A Journey Through Time: literary non-fiction from the 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> century	<p>Reading</p> <ul style="list-style-type: none"> <li>• Read a wide range of non-fiction texts from different genres and historical periods including pre-1914 and the present</li> <li>• Understand the importance of purpose and audience</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Draft imaginative writing for different audiences and purposes including personal and formal letters</li> <li>• Use a range of literary and rhetorical devices and vocabulary</li> </ul>	Writing assessment: journey recount
3	How are different forms of poetry employed to create effects? How is language used to create interesting characters? What role does voice play in shaping meaning? How do we make links between poems?	Poetry through time: characters and voices in poetry from across the centuries	<p>Reading</p> <ul style="list-style-type: none"> <li>• Read a range of poems including those by Shakespeare and from different times and places, including contemporary and pre-1914</li> <li>• Understand increasingly challenging vocabulary, inferences and use evidence when responding</li> <li>• Respond critically to aspects of poetry such as figurative language, vocabulary choice, poetic conventions, characterisation</li> <li>• Make critical comparisons across texts</li> </ul> <p>Writing</p>	Reading assessment: compare how character/voice is created in two poems

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 3

			<ul style="list-style-type: none"> <li>• Demonstrate understanding of poetic features through the composition of poetry</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Improvising, rehearsing and performing poetry</li> <li>• Role play</li> <li>• Mood</li> </ul>	
4	<p>What are the key features of form?</p> <p>What is the significance of bias in non-fiction writing?</p> <p>How do writers use language to show perspective?</p> <p>What are the key structural features employed in broadsheet journalism?</p>	Broadsheet Journalism	<p>Writing</p> <ul style="list-style-type: none"> <li>• Plan, draft, edit and proofread arguments through summarising and organising material, supporting ideas and arguments with any necessary factual detail</li> <li>• Use accurate punctuation and spelling</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Speak confidently and effectively, including through formal contexts such as short speeches and presentations</li> </ul>	Writing assessment: write an opinion piece about a topical issue.
5	<p>How do writers use language to create vivid characters?</p> <p>How is language used to create atmosphere?</p> <p>How do we write in a specific genre?</p>	Creating characters	<p>Reading</p> <ul style="list-style-type: none"> <li>• Read extracts of short stories by different authors and genres</li> <li>• Understand inferences, the importance of purpose and how to refer to evidence</li> <li>• Develop a critical understanding of vocabulary choice, grammar, text structure, organisational features, setting and plot</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Draft imaginative writing for different audiences and purposes</li> <li>• Use a range of literary and rhetorical devices and vocabulary</li> </ul>	Create a vivid character using a range of literary devices