**Key Stage 3 ENGLISH Curriculum Map CHES YEAR 8**

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|  | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Summ 1 | Summ 2 |
| **Key theme/topic/exciting question** | **In the News-Can we believe what we read? What makes a good news article?** | **The Gothic Horror tradition. How do writers create tension in their writing to scare and intrigue readers?** |  **Crime and punishment-Why does crime form such a popular genre in Literature and what makes a good crime thriller? What issues shape our modern society in terms of the crime and punishment debate?** | **Super Heroes** | **Conflict and Unrest; How have wars and conflict impacted on society and individuals? How has this been portrayed in Literature and poetry?** | **An opportunity for a whole Book study-Holes BY Louis Sacher (Text can be adjusted in agreement with RSL)**  |
| **Key Content/Resources****Suggestions**Add to during year as short/medium term planning takes place | **Reading**/viewing news reportage.Newspaper investigation – see notes on DoddleFact checking/fake news- triangulate PP and fact check an article/statement (look at BBC fact check)Other types of media writing in newspapers – reviews, interviews, lifestyle.Emotive language – see PP on Doddle-Bias – how do we know what to believe?Make a bias diagram of yourself – what influences you? Background, work, area, gender, family, friends – when you talk about something, is it neutral? The Week Junior | **Reading-**The woman in BlackCoralineComprehension – Dracula (Doddle)* Tell Tale Heart 0 focus on atmosphere (see Doddle)

Pictorial stimuli.-Evil Characterisation (Doddle)-Create and describe a monster (see Doddle)See Twinkl resources too | This unit combines fiction and non-fiction writing and reading. Possible activities:Reading-See Twinkl resources on ‘Who Dunnit?’ which can be adapted for individualsPossible ideas here for drama/spoken language activities<https://www.tes.com/teaching-resource/ks3-drama-year-8-crime-and-punishment-sow-11031388>Crime thriller of your choice (Agatha Christie, Sherlock Holmes, The London Eye Mystery, etc.) | Real life heroesSporting, cultural, political, musical and heroes in entertainment.**(see Doddle for real like hero articles)** Who is their real life hero? They should research and prepare a presentation on their hero, (parent, sporting). Graphic novels and comic stripsThe language of a Graphic Novel. Look at a variety of Graphic Novels and read for pleasure. Look at how writers’ shape and adapt language for the graphic novel genreCreate your own hero, write their origin story. Explain what makes them an important hero? The Literary hero/heroine-what does this mean within Literature. Look at examples-Link back to Greek Mythology etc. | WW1 War poetry and viewing war paintings.***(See Doddle for WW1 War poetry resources)******Resources for WW1 art:***[*https://www.iwm.org.uk/learning/resources/british-art-of-the-first-world-war*](https://www.iwm.org.uk/learning/resources/british-art-of-the-first-world-war)Anti-war poetryProtest songs- *Nina Simone, Bob Dylan.*Explore theme of children caught up in warfare through Goodnight Mr Tom, The Boy in Striped Pyjamas, Diary of Anne Frank etc. | Read the storySelection of tasks based on novelPre reading-inference from book coversEarly impressions-look at development of plot/characterWrite from a character’s perspectiveLink back to crime unit-is this a fair punishment? Why/Why not?A prison inspector’s reportPlot strands and sub text-explore theseCharacter development-focus on description of Warden Plot development-create your own back story for one of the charactersReport writing-write your own report of the ending |
| **Key Skills for English**Where skills are revisited, these are further developed and built upon from prior learning/experiences. This mediates for students joining us at different times, so that gaps can be planned for and addressed.The list is not exhaustive as spag and reading/writing skills are developed throughout-but provides some focus and ensures coverage | Reading analysis skills-Writing- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences - reading for pleasure and information | Literary heritage-Gothic traditionStory telling/characterisation and using language for impact/effectSpoken LangDescriptive writingReading for pleasure and information –summarising-synthesis | Reading for pleasure and informationAnalysing writers’ methodsWriting adapting format and style to audience and format-Spoken Language-listening for information. Presenting arguments | Reading widely for pleasure and informationLiterary HeritageWriting for different purposes/audienceIdentifying and exploring writers’ techniquesSpoken Language | Literary heritage-Understanding contextsPoetry and song-creating own, exploring and talking about, identifying techniques, comparing etc. | Reading for enjoymentAnalysing textWriting for different contexts/audiencesSpeaking and listening opportunities |
| **Key Outcomes/assessment opportunities**  | Suggested writingWrite an analysis comparing writers’ methods and perspectives (choose a report of same event reported in two different ways)Write an article with clear purpose and audience. Help/planning sheets on Doddle | **Writing**-paragraphs on character, setting-Create own short story with a twist-Ghost stories-possible play scripts- | WritingNews articlesSpoken language-debating how we should deal with criminals in today’s society | Spoken Language-Students consider: What makes a hero?Is it superpowers or is it something more? Invent- a- hero. Revisit effective character description. See doddle resources. Write their origin story. Explain what makes them an important hero? Students create their own Graphic Novel extract, including their hero.  | Poetry analysis/comparison-Compare how two poems present the theme of warCreate your own protest song-linked to one of the topics/themes covered Reading-opportunities to analyse writers’ methods, story structure, Creative writing based on issue within one of the books you study-e.g. Write from one of the characters’ perspectives (Tom’s first thoughts as he arrives in the village, or as he sees the Dunkirk evacuees brought through the village)  | As detailed above within suggested activities to include 1 piece of creative writing, non-fiction writing, textual analysis where attendance allows |
| **TARGETED SPAG/LITERACY THROUGHOUT BASED ON INDIVIDUAL NEED/DODDLE RAGGING TO INFORM PLANNING** |
| **STUDENTS WILL BE SUPPORTED AND ENJOY READING WHOLE NOVELS THROUGHOUT THE YEAR INCLUDING CORALINE BY NEIL GAIMAN< HOLES BY LOUIS SACHER, GOODNIGHT MR TOM by Michelle Magorian, BOY IN THE STRIPED PYJAMAS BY JOHN BOYNE** |