

## English Curriculum Mapping

| <u>Year</u>  | <u>Introduction</u>   |   |   | <u>Gateway 500/ Tier 3 Vocabulary</u>  |
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| 8  | <p>As learning is spaced and interleaved throughout our curriculum, within year 8 students will revisit skills and knowledge that they have acquired throughout year 7 through new ‘vehicles of learning’, allowing students to expand and develop learning whilst also acquiring new knowledge and skills.</p> <p>Whilst our topics will continue to intertwine reading and writing and are underpinned by oracy and literacy essentials such as spelling, punctuation and grammar, the primary focus for that unit has been indicated using the colour key.</p> |   |   | <p>Students will build on their existing knowledge by revisiting and applying Tier 3 vocabulary introduced in Year 7, while also acquiring and embedding new subject-specific terminology throughout Year 8.</p> |
|  | <u>Reading</u>  | <u>Writing</u>  | <u>Knowledge Bombs</u>  |  |
|  | <p>Reading a wide range of texts is essential in Key Stage 3 to develop students’ fluency, comprehension, and critical thinking. In line with the National Curriculum, students are encouraged to read increasingly challenging material across genres, historical periods, and cultures to broaden their knowledge and understanding. Through exposure to high-quality literature, non-fiction, and seminal world texts, students learn to analyse language, structure, and themes while expanding their vocabulary and grasp of grammar.</p>                    | <p>Writing is a vital part of the KS3 English curriculum, enabling students to express ideas clearly, accurately, and creatively. In line with the National Curriculum, students are taught to write for a range of purposes and audiences, using appropriate grammar, vocabulary, and tone. Through regular practice, they learn to draft, edit, and improve their work, developing coherence, fluency, and control over structure and style. Writing also supports learning across the curriculum, helping students to organise their thinking, articulate arguments, and engage critically with texts and ideas.</p> | <p>The 'Knowledge Bomb' delivers powerful knowledge that enriches cultural capital and exposes students to big ideas, influential literature, and essential concepts across subjects. These ‘Knowledge Bombs’ help our curriculum tell the ‘Story of English’ from famous speeches to famous and influential texts. They’re designed to enhance knowledge, stretch thinking, and give students access to the academic depth and cultural awareness. Through high-level content and cross-curricular links, it equips students to engage confidently with the world around them.</p> |  |
|  | <u>Our Topics</u>   | <u>Key Knowledge</u>  | <u>Key Skills</u>   |  |
| <p><b>Unit 1 The Old Church<br/>Imaginative Writing</b><br/>Using cinematic stimuli to craft creative writing.</p> | <p>Students will be exposed to our ‘SEEMS REAL’ concept; senses, emotive language, ellipsis, metaphorical writing, short sentences, repetition, ‘Eastender’s ending’, alliteration, less is more, rhetorical question, motif and beginning with an action word.</p> <p>Knowledge of this concept will be built upon as the year progresses,</p>   | <p>Our skills this term will involve being able to use our knowledge of the techniques outlined to be able to identify and use these within our own creative writing to generate meaning.</p> <p>Using cinematic stimuli to create our own plot narratives.</p>   | <p>3 Word Sentence</p> <p>Adjectives</p> <p>Alliteration</p> <p>Author</p> <p>Camera Angles</p>   |  |

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|  |  | building upon knowledge gained from year 7.   |  | Characterisation   |
|  | <b>Unit 2 Kid in a Bin<br/>Fictional Reading</b><br>An 'active reading' approach to inference and analysis.  | Through 'active reading' students will begin to analyse sections of text using our thought stems and PEEZL.   | Analytical approaches that develop inference and quotation analysis.<br><br>Students will further explore methods for identifying writer's methods and intentions.                                 | Cliff-hanger<br>Colon<br>Diegetic  |
|  | <b>Unit 3 Knowledge Bomb 1: Havisham<br/>Text in Time – Fictional Focus</b><br>An exploration of gothic literary features in action.                               | Students will study an extract about 'Miss Havisham' from the Bildungsroman, 'Great Expectations' to explore gothic writing and literature.                           | Students will encounter their first exposure to gothic writing techniques, both through identification of writer's methods and then applying these techniques themselves to their own writing.     | Direct Address<br>Diveable Image<br>Ellipsis   |
|  | <b>Unit 4 Crips<br/>Imaginative Writing</b><br>Utilising less is more and language upgrades to use harder-working words.   | Students will use their own imaginations to design their very own homes with a heavy focus on less is more and planning adjectives.                                   | Through designing, creating and describing, students will combine and develop their writing and creating and planning skills.  | Emotive Language<br>Evidence   |
|  | <b>Unit 5 Batman<br/>Imaginative/ Non-fiction Writing</b><br>A unit that allows students to apply BEAST and develop writing techniques for setting and atmosphere. | Through article writing, students explore non-fiction writing and newspaper features.   | Within this topic students will apply techniques that they are already utilising within their writing to alternative tasks and formats.  | Exaggeration<br>Fact<br>Foreboding   |
|  | <b>Unit 6 Knowledge Bomb 2: Obama<br/>Text in Time / Non-Fiction focus</b><br>Analysis and Exploration of techniques from ARRESTED.                                | Students will learn about the importance of politics, persuasive speeches and leadership.   | Through application of ARRESTED (rhetorical devices and features), students will begin to dissect and analyse the different features used within transaction and non-fictional persuasive writing. | Foreshadowing<br>Genre<br>Gothic<br>Hyperbole<br>Imagery                               |
|  | <b>Unit 7 The Lost Crown<br/>Imaginative Writing</b><br>Application of writing skills through video game stimuli.  | Through the use of video game stimuli, students will follow the plot of a live game to explore immersive writing, characterisation and explore narrative perspective. | Students will use their knowledge of SEEMS REAL with a focus on senses, questioning, rhetorical questions, rules of 3, ellipsis, alliteration and less is more to                                  | Imply<br>Interpretation<br>Juxtaposition<br>Metaphor<br>Motif<br>Narrative<br>Narrator |

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|  |   |  | create setting and atmosphere that is tense and suspenseful.  | Non-diegetic Sound  |
|  | <b>Unit 8 The Rat Catcher</b><br><b>Short-Story / Fictional Analysis</b><br>Developing our use of PEEZL and our thought stems through character analysis.                 | Students will zoom in language and focus on thought stems, PEEZL, zoomorphic language and BEAST.   | Within this fictional analysis students will apply their knowledge of PEEZL to make inferences and form opinions on what they are reading.  | Nouns               |
|  | <b>Unit 9 First World War</b><br><b>Poetry in Time</b><br>Developing an appreciation for how context has shaped poetry.   | Contextual knowledge of WW1 and the impact of war will be the focus throughout this unit.<br><br>New poetic devices will be explored alongside developing our knowledge of known writing techniques. | Students will explore writer's methods within poetry and start to consider how writer's techniques will have different effects within different writing formats, such as poetry.<br><br>Annotation and inference skills will be developed within this unit.         | Onomatopoeia        |
|  | <b>Unit 10 First World War</b><br><b>Imaginative Writing</b><br>Development of knowledge of WW1 alongside application of writing techniques identified in previous units. | Further development of WW1 knowledge will take place.<br><br>Knowledge of writing techniques studied throughout the previous poetry unit will be applied to the students' own writing.               | The ability to transfer knowledge and skills of writer's methods will be used to enable students to create their own pieces of imaginative writing.<br><br>The skill of transference will enable students to tackle a variety of writing formats, styles and types. | Opinion             |
|  | <b>Unit 11 Knowledge Bomb 3: Brighton Rock</b><br><b>Text in Time / Fictional Reading</b><br>Characterisation and application of BEAST to a text in time                  | Developing knowledge of BEAST through identification of character traits.<br><br>Development of understanding writer's methods and the effect of language use.                                       | Ability to find, annotate and understand how a writer has used BEAST through active reading.<br><br>Students will work on their skills to zoom in on key quotations and develop their writing of PEEZL paragraphs.  | Pace                |
|  | <b>Unit 12 Bond Car Chase</b>   |  |   | Pathetic Fallacy    |
|  |   |  |   | Personification     |
|  |   |  |   | Quotation           |
|  |   |  |   | Repetition          |
|  |   |  |   | Rhetoric            |
|  |   |  |   | Rhetorical Question |
|  |   |  |   | Rule of 3           |
|  |   |  |   | Semantic Field      |
|  |   |  |   | Senses              |
|  |   |  |   | Short Sentence      |
|  |   |  |   | Simile              |
|  |   |  |   | Statistics          |
|  |   |  |   | Suggestion          |
|  |   |  |   | Suspense            |
|  |   |  |   | Tension             |
|  |   |  |   | Thesaurus           |
|  |   |  |   | Writer              |
|  |   |  |   | Zooming             |
|  |   |  |   | Zoomorphism         |

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|  | <p><b>Imaginative Writing</b><br/>Exploration of narratives and perspectives through characterisation and BEAST.</p>   | <p>Knowledge of BEAST applied to and explored to develop knowledge of characterisation.</p>  | <p>Application of BEAST and characterisation to develop student writing.</p>   |  |
|  | <p><b><u>Unit 13 Stone Cold</u></b><br/><b>Reading Appreciation</b><br/>This unit is reading for pleasure and therefore is an opportunity for students to explore themes and concepts through oracy and class discussion</p> | <p>Themes: Homelessness , suffering, death, crime, media.<br/><br/>Exposure to writing from different points of view.</p>                              | <p>The ability to begin understanding how voice and narrative impact plot development, tone and atmosphere.</p>  |  |
|  | <p><b><u>Unit 14 Media: Duel</u></b><br/><b>Formal / Essay writing</b><br/>Developing our knowledge of the world of film and cinema with cross-curricular links to cinematic features, drama and analysis skills.</p>        | <p>Students will build on knowledge of camera angles and point of view whilst also learning new knowledge of diegetic and non-diegetic sound.</p>      | <p>Students will apply their knowledge of media to develop an ability to analyse director's intentions.</p>  |  |
|  | <p><b><u>Unit 15 Lamb to the Slaughter</u></b><br/><b>Short Story Analysis</b><br/>Development of understanding writer's methods.</p>  | <p>Guided reading through a text that explores themes of:<br/>Betrayal, deceptions, gender roles, power, justice, morality, irony and dark humour.</p> | <p>Ability to discuss and analyse writers intentions in relation to theme and character developments.</p>  |  |
|  | <p><b><u>Unit 16 Lamb to the Slaughter</u></b><br/><b>Imaginative writing</b><br/>Application of ARRESTED with exploration of non-fiction writing.</p>   | <p>Development of previous writing techniques with a new focus on 'starting and ending with power' and speech formatting.</p>                          | <p>Ability to write for non-fictional purposes and apply the new knowledge of 'starting and ending with power' and 'speech formatting' to our own pieces of imaginative writing.</p> |  |