

Beamont Collegiate Academy Curriculum Map



Year: Year 8

Subject: English

Intent	Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Clarity around knowledge	Theme / topic	The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson	Mystery and Suspense	Love and Loss Poetry	Moral Panic	The Taming of the Shrew	Of Mice and Men
	Key substantive knowledge	<ul style="list-style-type: none"> - Biographical information about Robert Louis Stevenson - Contextual knowledge about Victorian England, specifically social anxieties of the time: <ul style="list-style-type: none"> • Science vs religion • Jack the Ripper • Illness and disease • The theory of evolution • Dual identity • The fear of overstepping social boundaries • Preoccupation with social class • The fear of degeneracy 	<ul style="list-style-type: none"> - The fundamental themes and conventions explored within Gothic Literature across a range of literary cannons. - An understanding of the literary timeline within the genre of Gothic Literature and how it has altered across different contexts: <ul style="list-style-type: none"> - Science vs religion - Illness & madness - The fear of degeneracy - Preoccupation with social class - Traditional gender roles 	<p>In this unit, students will be taught about:</p> <p><u>**Key Subject Specific Knowledge:</u></p> <ul style="list-style-type: none"> - Stanza - Couplet - Personification - Alliteration - Enjambment - Juxtaposition - Onomatopoeia - Caesura - Cyclical - Rhythm/rhyme - Anaphora - Metaphor - Assonance - Semantic field - Extended metaphor <ul style="list-style-type: none"> • Genre conventions • Poet's Intent and Biographical information about each poet. • Language/Character/Structural analysis of poetry <p>Poems analysed:</p>			

		<p>**Key Subject Specific Knowledge:</p> <ul style="list-style-type: none"> - Pathetic Fallacy - Juxtaposition - Personification - Genre – Mystery/Detective - Foreshadowing - Simile - Metaphor - Symbolism - Flashback - Allegorical <p>The story of Jekyll and Hyde; characters, events and setting.</p>	<ul style="list-style-type: none"> - Female demonisation - The importance of nature - The impact of the Industrial Revolution <p><u>Literary eras explored:</u></p> <ul style="list-style-type: none"> - Romantic - Victorian - Modernist <p>**Key Subject Specific Knowledge:</p> <ul style="list-style-type: none"> - Motif - Hyperbole - Epistolary novel - Gothic - Pathetic Fallacy - Juxtaposition - Personification - Simile - Metaphor - Foreshadowing - Flashback 	<ul style="list-style-type: none"> - Valentine – Carol Ann Duffy - I wouldn't Thank you for a Valentine – Liz Lochhead - Sonnet 18 – Shakespeare - Sonnet 130 – Shakespeare - Stop All the Clocks – WH Auden - 'The Identification' – Simon Armitage - 'Medusa' – Carol Ann Duffy 			
	Disciplinary knowledge	<p><u>Themes and concepts:</u></p> <ul style="list-style-type: none"> - duality, deceit, deception, religion versus science and public versus private <p>Skills:</p> <ul style="list-style-type: none"> - Analysis of language and structure. 	<p><u>Themes and concepts:</u></p> <p>Genre: Thriller and Horror</p> <p>Concepts: Wild landscapes & remote settings, female vulnerability, the supernatural, evil, fear and psychological breakdown.</p> <p>Skills:</p>	<p><u>Themes and concepts:</u></p> <ul style="list-style-type: none"> • Grief • Loss • Denial • Anger • Imagery • Elegy • Dramatic monologue • Tone • Poetic voice 			

		<ul style="list-style-type: none"> - Appreciation of the author’s craft; intention and impact. - Contextual relevance and applied transference of substantive knowledge into disciplinary knowledge. - Vocabulary development. - Appreciation of semantic and lexical choices and their effects. - Practice in mitigating the barriers faced by complex sentence structures. 	<ul style="list-style-type: none"> - Analysis of language and structure via the identification of methods and inferring their effects. - Recall of key vocabulary, concepts and essential technical knowledge. - Evaluation of the effects of literary methods. - The development of oracy through the presentation of knowledge, reading aloud and engaging in class debates and discussions. - The implementation and retention of key unit vocabulary to improve reading comprehension and depth of inferences. - Applying a variety of literary methods 	<ul style="list-style-type: none"> • Jealousy • Feminism • Free verse • Mythology <p>Skills:</p> <ul style="list-style-type: none"> • Students will be able to identify the key technical aspects with in a poem and begin to consider their impact • Students will develop an understanding of the ideas around culture and multi culture as well as the challenged that this can bring • Students will consider how poetic forms vary and how poets carefully chose the language and structure of poems • Students will develop language analysis skills through guided annotation and discussions of the key themes within the poems. • Students will identify key poetic techniques and consider the impact of them 			
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			to develop creative writing skills.				
Clarity around sequencing	Main links across the curriculum	<ul style="list-style-type: none"> - Year 7: Characters Through Time (Term 1 Unit 1) - Year 8: Mystery and Suspense (Term 1 Unit 2) - Year 9: Creating Characters (Term 3 Unit 2) - Year 10 and Year 11: Paper 1 & Paper 2 19th Century Literature 	<ul style="list-style-type: none"> - Year 7: Characters Through Time (Term 1 Unit 1) - Year 8: Jekyll & Hyde (Term 1 Unit 1) - Year 9: Poetry Through the Ages (Term 2 Unit 1) - Year 10 and Year 11: Language: Papers 1 & 2 19th Century Literature Literature: Poetry 	<ul style="list-style-type: none"> • Year 7: Multi-cultural poetry (term 4) • Year 9: Poetic Eras (term 4) • Year 10: Poetry Anthology (term 2) • Year 11: Unseen Poetry (term 5) 			
	Authentic cross curricular links	<ul style="list-style-type: none"> - History – Victorian Era - Religious Education – Science versus Religion - Science – Darwin’s theory of evolution 	<ul style="list-style-type: none"> - History – How did Britain change from 1750 – 1900? - Religious Education – How can we understand evil and suffering? 	History – Greek Mythology, WW1			
Vocabulary	Key words	<ul style="list-style-type: none"> • Evolution • Duality • Morality • Degeneration 	<ul style="list-style-type: none"> • Ominous • Pervade • Aghast • Morose 	<ul style="list-style-type: none"> • Cliché • Cynical • Anguish • Volta 			

		<ul style="list-style-type: none"> • Respectability <p><i>Plus ** Subject Specific Knowledge</i></p>	<ul style="list-style-type: none"> • Eerie <p><i>Plus ** Subject Specific Knowledge</i></p>	<ul style="list-style-type: none"> • Subvert <p><i>Plus ** Subject Specific Knowledge</i></p>			
Assessment	Summative assessment	<p>Assessment – Writing:</p> <ul style="list-style-type: none"> • Vocabulary & Grammar Test (recall) • Descriptive Writing Task <p>Assessment – Reading:</p> <ul style="list-style-type: none"> • Subject Specific Knowledge (recall) • Grammar (recall) • Vocabulary (recall) • Recall • Method and effect (analysis) • Personal response (analysis) 	<p>Assessment – Writing:</p> <ul style="list-style-type: none"> • Vocabulary & Grammar Test (recall) • Descriptive Writing Task <p>Assessment – Reading:</p> <ul style="list-style-type: none"> • Subject Specific Knowledge (recall) • Grammar (recall) • Vocabulary (recall) • Recall • Method and effect (analysis) • Personal response (analysis) 	<p>Assessment – Writing:</p> <ul style="list-style-type: none"> • Vocabulary & Grammar Test (recall) • Descriptive Writing Task <p>Assessment – Reading:</p> <ul style="list-style-type: none"> • Subject Specific Knowledge (recall) • Grammar (recall) • Vocabulary (recall) • Recall • Method and effect (analysis) • Personal response (analysis) 			
Links to the real world / careers / PD		<ul style="list-style-type: none"> - Knowledge of British heritage. - Further study of English Language and Literature at A-Level and HE. 	<ul style="list-style-type: none"> - Understanding of the British literary timeline with knowledge of some key characters that remain as present cultural references. - Further study of English Language and 	<ul style="list-style-type: none"> - Knowledge of British heritage. <p>Further study of English Language and Literature at A-Level and HE.</p>			

			Literature at A-Level and HE. - Creative Writing - Historian				
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