

TBS Curriculum Map

Year: 8

Subject: English

	Unit one	Unit two	Unit three	Unit four	Unit 5
Theme/Topic	Macbeth – literature focus. Reading Shakespeare text. Connection to Shakespeare text in English Literature paper 1	19 th Century non –fiction texts – exploration and discovery. Connection to English language paper 2	Hound of the Baskervilles by Arthur Conan Doyle – literature focus with connection to 19 th Century novel in English Literature paper 1	Magic and myth unit – language focus with emphasis on English Language paper 1 – fiction extracts	Poetry extracts including poems from other cultures and traditions – link to unseen poetry in English literature paper 2 Four week unit following final assessment
Skills	<ul style="list-style-type: none"> • AO1 – Picking out quotes and learning them. • AO1 – writing extended paragraphs using all AO’s. • AO2 – Identifying and analysing language and structural devices. • AO3 – recognising historical context of the play and its relevance. 	<ul style="list-style-type: none"> • Question 1 – how to read between the lines and deduce opinions from facts. • Question 2 – pick out key information and quotes from a text in order to write a summary • Question 2 – how to use comparative language to link two texts. 	<ul style="list-style-type: none"> • AO1 – picking out quotes and learning them • AO1 – writing extended paragraphs using all the AO’s. • AO1 – development of an extended vocabulary. • AO2 – identifying and analysing language and structural devices. • AO3 – recognising historical context 	<p>Question 1 – picking out key information from a text.</p> <ul style="list-style-type: none"> • Question 2 – Writing an extended PEE response to use of identified language features. • Question 4 – evaluating evidence and writing in an extended form. • Question 5 – using appropriate descriptive language, sentence structures and SPaG in extended writing. 	<ul style="list-style-type: none"> • AO1 – Picking out quotes and learning them. The ability to compare two texts in a thoughtful way. • AO1 – writing extended paragraphs using all AO’s. • AO2 – Identifying and analysing language and

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		<ul style="list-style-type: none"> • Question 3 – identifying and writing about language techniques • Question 4 – Writing an extended comparison of ideas in two texts. 	of the play and its relevance.		<p>structural devices.</p> <ul style="list-style-type: none"> • AO3 – recognising historical context of the individual poems and their relevance
Knowledge	<ul style="list-style-type: none"> • Shakespeare’s use of similes, metaphors, pathetic fallacy and other language devices • Shakespeare use of structural devices such as: iambic pentameter, foreshadowing, entrances and exits. • The character of Macbeth, Lady Macbeth, Banquo, King Duncan and macduff. • The effects of guilt on the human psche • Attitudes to superstition and the paranormal in 	<ul style="list-style-type: none"> • Understanding the difference between 1st and 3rd person • Understanding semantic fields • Identifying inference and deduction in an extract. • Knowledge of the three sentence types: simple, compound and complex • Understanding the difference between a fact and an opinion. • Understanding how to write a summary based 	<ul style="list-style-type: none"> • Conan Doyle’s use of similes, metaphors, personification, pathetic fallacy and other language devices. • Conan Doyle’s use of structural devices such as: first person, diary and letter form, flashback. • The character of Sherlock Holmes and Dr Watson • The effects of fear on the individual. 	<ul style="list-style-type: none"> • Understanding of the key features of the gothic genre. • Knowledge of a range of language techniques with focus on personification. • Knowledge of the techniques used to create suspense and tension in writing. • Identification and understanding of the three key parts of a story – beginning, change in event and climax. <ul style="list-style-type: none"> • Identification and understanding of how to create a twist in a tale at the end. 	<ul style="list-style-type: none"> • Understanding of the form of poetry and how it differs from prose • Understanding of poetic language techniques including: simile, metaphor, personification, onomatopoeia, alliteration, sibilance, assonance. • Understanding of poetic structural terms including: stanzas, iambic

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	17 and 21 st Centuries.	on information in a text. <ul style="list-style-type: none"> Understanding the language of comparison: alternatively, comparatively, Subsequently, equally, However. 			pentameter, rhyming couplets, anaphora, etc.
Cultural Capital	<ul style="list-style-type: none"> Changing attitudes to women over time. Attitudes to violence over time. Relevance to contemporary Scottish history Changing use of language over time 	<ul style="list-style-type: none"> Changing attitudes to slavery over time. Changing attitudes to exploration and colonialism Changing attitudes to famine and appropriate government intervention 	<ul style="list-style-type: none"> Changing attitudes to scientific enquiry including forensic analysis and deduction Attitudes to the paranormal and ghosts. 	<ul style="list-style-type: none"> Changes in styles of gothic writing over time. Attitudes to good and evil in society. 	<ul style="list-style-type: none"> A number of themes including: sibling relationships, racism, family relationships, the nature of war.
Curriculum overlap	History Geography	History Geography Science	<ul style="list-style-type: none"> History Science (particularly Biology) 	Philosophy and ethics history	<ul style="list-style-type: none"> History Geography Sociology Psychology

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