

**Year 8**

Subject: **English**

Curriculum and Assessment Progression Map

Holy Family

Catholic High School

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| **Key Learning Constructs to be developed over the academic year. – Core Knowledge** | **Scheme of Learning****Autumn Term** | **Scheme of Learning****Spring Term** | **Scheme of Learning****Summer Term** |
|  | **Part 1****The Merchant of Venice**Concept of usury. Themes in the play. Historical context for the play. Act 1 – Act 3. Antisemitism in context. Letter writing. Linguistic devices. Malapropisms. Irony**Part 2****The Merchant of Venice**Act 3 – Act 5. Shylock’s monologue. Response to Shylock as a character. Responding to Shylock’s treatment in the trial. Writing evaluations of statements | **Part 3****Poetry: Diverse Voices** The use of key terminology such as diversity, ethnicity, and race. Author’s voice. Poetry analysis. The impact of cultural aspects on poetic voice. Etymology of country names. Poetic devices. *Mother Tongue – Dean Atta. Rice and Peas – George the Poet. Presents from my Aunts in Pakistan – Moniza Alvi**What Stephen Lawrence Has Taught Us – Benjamin Zephaniah***Part 4****Non-Fiction Writing: Diverse Voices**Recognising and understanding the difference between fiction and non-fiction. Audience reactions to non-fiction writing. The representation of different groups of people and of recent political events. Analysing and responding to representations. Identity. Recognising and using rhetorical devices. Genre Audience and Purpose. Ethos, Pathos, Logos. Non-fiction writing: speeches. | **Part 5 and 6****Contemporary Novel: To Kill a Mocking Bird**Historical context for the novel. Symbolism of the title. Characters in the novel. The use of racist epithets. Recognising and analysing Language techniques. Character analysis. Exploring relationships in the text. |
| **Hinterland Knowledge** | **Part 1 and 2:**Antisemitism. History of antisemitism in Britain. Britain’s historic relations with other European nations. Representations of race in the Elizabethan era. Britain in the Elizabethan Era. Courtship. Il Pecorone by Giovanni. Fiorentino. Antisemitism in England. Blood Libels. Homosociality. Sumptuary Laws. | **Part 3:** Murder of Stephen Lawrence. LGBTQ+ issues in Britain. Black British History. The British Empire. British overseas territories. Social mobility**Part 4:** Events that have been fuelled by activism in recent years: Malala and education, Farage and Brexit, Rashford and FSM, Malcolm X and Civil Rights.  | **Part 5 and 6:**The Great Depression. History of slavery in the USA. Etymology of racial epithets. Jim Crow laws and their impact. The Civil Rights movement – links back to Spring Term 2. The Deep South. Lynching. |
| **Assessment:** **- Formative Techniques - Summative Pieces** | “Do Now” quizzes. Fix the error. Cold calling. Interleaved retrieval quizzing. Plickers\* Show-call Live marking |
| **End of unit assessments****Part 1: Writing:** Write a letter from Portia to her father, explaining how she feels about the caskets being used to select her husband.**Part 2: Reading (Evaluative):** After reading the play a student said, “Shylock is a victim of society and deserves to be forgiven.” To what extent do you agree? | **End of unit assessments****Part 3: Reading (analytical - Lit**): How is the idea of race presented in the poem *What Stephen Lawrence Has Taught US*. **Part 4: Writing non-fiction** Write the text of a speech to be given to students at your school persuading them to be more politically active. | **End of unit assessments****Part 5:**Speaking and listening debate.**Part 6: Reading (analytical - Lang)**How does Harper Lee create tension and a sense of urgency through language? |
| **Key Vocabulary** | **Part 1:**Analogy, antisemitism, argosies, bond, deceit, estate, Hebrew, Homosociality, Irony, Lancelet, lawyer, Merchandise, Merchant, Morocco, prodigal, rheum, suitor, Tubal, usurer, usury, visage | **Part 2:**As Part 1 | **Part 3:**Diversity, Ethnicity, Race, Identity, Britishness, Tone, Colonialism (Racial, Superiority, Civilisation, Commerce, Christianity, Empire) | **Part 4:**Activism, Activist, Ethos, Logos, Non-fiction, Pathos, Representation, Rhetoric | **Part 5:** | **Part 6:**Epithets, Foreshadowing, Justice, Education, Morality, Race, Prejudice, Ethics, Innocence, Youth |
| **Key Skills** | Writing in Standard English. Employing language devices effectively. Identifying language devices. Identifying genre conventions. Analysing language techniques. Using subject terminology accurately. Writing for an audience. Evaluating statements. Analysing characters. Considering authorial intent. | Writing in Standard English. Identifying language devices. Identifying genre conventions. Analysing language techniques. Using subject terminology accurately. Using rhetorical devices. Writing for an audience | Writing in Standard English. Identifying language devices. Analysing language techniques. Speaking in Standard English. Presentation Skills. Employing subject specific terminology. Employing varied vocabulary. Accurate SPaG |
| **Opportunities Outside the taught curriculum** |  |  |  |