

English Curriculum Map - Year 8

Term	Units of Study	Curriculum Guidelines	NC -Key Skills
Autumn 1	<p>Contemporary novels</p> <ul style="list-style-type: none"> Refugee Boy- Benjamin Zephaniah. Martyn Pig- Kevin Brooks Stone Cold- Robert Swindells Buddy- Nigel Hinton There's a Boy in the Girl's Bathroom- Louis Sachar (low ability) 	<ul style="list-style-type: none"> Making inferences and referring to evidence in the text. Studying setting, plot, and characterisation, and the effects of these 	<ul style="list-style-type: none"> Read easily, fluently and with good understanding They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading
Autumn 2	<p>Classics- 20th/21st Century novel. Pre 1914/19th Century novel</p> <ul style="list-style-type: none"> Jane Eyre- Charlotte Bronte Great Expectations- Charles Dickens Pride and Prejudice- Jane Austin 	<ul style="list-style-type: none"> Making inferences and referring to evidence in the text. Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries 	<ul style="list-style-type: none"> Appreciate our rich and varied literary heritage
Spring 1	<p>Media Project – Travel Writing /Creative Writing</p> <ul style="list-style-type: none"> The study of holiday brochure's Bill Bryson's travelling extracts 	<ul style="list-style-type: none"> Making critical comparisons across texts 	<ul style="list-style-type: none"> Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length
Spring 2	<p>Shakespeare</p> <ul style="list-style-type: none"> Macbeth Hamlet 	<ul style="list-style-type: none"> Understanding how the work of dramatists is communicated effectively through performance and how 	<ul style="list-style-type: none"> Appreciate our rich and varied literary heritage

This is the programme of study for this unit.

		alternative staging allows for different interpretations of a play	
Summer 1	<p>Poetry</p> <ul style="list-style-type: none"> • Sonnets • Urban poetry- Benjamin Zephaniah 	<ul style="list-style-type: none"> • Making inferences and referring to evidence in the text. • Recognising a range of poetic conventions and understanding how these have been used 	<ul style="list-style-type: none"> • To understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.
Summer 2	<p>Creative Writing</p> <ul style="list-style-type: none"> • Gothic Genre 	<ul style="list-style-type: none"> • Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • Considering how their writing reflects the audiences and purposes for which it was intended 	<ul style="list-style-type: none"> • Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length
Notes***** Speaking and Listening should be incorporated and assessed through each unit.			<ul style="list-style-type: none"> • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • Are competent in the arts of speaking and

			listening, making formal presentations, demonstrating to others and participating in debate.
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Key Stage- Medium Term Planning: Year 8