



Year 8 English Curriculum Map

Overview	<p>Year 8 in English begins by focusing on persuasive language used in speeches by campaigners and politicians, building on the work done during the Big Issues unit in Year 7. Students will then read a class novel, consolidating their understanding of fiction, and developing their personal responses. The themes and characters of some Shakespeare plays are explored next before students undertake a thematically based unit on the experiences of war through poetry, plays, fiction and non-fiction. They undertake further study into how writers use language and learn how to become readers as writers and writers as readers. Finally students will explore the importance of setting in short stories. Students undertake a range of assessments, including half-termly assessments, developing a variety of writing and reading skills.</p>					
Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Speeches , political and social reform	Modern novel (Teachers choose from, 'The Hunger Games', 'The Kite Rider', 'The Curious Incident', 'Noughts and Crosses',	An Introduction to Shakespeare: villains and the supernatural	Experiences of war Teachers choose from: 'The Boy in Striped Pyjamas', 'The Book Thief', 'The Machine Gunners', Private Peaceful', 'War Horse', 'In the Sea there are Crocodiles', 'My Sister lives on the Mantelpeice', 'Once', 'Then'	The Language Laboratory - How language shapes meaning	Literary Shorts Teachers choose from: 'The Yellow Wallpaper'; 'I Used to Live Here Once'; 'Oliver's Evolution'; 'The Flowers'; 'One of These Days'; 'Two Words'
Knowledge	<p>Speeches by prominent political figures and campaigners</p> <p>Rhetorical devices</p>	<p>The context and themes of the novel studied</p>	<p>Understanding Shakespearean tropes and his typical style. Explore themes and character</p>	<p>The contexts and themes of the novels and poetry studied</p>	<p>Text Transformations and Writers' Choices</p>	<p>Students will study two evocative stories, with a focus primarily on setting.</p> <p>The contexts and themes of the texts studied</p>
Skills	<p>Adapt speech and writing for different purposes, audiences and forms</p>	<p>Explore how writers shape meaning through language and structure,</p>	<p>Take on a number of different roles when speaking and writing</p>	<p>Read for sustained periods of time, with concentration and engagement</p>	<p>Reading as writers and writing as readers.</p> <p>Ask interesting</p>	<p>Writing story openings that focuses on setting</p> <p>Read for sustained periods of time, with</p>

	<p>Rhetoric: logos, pathos, ethos</p> <p>Maintain consistency and appropriateness of tone in written and spoken communication</p>	<p>by reading a modern novel</p> <p>Essay writing skills</p>	<p>Use evidence to support evaluations of reading material</p> <p>Understand how language shapes meaning in a range of texts</p> <p>Understand how texts are constructed for particular effect</p>	<p>Read widely for a range of purposes, including for pleasure</p> <p>Understand and appreciate plot, characters, and themes</p>	<p>questions about texts</p> <p>Reflect on the options available when writing</p> <p>Consider the significance of small changes to writing</p> <p>Change genres and forms to see effect</p>	<p>concentration and engagement</p> <p>Read widely for a range of purposes, including for pleasure</p> <p>Understand and appreciate plot, characters, and themes</p>
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