

Curriculum Map 2023-24

Year 8

Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Links to GCSE skills and content	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	Bone Sparrow 1 -- responding to literature	A term long SOW in which students will be reading YA novel- 'The Bone Sparrow'. This story follows the journey of Subhi- a Rohingya refugee who has lived his whole life in a detention camp in Australia. Students will read for enjoyment and develop their critical and creative personal response to the novels.	Engagement in reading, to begin to develop a personal response to a text through reflection, debate and discussion, to respond critically to whole texts, including commenting on how the author has structured a whole novel, to make links between the novel and the context in which it fits.	Critical reading skills developed in Y7 will be drawn on and practiced; Exploring the novel as a literary form will be developed from Coraline in Y7. With the introduction of exploring context -- Non Fiction writing skills will also be revisited. Reading <ul style="list-style-type: none"> Students knowledge of fiction conventions Evaluation of author's craft (language/structure/form) Evaluation of the significance of context on literary texts Being able to articulate their own critical ideas about the text 	The main focus of this unit is to introduce students to the value of context in understanding the meaning of a literary work as well as the writer's intentions which are core skilled evaluated in the Literature GCSE.	EW1 -- Write your critical opinion of Subhi as a character.	EW2 -- How does Fraillon show that asylum seekers are not treated well in the camp?
Autumn 2	Bone Sparrow 2 -- responding to literature	A term long SOW in which students will be reading YA novel- 'The Bone Sparrow'. This story follows the journey of Subhi- a Rohingya refugee who has lived his whole life in a detention camp in Australia. Students will read for enjoyment and develop their critical and creative personal response to the novels.	Engagement in reading, to begin to develop a personal response to a text through reflection, debate and discussion, to respond critically to whole texts, including commenting on how the author has structured a whole novel, to make links between the novel and the context in which it fits.	Critical reading skills developed in Y7 will be drawn on and practiced; Exploring the novel as a literary form will be developed from Coraline in Y7. With the introduction of exploring context -- Non Fiction writing skills will also be revisited.	The main focus of this unit is to introduce students to the value of context in understanding the meaning of a literary work as well as the writer's intentions which are core skilled evaluated in the Literature GCSE.	EW3 -- In your group, create a Newspaper front page detailing the plight of the Asylum seekers in the camp.	EW4 -- How does Fraillon make us feel sympathy for asylum seekers in the whole novel.
Spring 1	Fantastical Journeys -- Creative writing	A SOW that focuses on VSPaG and narrative structure, considering a range of genres. This unit will involve students reading a wide range of diverse short stories and thinking about the choices the authors have made in terms of structuring and VSPaG. The unit aims to encourage student to think about journeys -- personal, political, geographic, and emotional.	To introduce learners to a range of fiction from different genres: Science Fiction, Gothic/fairy tale, Folk tale, and Post Colonial literature. To introduce students to key structural features and vocabulary: beginning, middle, end; Freytag's Pyramid, foreshadowing, changes of mood and atmosphere, archetypes, symbols, subversion, context, motif. To consider different journeys in literature and to consider what we can learn about the world through these journeys To write their own original stories in a chosen genre including a journey and clear structure	This units builds on students coverage of the Detective and Gothic genres explored in year 7. It revisits structural features and allows students to explore how these structural features apply across a wider range of genres.	Develops students skills at using and identifying structural features -- needed for both Literature and Lang Pape 1 GCSEs. Develops a further engagement with Gothic which links to Jekyll and Hyde. The use of stories ranges over time so exposes students to 19th century texts in preparation for GCSEs. The wide range of stories also develops ability to interpret and engage with multiple voices and styles.	EW1: to write a Science Fiction story that includes a journey with a clear beginning, middle, end.	EW2: To write a story inspired by a story covered in class this term that has a clear beginning, middle, end.
Spring 2	Life Stories -- non fiction writing about community	A SoW focussed on developing students journalistic writing skills for an online audience -- the school website/community. The focus is for students to find, research, develop and write their own journalistic account of a 'Life story'	Key learning outcome: To be able to write a non-fiction journalistic article for the school website and community using planning and research. Key skills: 1. To understand how to find and gather news, write and produce an online news story. 2. To develop non-fiction creative writing skills; to understand how news is produced. To be able to judge the factual quality of a news story.	Extends skills learnt in year 7s biographical writing unit; cross-curricular link to History on Migration stories.	Learning how to interview -- effective question asking. Editing and choosing best information. Leads to developing key skills required for GCSE Lang paper 2 - A05 and A06	EW1: Write a Life Story of one of your classmates.	EW2: Write a Life Story of your chosen person from the SNS Community.
Summer 1	Journeys in poetry -- responding to Poetry	A half-term scheme of work during which students will read and explore a range of poems around the theme of 'journeys' - from Homer's Odyssey to contemporary poetry. Students will read for engagement and enjoyment and will consider choices made by poets	To read and understand a range of poetry <ul style="list-style-type: none"> To begin language analysis, commenting on the choices and methods of writers To form a personal opinion about a poem To begin to comment on subject terminology To consider journeys beyond the literal 	Extends skills learnt in year 7s poetry unit; cross-curricular link to History on Migration stories. Developing on from Fantastical Journey's SOW earlier in the year.	Link to poetry and unseen poetry - students will consider the difference between a speaker and the choices made by the poet. Students will also practise skills in using context effectively when analysing a poem.	EW1: How does the poet present the speaker's feelings about their city journey?	EW2: How does the poet present the speaker's feelings about their journey in 'Home' by Warsan Shire?
Summer 2	The Tempest -- response to Shakespeare	Students will be reading and performing key sections of the Tempest to develop their own personal response to the play. Students will look at key extracts from the text in detail, first focusing on how actors and directors have interpreted a selection of key scenes before then constructing a short piece of drama and making directorial and dramatic decisions of their own.	To read and understand Shakespeare's theatrical intentions. To understand Shakespearean language and dramatic devices and start to comment on the choices and methods of writers and directors. To form personal opinions about a play To develop collaboration and communication skills through group work. To develop oracy skills and confidence in delivering speeches.	Students knowledge of dramatic conventions --from Year 7 but also from Drama in Y7 when the play is also explored. <ul style="list-style-type: none"> Being able to evaluate an author's craft (language/structure/form) Developing their evaluation of the significance of context on literary texts Being able to articulate their own critical ideas about the text. 	introduction to William Shakespeare to develop a group response to the text. oracy and presentation skills. Analysis and understanding of character.	EW1: With a clear focus on Act 1 Scene in 2 The Tempest, explain how the audience is expected to respond and react to Prospero's treatment of Caliban in lines 320-375 (pages 29-31) and what might they have learnt by the end of the scene?	EW2: Group work: using The Tempest as your starting point, write either a prequel, a sequel or a modern interpretation that will be 3-5 minutes long. Evaluate language and dramatic techniques you have used in your own play.