English Curriculum Map							
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 study the YA novel The Bone Sparrow as a literary exploration of displacement, belonging and humanity. Students will develop their critical and creative personal responses to the novel and begin to examine how writers shape perspective and emotional response through narrative voice and structure	**Reading & Interpretation:** Developing inference from text and context; Understanding different narrative perspectives; developing interpretation. **Writer's Craft:** Understanding characterization and narrative voice from language and wider context, beginning to explore structure, symbolism and motif. **Writing Craft:** Developing ability to write in the narrative style of the author through close observation; Introducing analysis as a skill into critical writing; learning to integrate quotations with writing devices and analysis, learning to write about a novel's structure. **Context & Tradition:** migration, refugees, contemporary global literature. **Oracy and Literacy:** discussion and ethical interpretation of contemporary literature; A glossary of contextual terms along with developing awareness of disciplinary vocabulary.	This unit builds on the creative and critical reading and writing skills developed in Year 7, helping students to understand the deep connections between language and literature. Moving beyond identifying meaning, students learn to analyse how writers shape narratives through perspective, structure and authorial choices, while beginning to explore the role of context in influencing interpretation. Through the study of a literary novel, students develop both analytical and creative responses, strengthening their understanding of how meaning is constructed and communicated.	This unit develops students' ability to explore and evaluate a writer's intentions within a text while introducing the importance of context in shaping meaning and interpretation. Through developing the skills of literary analysis, students will strengthen their understanding of narrative voice, contextual influences and critical interpretation, building core analytical skills required for GCSE English Literature and unseen fiction study.	EW1 – Write the next chapter of the Bone Sparrow in which Subhi ends up meeting Jimmie for the second time. Start your chapter with Subhi waking up.	EW2 – Write a critical commentary on how Fraillon present Subhi's experiences of the refugee camp?
Autumn 2	Bone Sparrow 2 -- responding to literature	In the second half of this term-long scheme of work, students continue their study of The Bone Sparrow as a literary exploration of displacement, belonging and humanity. Building on their critical and creative responses to the novel, students will develop more conceptual interpretations of identity, freedom, hope and oppression while exploring how narrative voice, structure and symbolism shape perspective and emotional response.	**Reading & Interpretation:** Developing contextual and inferential reading by tracking the themes and structure of the novel. **Writer's Craft:** Understanding character-ization and narrative voice from language and wider context; exploring structural development through recurring motifs. **Writing Craft:** Expanding ability to write in the narrative style of the author through close observation; Confidently applying analysis as a skill into critical writing; learning to integrate quotations with writing devices and analysis, learning to write about a novel's structure. **Context & Tradition:** human rights, migration narratives, postcolonial perspectives. **Oracy and Literacy:** discussion and ethical interpretation of contextually rich literature; Building a glossary of contextual terms along with developing awareness of disciplinary vocabulary. Ability to accurately write, punctuate and paragraph an essay.	In the second half of this term-long scheme of work, students build upon the creative and critical reading and writing skills developed during the previous half term, deepening their understanding of the relationship between language and literature. Through the study of a literary novel, they progress from identifying meaning to analysing how writers shape narratives through perspective, structure and method, while developing sustained interpretations across a whole text and exploring how a writer's choices contribute to larger themes and ideas throughout the narrative.	This unit develops students' ability to explore and comment on a writer's intentions within a text while introducing the role of context in shaping meaning and interpretation. These skills will support the bridging between Key Stage 3 exploratory writing and GCSE analytical essays by giving students the thinking skills to develop evaluative thinking and strengthen their ability to construct interpretative responses to literature.	EW3 – Write a chapter where Subhi experiences being outside the camp for the first time as he goes to find Jimmie.	EW4 – Write a critical commentary on how Fraillon presents Subhi's response to Eli's death as critical of life in a refugee camp.
Spring 1	Fantastical Journeys -- Creative writing	This scheme of work develops students' understanding of vocabulary, sentence structure, punctuation and grammar (Spag) alongside the narrative structure of fantasy writing. This is done through the study of a range of fantastical and sci fi stories including from the 19th century. Students will analyse the choices writers make in shaping meaning, structure and symbolism, then adapting these techniques to help control and structure their own fantasy writing.	**Reading & Interpretation:** Developing genre and structural awareness through structural analysis and genre recognition. **Writer's Craft:** Exploring a writer's narrative structure through Freytag's Pyramid, looking at foreshadowing, and understanding genre techniques used in fantasy writing. **Writing Craft:** Combining structural planning with genre expectations; including tonal shifts and viewpoint control through use of clear setting and characterisation. **Context & Tradition:** Fantasy worlds, Science fiction, 19th century canonical texts. **Oracy and Literacy:** Developing oracy through collaborative storytelling and discursive interpretation; Literacy focus on genre specific vocabulary, sentence structure, punctuation and grammar (VSPaG)	This unit builds on students' exploration of literary genres from Year 7, revisiting key structural features while extending their application to a range of more challenging texts. Students will develop more sophisticated analytical skills by examining how writers use structure and genre devices to shape meaning. The focus on journeys builds on students' earlier study of myth and quest narratives and preparing them for more conceptual literary analysis.	This unit develops students' ability to identify, analyse and evaluate structural and genre features, building key skills required for both GCSE English Literature and GCSE English Language Paper 1. Through engagement with a range of stories, including nineteenth-century texts, students will deepen their understanding of genre, narrative structure and authorial craft while developing their ability to interpret different styles. The unit also strengthens students' familiarity with 19th century writing that underpin later study of Jekyll and Hyde and prepares them for the structural analysis and dystopian writing explored in Year 9 and at GCSE.	EW1: Write (an extract from) a story about a journey to another world	EW2: Write (an extract from) a story through time or space.
Spring 2	Life Stories -- non fiction writing about community	This scheme of work develops students' journalistic and non-fiction writing skills through researching, developing and writing life stories connected to their school and local community. Writing for an authentic online audience, such as the school website, students will learn how to gather information, conduct research, shape engaging narratives and present real-life stories using the conventions and techniques of journalistic writing.	**Reading & Interpretation:** Becoming familiar with journalistic writing; learning how to evaluate reliability and perspective; selecting evidence useful for factual writing. **Writer's Craft:** Understanding journalistic narrative structure; developing awareness of audience; learning the techniques of factual storytelling – eg. using quotation. **Writing Craft:** Interviewing skills; taking notes; organising information; writing for readers in a factual style. **Context & Tradition:** oral history, migration stories, community voices. **Literacy and Oracy:** interviewing and collaborative discussion. Clear focus on vocabulary, paragraph structure, punctuation and grammar (VSPaG)	The unit develops rhetorical and informational writing while deepening understanding of audience and purpose. The unit extends writing skills learnt in year 7s biographical writing unit; There is also a cross-curricular link to History on Migration stories.	Through learning how to conduct effective interviews, ask purposeful questions, and select and edit information for different audiences, students will develop key journalistic skills in research, organisation and written communication. The unit builds directly towards GCSE English Language Paper 2 by strengthening the viewpoint writing skills assessed through AO5 and AO6, including crafting engaging content, adapting tone and register, and writing with accuracy and control.	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 -- Epic Poetry	During this half-term scheme of work, students will read and explore epic poetry through extracts from The Odyssey and the modern epic poem The Half-God of Rainfall. Reading for engagement and enjoyment, students will examine how poets construct heroic journeys, characters and conflicts, while considering the choices writers make in shaping meaning. Through comparing classical and contemporary interpretations of heroism, students will develop their understanding of epic conventions.	**Reading & Interpretation:** understanding epic metaphorical language and features; To consider journeys beyond the literal and for personal opinions about the epic characters. **Writer's Craft:** To learn about epic conventions and how they shape epic hero characters, the imagery and language of an epic poem. **Writing Craft:** To confidently select and embed evidence into essay writing; to begin identifying literary device and comment on how they shape meaning. **Context & Tradition:** Classical epic tradition, mythology, postcolonial reinterpretation, Nigerian mythology. Literacy and Oracy: Discussing and debating interpretations of the epic heroes in the poem; Writing sentences that confidently embed quotation.	This unit extends the poetry and mythology reading skills developed in Year 7 while building on the journey motifs explored in the Fantastical Journeys scheme of work earlier in the year. Through the study of classic and modern epic poetry, students will develop more conceptual literary awareness, exploring how journeys can represent identity, migration, belonging and transformation.	Through this unit of poetry, students will develop their understanding of how writers make deliberate choices to shape meaning, perspective and reader response. Students will also practise integrating analysis of literary devices into their essay writing, strengthening key interpretative skills and creating a strong foundation for GCSE anthology poetry study and unseen poetry comparison.	EW1: How does Homer present Odysseus' encounter with cyclops as Epic?	EW2: How does Inua Ellams present Demi's journey as Epic?
Summer 2	The Tempest -- response to Shakespeare	During this half-term scheme of work, students will read and explore epic poetry through extracts from The Odyssey and the modern epic poem The Half-God of Rainfall. Reading for engagement and enjoyment, students will examine how poets construct heroic journeys, characters and conflicts, while considering the choices writers make in shaping meaning. Through comparing classical and contemporary interpretations of heroism, students will develop their understanding of epic conventions.	**Reading & Interpretation:** understanding epic metaphorical language and features; To consider journeys beyond the literal and for personal opinions about the epic characters. **Writer's Craft:** To learn about epic conventions and how they shape epic hero characters, the imagery and language of an epic poem. **Writing Craft:** To confidently select and embed evidence into essay writing; to begin identifying literary device and comment on how they shape meaning. **Context & Tradition:** Classical epic tradition, mythology, postcolonial reinterpretation, Nigerian mythology. **Literacy and Oracy:** Discussing and debating interpretations of the epic heroes in the poem; Writing sentences that confidently embed quotation.	This unit extends the poetry and mythology reading skills developed in Year 7 while building on the journey motifs explored in the Fantastical Journeys scheme of work earlier in the year. Through the study of classic and modern epic poetry, students will develop more conceptual literary awareness, exploring how journeys can represent identity, migration, belonging and transformation.	Through this unit of poetry, students will develop their understanding of how writers make deliberate choices to shape meaning, perspective and reader response. Students will also practise integrating analysis of literary devices into their essay writing, strengthening key interpretative skills and creating a strong foundation for GCSE anthology poetry study and unseen poetry comparison.	EW1: How is power expressed in act 1 scene 2? CHALLENGE: Are you able to relate your ideas to Ariel or to how Caliban fights back against Prospero's power?	EW2: Trial of Prospero/ Caliban: To argue who is the rightful owner of the island? OR Create a travel brochure arguing who the rightful owner of the island is.