

## Year 8 English Curriculum Map 2024 - 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Concept	<b>The Human Condition (Humans and Nature)</b>	<b>The Human Condition (Rebellion)</b>	<b>The Human Condition (Tragedy)</b>	<b>The Human Condition (Tragedy)</b>	<b>Belonging/Journeys (Identity)</b>	<b>Belonging/Journeys/The Human Condition</b>
Texts	Gothic extracts and The Woman in Black	Poetry and Prose Anthology	Greek tragedies, tragic extracts, Romeo and Juliet	Romeo and Juliet	Personal Stories and The Giver	The Giver
Reading	<p>Pupils will read:</p> <ul style="list-style-type: none"> <li>Extracts of gothic fiction</li> <li>A contemporary novel: The Woman in Black by Susan Hill</li> </ul> <p>Pupils will learn how to:</p> <ul style="list-style-type: none"> <li>Identify features of literary genre</li> <li>Exploring how interpretations change over time</li> <li>Analyse writer's choices of language and their effects</li> <li>Identify precise quotations to support an argument</li> <li>Synthesise information from across a text</li> <li>Use CHRISRICE words to develop</li> </ul>	<p>Pupils will read:</p> <ul style="list-style-type: none"> <li>Extracts of gothic fiction</li> <li>A contemporary novel: The Woman in Black by Susan Hill</li> </ul> <p>Pupils will learn how to:</p> <ul style="list-style-type: none"> <li>Identify features of literary genre</li> <li>Analyse writer's choices of language and their effects</li> <li>Identify precise quotations to support an argument and embed these</li> <li>Synthesise information from across a text</li> <li>Use CHRISRICE words to develop analytical paragraphs</li> </ul>	<p>Pupils will read:</p> <ul style="list-style-type: none"> <li>Abridgements of Greek myths</li> <li>Extracts from tragic plays</li> <li>Romeo and Juliet by William Shakespeare</li> </ul> <p>Pupils will learn how to:</p> <ul style="list-style-type: none"> <li>Use CHRISRICE to develop interpretations</li> <li>Use embedded quotations precisely</li> <li>Analyse writers' use of figurative language to convey themes</li> <li>Making comparisons across texts</li> <li>Comment on how interpretations of texts have changed over time</li> </ul>	<p>Pupils will read and watch:</p> <ul style="list-style-type: none"> <li>Romeo and Juliet by William Shakespeare</li> <li>Baz Luhrmann's Romeo and Juliet</li> </ul> <p>Pupils will learn how to:</p> <ul style="list-style-type: none"> <li>Use CHRISRICE to develop interpretations</li> <li>Use embedded quotations precisely</li> <li>Analyse writers' use of figurative language to convey themes</li> <li>Comment on how interpretations of texts have changed over time</li> <li>Identify and analyse the use of film techniques to convey themes</li> </ul>	<p>Pupils will read and watch:</p> <ul style="list-style-type: none"> <li>Extracts of biographies</li> <li>Lion by Saroo Brierley</li> <li>Lion directed by Garth Davis</li> </ul> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>Use CHRISRICE to develop interpretations</li> <li>Use embedded quotations precisely</li> <li>Explore writers' use of language to evoke feelings</li> <li>Use technical terminology to describe and analyse film techniques</li> <li>Use language to develop interpretations</li> </ul>	<p>Pupils will read:</p> <ul style="list-style-type: none"> <li>Extracts of dystopian and science fiction</li> <li>The Giver by Lois Lowry</li> </ul> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>Identify features of literary genre</li> <li>Use precise evidence to support analysis</li> <li>Analyse writers' use of language to convey themes, settings and characters offering a range of interpretations</li> <li>Comment on how texts can be used as a critique of society</li> <li>Develop sustained interpretations of a text</li> <li>Read with fluency and expression</li> </ul>

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	analytical paragraphs <ul style="list-style-type: none"> <li>• Offer different interpretations of a text</li> <li>• Use language to compare</li> <li>• Read with fluency and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Offer different interpretations of a text</li> <li>• Develop an argument across a text</li> <li>• Read fluently and with expression</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the features of genre, including peripeteia, catharsis, hamartia and hubris</li> <li>• Synthesise information from across a text</li> <li>• Read with fluency and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Compare presentations of literature in different media</li> <li>• Developing an argument across paragraphs</li> <li>• Read with fluency and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesise and compare information across texts of different forms</li> <li>• Select precise evidence from texts and use this to support an argument</li> <li>• Read with fluency and expression</li> </ul>	
Writing	<b>Writing to Describe</b> (setting) <ul style="list-style-type: none"> <li>• Figurative language to build atmosphere, including semantic fields and chiaroscuro</li> <li>• Punctuation for precision</li> <li>• Varying sentence structures for effect</li> </ul> <b>Writing to Recount</b> (personal recount) <ul style="list-style-type: none"> <li>• Build cohesion across paragraphs using adverbials, noun phrases and correct tense</li> </ul>	<b>Writing to Narrate</b> (additional chapter) <ul style="list-style-type: none"> <li>• Noun phrases, relative clauses and prepositional phrases to describe characters and settings</li> <li>• Dialogue to convey characters</li> <li>• Cohesive devices within and across paragraphs</li> </ul>	<b>Writing to Recount</b> (personal recount) <ul style="list-style-type: none"> <li>• Using punctuation for clarity and effect</li> <li>• Select language for purpose and register</li> <li>• Noun phrases to describe</li> <li>• Similes and metaphors</li> <li>• Adverbials for cohesion</li> </ul>	<b>Writing to Inform</b> (journalistic writing) <ul style="list-style-type: none"> <li>• Select language for purpose and register</li> <li>• Cohesive devices, including adverbials and discourse markers</li> <li>• Organisational devices, including headings</li> <li>• Punctuation for speech</li> </ul> <b>Writing to Argue</b> <ul style="list-style-type: none"> <li>• Punctuation for cohesion</li> </ul>	<b>Writing to Narrate</b> (personal anecdote) <ul style="list-style-type: none"> <li>• Use a range of tenses to build cohesion</li> <li>• Precisely use punctuation to convey meaning and create effects</li> <li>• Develop an argument within and across paragraphs</li> <li>• Select language choices precisely for purpose</li> </ul>	<b>Writing to Persuade</b> (ethical debate) <ul style="list-style-type: none"> <li>• Develop an argument within and across paragraphs</li> <li>• Use language to build cohesion and develop opinions</li> <li>• Select vocabulary and punctuation precisely</li> <li>• Use persuasive devices effectively</li> </ul> <b>Writing to describe</b> (opening narrative) <ul style="list-style-type: none"> <li>• Use a full range of punctuation with precision for effect</li> </ul>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>Figurative language</li> <li>Punctuation to add detail to a text</li> </ul>			<ul style="list-style-type: none"> <li>Discourse markers to structure an argument</li> <li>Topic sentences to introduce ideas</li> <li>Persuasive devices (pathos, logos, ethos)</li> </ul>		<ul style="list-style-type: none"> <li>Use a full range of language devices to convey setting and atmosphere</li> <li>Use a full range of cohesive devices</li> </ul>