Year 8 English – Curriculum Map

	8A / 8B	8C
Autumn 1	**Journey to Jo'burg** • Introduction to PEE chain comprehension • Understanding of the authors craft • Develop understanding of context within a story and authors reasons for writing. • Continuing a story in an author's style. • Analysis of a story including introduction into themes.	**Journey to Jo'burg** • To listen to the story Journey to Jo'burg. • Use the story as stimulus to write. • To understand why an author writes. • To predict what will happen next. • To sequence events in a story.
Autumn 2	**Morality and Ethics** • Focus on stories that have a deeper meaning. • Study Aesop's fables, the Grinch and Charles Dickens' A Christmas Carol. • Analyse the moral of a story. • To develop own short story with a moral.	**Morality and Ethics** • Focus on stories that have a deeper meaning. • Study Aesop's fables, the Grinch and Charles Dickens' A Christmas Carol. • Analyse the moral of a story. • To retell a story with a moral.
Spring 1	**Dr Seuss Art cross curricular project** • To study the Dr Seuss' poem *The Cat in the Hat* analysing the meaning, interpretation, tone, structure and language. • To develop understanding of basic poetic features. • To write a poem using these features. • To write a poem using *The Cat in the Hat* as a stimulus. **Romeo and Juliet** • To study a Shakespearian play in depth using an accessible version with extracts from the original text. • Use PEE to analyse. • Develop understanding of imagery through Similes, metaphors, and oxymoron's. • Compare and contrast original text with modern language.	**Dr Seuss Art cross curricular project** • To readDr Seuss' poem *The Cat in the Hat.* • To develop understanding of basic poetic features focusing on rhyme. • To write a poem using *The Cat in the Hat* as a stimulus. **Romeo and Juliet** • To study a Shakespearian play in depth using an accessible version. • To develop understanding of the characters and main events of the story. • Develop understanding of imagery through descriptive writing. • Drama activities to engage with the text.
Spring 2	**Myths and Legends** • Use the multi modal text 'seal skull' to develop understanding of atmosphere and tension. • Write diary extracts in character. • Use a 'story mountain' to show how a story can be developed. • Traditional myths and legends. • Create a newspaper report of a 'sighting' of a character from a traditional myth or legend.	**Myths and Legends** • Traditional myths and legends. • Describe a mythical creature. • Create a newspaper report of a 'sighting' of a character from a traditional myth or legend.
Summer 1	**Poetry; British and other cultures.** • Develop understanding of poetic devices such as rhyme, rhythm, similes, metaphors, repetition. • Analyse and interpret common poem structures; kennings, haiku, free verse,	**Poetry; British and other cultures.** • Develop understanding of poetic devices such as rhyme, rhythm, and repetition. • Write using common poem structures; kennings, haiku, free verse,

	• limerick. • Explore poetic devices within a range of poems from Britain and around the world.	• alphabet, counting and shape. • Read poetry that has been created by the pupils themselves.
Summer 2	**Spies!** • Pupils will complete 5 missions in order to gain their spy passport and qualify as a spy. • Mission 1: Writing to inform. Pupils will create and develop a spy gadget. The will create an instruction leaflet to accompany the product. • Mission 2: Writing to persuade. Pupils will create a magazine piece for "What spy?" magazine explaining the gadgets features. • Mission 3: Writing to advise. Pupils will create a class spy handbook. Pupils will work in pairs to produce a page between them. • Mission 4. Writing to recount. Pupils will write a diary extract based on a clip from a spy movie. • Mission 5. Persuasive speech "who should be the next James Bond?" Pupils will draft ideas before presenting to the class.	**Spies** • Pupils will complete 3 missions in order to gain their spy passport and qualify as a spy. • Mission 1: Writing to inform. Pupils will create a create an instruction leaflet to accompany a spy gadget. • Mission 2: Writing to persuade. Pupils will create a magazine piece for "What spy?" magazine explaining the gadgets features. • Mission 3. Writing to recount. Pupils will write a diary extract based on a clip from a spy movie.