Year 8 Curriculum Map 2025-26

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| Year Group | Autumn 1 (7 weeks) | Autumn 2 (7 weeks) | Spring 1 (6 weeks) | Spring 2 (5 weeks) | Summer 1 (6 weeks) | Summer 2 (7.5 weeks) |
| Themes Covered | Gender | **Supernatural** | **Family/relationships** | **Morality**  | **Class and Responsibility** | **Power** | **Identify** |
| **Year 8** | **The Art of Rhetoric (continued from Year 7)****William Shakespeare’s *Julius Caesar***Pupils have learnt the origins of the art of rhetorical language from its roots in Ancient Greece. They will then apply the 6-part structure to create a speech of their own. After this, pupils will then apply their knowledge of rhetoric to William Shakespeare’s *Julious Caesar* to analyse how Brutus and Antony sway public opinion to incite action. | **Romanticism**Pupils will learn the principles of Romantic poetry, studying a range of sonnets and other poetic forms. | **The Novel – Charles Dickens’ *Great Expectations***Pupils will learn the origins of the novel, starting with Aphra Behn’s ‘proto novel’ *Oroonoko* and Daniel Defoe’s enduring classic, *Robinson Crusoe*. From there we sweep through the Eighteenth Century taking in extracts from Richardson’s *Pamela*, Fielding’s *Tom Jones*, *Evelina*by Frances Burney and *Pride and Prejudice* by Jane Austin. We then consider Dickens, George Eliot, JD Salinger and, finally, Chimamanda Ngozi Adichie’s Purple Hibiscus. looking at extracts from Robinson Crusoe.Pupils lead on to the reading of the full text of Charles Dickens’ *Great Expectations*. | **Gothic**The primary focus of the Gothic is to welcome students into a world of wild and remote landscapes, vulnerable heroines, supernatural happenings and uncanny events. Gothic fiction has intrigued and unsettled readers for more than two centuries and as a result, the Gothic has become a staple of the academic study of literature: the very question of humanity and the human condition, as well as suffering and romance are all key themes brought up and reflected in this dark and mysterious fiction. |
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| Assessed For | Students will be able to:Write thesis statements using excellent epithets-Use thesis statements to write topic sentences-Select and embed relevant textual detail-Show an awareness of themes-Summarise events within *Julius Caesar*-Use tenor, vehicle and ground to analyse a range of metaphors-Arrange an argument into six sections-Identify rhetorical methods in speeches-Use rhetorical devices to improve arguments-Use creative sentence types to craft descriptive passages, specifically:Not, nor, nor sentencePreposition push offNever did, thanSummative Assessment:Section 1 – pupils will have questions based on the skills they have learnt about rhetoric. They will also have a writing task.Section 2 – pupils will then be given an extract from Julius Caesar to identify and explain rhetorical techniques. | Students will be able to:* Use tenor, vehicle and ground to analyse a range of metaphors
* Use excellent epithets to evaluate and analyse characters and themes
* Write thesis statements using excellent epithets
* Show an awareness of themes and motifs
* Use thesis statements to write topic sentences
* Analyse a writer’s use of language
* Evaluate a writer’s intent
* Use creative sentence types to craft descriptive passages.
* Use tentative language to explore two different viewpoints.
* Track an image in a Shakespearian speech, annotate it and summarise the meaning.

Summative Assessment:Section 1 - pupils will have questions based on the taught knowledge during *Romanticism*Section 2 – pupils will then be given a Romantic poem to analyse for the techniques they have learntSection 3 – pupils will create a piece of writing using the sentence structures they have learnt | Students will be able to:* Use tenor, vehicle and ground to analyse language
* Use excellent epithets to evaluate and analyse characters and themes
* Write thesis statements using excellent epithets
* Use thesis statements to write topic sentences
* Expand thesis statements by exploring the themes and ideas in a novel
* Select and embed relevant textual detail
* Analyse the writer’s use of language, structure, perspective and form
* Evaluate the writer’s intent
* Use creative sentence types to craft descriptive passages.

Summative Assessment:Section 1 - pupils will have questions based on the taught knowledge during *The Novel*Section 2 – pupils will then be given an extract from *Great Expectations* to analyse for the techniques they have learntSection 3 – pupils will create a piece of writing using the sentence structures they have learnt | Students will be able to:* use tenor, vehicle and ground to analyse a range of metaphors
* use excellent epithets to evaluate and analyse Gothic characters and conventions
* Develop understanding of societal anxiety portrayed through Gothic literature
* Evaluate the writer’s creation of characters and their state of mind.
* Develop use of conceptual metaphors to craft own detailed description.
* Use periodic sentences within own writing to build suspense.
* Summarise chronological events within *Wuthering Heights* and the development of tension and conflict.
* Evaluate the roles of Cathy and Heathcliff and Bronte’s purpose in creating such characters.
* Discuss thematic links between texts such as the conflicted mind as shown by Cathy in *Wuthering Heights* and Jane in *The Yellow Wallpaper*.

Summative Assessment:Section 1 - pupils will have questions based on the taught knowledge during *Gothic*Section 2 – pupils will then be given an extract from a Gothic novel to analyse for the techniques they have learntSection 3 – pupils will create a piece of writing using the sentence structures they have learnt |
| Focus | Read and Writing |  | Reading and Writing | Reading and Writing |
| Link to GCSE | Language Paper 2 Question 5 and Literature Paper 1.Constructing essay skills.Writing skills for the writing sections. |  | Literature Paper 1 and 2.Language Paper 2 Victorian context.Constructing essay skills.Writing skills for the writing sections. |  |
| Homework Assignments | Vocabulary learning: pupils will be tested on the vocabulary. |  | Vocabulary learning: pupils will be tested on the vocabulary. | Vocabulary learning: pupils will be tested on the vocabulary. |
| Speaking and Listening Opportunities | Oracy focus in lessons.Structured discussion. |  | Oracy focus in lessons.Structured discussion. | Oracy focus in lessons.Structured discussion. |