

	Autumn Term 1 8 Weeks	Autumn 2 7 Weeks	Spring 1 6 Weeks	Spring 2 6 Weeks	Summer 1 6 Weeks	Summer 2 7 Weeks
<b>Curriculum Map 2015/2016</b> <b>Year 8</b> <b>English</b>	<p style="text-align: center;"><b>Modern Novel</b></p> <ul style="list-style-type: none"> <li><b>The Boy in the Striped Pyjamas</b> (2006) by John Boyne</li> <li><b>Millions</b> (2004) by Frank Cottrell Boyce</li> <li><b>The Curious Incident of the Dog in the Night-time</b> (2003) by Mark Haddon</li> <li><b>Holes</b> (1998) by Louis Sachar</li> </ul>	<p style="text-align: center;"><b>Poetry</b></p> <p style="text-align: center;"><b>Thematic Approach – Relationships</b></p> <p style="text-align: center;"><i>“I’ve learned that people forget what you said, people will forget what you did, but people will never forget how you made them feel.”</i></p> <p style="text-align: center;"><b>Maya Angelo ‘I Know Why the Caged Bird Sings’</b></p> <p>Study of local poets</p> <ul style="list-style-type: none"> <li>Adrian Henri ‘Galactic Love poem’</li> <li>Roger McGough ‘Geography Lesson’</li> <li>Brian Pattern ‘First Love’</li> </ul>	<p><b>Thematic Learning:</b></p> <p style="text-align: center;"><b>Gothic Horror</b></p> <p>Pre-1914 Text: <b>Jane Eyre</b> by Charlotte Bronte (1847)</p> <p>Modern Novel: <b>Tins</b> by Alex Shearer (2006)</p>		<p style="text-align: center;"><b>Modern Drama</b></p> <p style="text-align: center;"><b>Ostrich Boys</b> Keith Gray</p>	<p style="text-align: center;"><b>Non-fiction</b></p> <p style="text-align: center;"><b>Campaign Literature</b></p>
	<p style="text-align: center;"><b>Reading Assessment</b></p>	<p><i>Explore how the writer creates... sympathy/tension/a feeling of nostalgia/sadness/humour (in a particular extract from the novel)</i></p>	<p><b>Analysis of the poem ‘What has happened to Lulu?’</b> <b>Charles Causely</b></p>	<p>Analysis of an extract from <b>‘The Shadow of the Wind’</b> by Carlos Ruiz Zafron</p>		<p><i>Which key themes are explored throughout the play?</i></p>

<p><b>Writing Assessment</b></p>	<p>Writing Task based on the novel studied e.g.</p> <ul style="list-style-type: none"> <li>• letter</li> <li>• newspaper article</li> <li>• diary entry</li> </ul>	<p><b>Transformational Writing</b> Using the poem 'What has happened to Lulu?' students must write a short story from one of the character's viewpoints</p> <p><b>OR</b></p> <p>Students <b>write a poem</b> based on a meaningful relationship of their own</p>	<p>Write a '<b>recipe</b>' for the perfect work of gothic fiction. Ingredients: gothic devices. Method: structure</p> <p>&amp;</p> <p>Question based on GCSE Writing Paper</p> <p><b>Gothic Image:</b> Write the opening part of a story using the image. Aim to create a suitable mood or atmosphere by using appropriate language techniques</p>	<p><b>Describe a journey</b> that you hope to accomplish one day</p> <p><b>OR</b></p> <p>Describe a journey that has had a powerful effect on you</p>	<p><b>Write a manifesto to argue and persuade</b></p>
<p><b>Spoken Language Assessment</b></p>	<p><b>Paired discussion</b> Have You Ever? What is:</p> <ul style="list-style-type: none"> <li>• The best thing you've ever done?</li> <li>• The daftest thing you've ever done?</li> <li>• The kindest thing you've ever done? <ul style="list-style-type: none"> <li>• The most embarrassing thing you've ever done?</li> </ul> </li> <li>• The most daring thing you've ever done?</li> </ul>	<p><b>Individual Presentation</b> Students must learn a poem (or extract) and create a PPT of appropriate images. <b>Students recite the poem and discuss why they chose the images</b></p>	<p><b>Paired Role Play</b> One student has to imagine that they are Bertha, locked up all day, starved of company, feared by people. They are required to role play a conversation in which they explain to the other student: Grace Poole how they feel. The student playing Grace Pool needs to respond in role</p>	<p><b>Teacher in Role</b> with a rucksack on the floor. In role, the teacher gradually takes out a train ticket, t-shirt, pullover, spray can and finally an urn and places them on the floor around the rucksack. Students are in groups and each group has to select one of the objects. They are asked to bring the object out to the centre of the circle a group at a time, and, as they do so, complete the phrase, '<b>Haunted by...</b>'</p>	<p><b>Group presentation of the objectives of their Political Party</b></p>

<b>Key dates</b>	<p><b>National Poetry Day</b> Thursday 8<sup>th</sup> October This year's theme is <b>LIGHT</b></p> <p>Department Learner Journal Scrutiny 1 Deadline = <b>Friday 9<sup>th</sup> October</b></p> <p>SLT Learner Journal Scrutiny = Monday 19<sup>th</sup> October</p>	<p>Curriculum Learner Journal Scrutiny 2 Deadline = <b>Friday 4<sup>th</sup> December</b></p> <p>SLT Learner Journal Scrutiny = Monday 14<sup>th</sup> December</p>	<p><b>World Book Day</b> Thursday 3<sup>rd</sup> March 2016 <b>World Poetry Day</b> Monday 21<sup>st</sup> March 2016 <b>Year 8 Parents' Evening is on Wednesday 23<sup>rd</sup> March</b></p> <p>Curriculum Learner Journal Scrutiny 3 Deadline = <b>Friday 29<sup>th</sup> January</b></p> <p>SLT Learner Journal Scrutiny = Monday 8<sup>th</sup> February</p> <p>Curriculum Learner Journal Scrutiny 4 Deadline = <b>Friday 18<sup>th</sup> March</b></p> <p>SLT Learner Journal Scrutiny = Tuesday 29<sup>th</sup> March</p>	<p>Curriculum Learner Journal Scrutiny 5 Deadline = <b>Friday 1<sup>st</sup> July</b></p> <p>SLT Learner Journal Scrutiny = Monday 11<sup>th</sup> July</p>
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