

Year 8 English Curriculum Summary

Term	Unit / title	Threshold concepts / core knowledge / links to previous and future learning	Formative assessment / homework	Formal assessment
1 & 2	Modern Novel: The Giver (interleaved with narrative writing)	<p>Reading this novel will encourage students to build on their knowledge of Gothic literature (Y7) and introduce the sub-genre of dystopia. Students should read for meaning and track character development. They should be able to comment on the development of themes and understand the concept of a Bildungsroman text. When writing analytically they should be beginning to weave through ideas linked to context and create layers of interpretation.</p> <p>Teaching of language skills using literature texts will be embedded throughout this unit and pupils will be shown a range of dystopian stories and extracts during lesson time and as part of their homework where they will secure their understanding of typical dystopian conventions. The unit uses media to ensure that students are engaging with the texts and to help them visualise the dystopian society being created.</p> <p>This unit will increase students' writing repertoire and it will develop and build on skills practised in Y7. This unit will also enable imaginative thinking and writing as well as allowing for real world reflections. Students will use the text as a stimulus and attempt to mimic the writing style (narrative) of Lowry by analysing conventions of their writing style. They should aim to match their register and write to entertain an audience. This text will link to: A Christmas Carol, A Handmaid's Tale (A-Level). We hope this novel will encourage a wider readership of this genre.</p>	<p>Homework: weekly knowledge organiser homework</p> <p>Interim: Literature question (analysis)</p>	<p>Baseline assessment: New Group Reading Test</p> <p>Assessment 1: Vocabulary, Reading (fiction analysis) and narrative writing</p>
3	World and Lives poetry (interleaved with descriptive writing)	<p>This unit will build on the poetry unit in Y7 and develop students' understanding and appreciation for poetry. The aim is to develop an ability to understand and compare poetry through the lens of 'World and Lives' poetry as well as further developing and underpinning reading skills embedded throughout KS3. Students explore poetry from a diverse range of poets with different life stories to tell. They will analyse the way poets use different language and structural methods to convey their meanings. Studying this collection of poems at this point will help students understand diversity in literature as well as prepare them for the 'Poetry From Different Cultures' scheme in Year 9. Students will also recap and apply their knowledge of figurative language and build on their skills in writing analytically to explore the poem's meaning and writer's purpose. We teach this scheme now to provide students with an exciting way to</p>	Interim: Descriptive writing	

		<p>expand their knowledge of different literary conventions.</p> <p>This unit builds on the reading and writing skills developed in Y7 The Bone Sparrow and The Gothic units. There will be a focus on sentence variety, show not tell, ambitious vocabulary, language techniques, sensory imagery and punctuation for effect throughout the unit. They will revisit these skills in future creative writing units such as Victorian Voices (Y9) and Romeo and Juliet (Y9), where they will learn how to apply them to narrative writing and manipulate them to achieve a range of effects.</p>		
4	Animals (interleaved with letter/article writing)	<p>This unit will build and develop transactional/persuasive writing skills learnt in Y7 and will be the basis of what they will need to recap throughout KS3 into KS4. During this unit, students will be able to express thoughts and feelings accurately on the topic of animals. They will be equipped with the skills of showing empathy for others through their writing and will be able to show understanding and appreciation of the power of vocabulary and rhetorical devices looking at the effect on a reader as well as using them for effect in their own writing. These reading skills will develop over the course of KS3 to help fully prepare students for their GCSE English Language studies at KS4. This unit has plenty of opportunities for students to repeat the taught skills at different points and with texts to help secure them at this early stage.</p>	Interim: Transactional writing	
5 & 6	Shakespeare (full play): A Midsummer Night's Dream (interleaved with speech writing)	<p>This unit builds on the Julius Caesar unit in Y7 and the knowledge and skills in this scheme will be revisited when studying Romeo and Juliet (Y9) and Macbeth (Y10-Y11). Students will study the entire play and is focused on developing students' understanding of how women are presented in Shakespeare texts and how Shakespeare broke the mould of a stereotypical woman. Students will track the theme of love through the main characters of the play. Students will be re-introduced to Shakespeare and Elizabethan life, building on their prior knowledge, and will learn about The Great Chain of Being, hierarchy and patriarchy in the Elizabethan era.</p> <p>The scheme is designed to ensure students can confidently, accurately, and coherently express themselves through transactional writing. Students will develop their ability to use persuasive language devices, punctuation, sentences and higher-level vocabulary for effect. It is our aim to ensure that students can access the world around them and have an appreciation for the power of the spoken and written word. This scheme will equip pupils with the skills to express themselves confidently in a variety of situations, in and out of the classroom.</p>	Interim: Literature question (analysis)	Assessment 2: Reading (non-fiction) and transactional writing