

Curriculum Overview for English – Year 8 – We will study five units of work over the academic year – to encourage deeper learning and address individual student understanding and application of skills covered.

Unit 1: Voices for Change

Unit 2: Identity and Conflict Poetry

Unit 3: Shakespeare Study

Unit 4: Genre Study (Adventure or Dystopian)

Unit 5: Of Mice and Men

When?	What?	Why?	How?	Support
Unit 1: Voices for Change	<p>This unit is an opportunity for students to engage with the work of a range of writers and speakers on issues of equality and freedom. Texts will be drawn from different eras, from the 19th Century to the present day, and from writers representing diverse groups within society.</p> <p>Students will explore the significance of changing contexts and how viewpoints/perspectives have changed over time.</p> <p>-</p>	<p>The overarching objectives are to introduce students to a wider diversity of perspectives, to help students develop an understanding of changes in both attitudes and language over time, and to build students' skills in analysing how language is used to advocate for social change.</p> <p>To develop our students' ability to think deeply about important societal issues. This unit develops the following skills: inference, analysis, comparison, persuasive writing – as such, the unit a purposeful 'stepping stone' to GCSE skills.</p>	<p>Students will explore a range of source material (19th century – present day): this will help students to understand the significance of changing contexts and how viewpoints/perspectives have changed over time.</p> <p>Tasks will focus in particular on building students' ability to analyse how language is used to advocate for social change, before applying it to their own persuasive writing.</p>	<p>Outside of the classroom, students should aim to read a variety of non-fiction (e.g. current news articles on 'The Day') and <i>reflect</i> on the bigger ideas raised in the reading material.</p> <p>Revisit and revise the Key Knowledge document throughout the unit.</p>
Unit 2: Identity and Conflict Poetry	<p>Students will begin by identifying key features of poetry and will move on to analysing and evaluating their effect.</p> <p>Throughout the unit, students will be developing analytical skills and working on analysis of language. Particular emphasis is placed on connotative and symbolic meaning of word choice, looking beyond the obvious and the impact on the reader.</p>	<p>Poetry is a key component of GCSE English Literature and analysis skills make up an important constituent of all English literature based work.</p> <p>In addition, analytical skill lends itself to work across all skill cases in English.</p>	<p>Students will study poems based around the theme of identity and conflict. These will be a mixture of contemporary and heritage poems. Students will closely analyse language choices and evaluate the effect on the reader.</p> <p>Tasks will focus in particular on how language choices reflect the poet's viewpoint and in turn, how this shapes the reader's response.</p>	<p>A familiarity with a range of poetry would be beneficial as well as broadening knowledge and understanding of a range of different poetic forms.</p> <p>Revisit and revise the Key Knowledge document throughout the unit.</p>

			Activities in class will focus on looking at conceptual connotative meaning.	
<p>Unit 3</p> <p>Shakespeare study:</p> <p>Hamlet and The Renaissance <u>OR</u> Much Ado About Nothing and Gender</p>	<p>Students will be focusing on the importance of contextual factors as they engage with a Shakespearean play.</p> <p>Students will be encouraged to focus on Shakespeare's language choices and methods, therefore developing their ability to write a critical response to literary heritage texts. They will learn how to embed quotations into their own analysis.</p>	<p>This is linked to GCSE English Literature where students will be expected to understand the importance of context in relation to the core literature texts, one of which will be a Shakespeare play.</p> <p>This also forms part of students' continued knowledge and understanding of Shakespeare.</p>	<p>Students will complete assessments based on the analysis of a key extract from the play.</p> <p>Students will revisit many of the reading and writing skills developed throughout Years 7 and 8 (e.g. analysis of writers' language choices). As such, this unit offers opportunities for students to consolidate these key skills.</p>	<p>Parents/guardians could encourage students to look closely at extracts from Shakespearean plays as well as watching adaptations and dramatisations of Shakespeare's key works, especially Hamlet or Much Ado About Nothing.</p> <p>Revisit and revise the Key Knowledge document throughout the unit.</p>
<p>Unit 4</p> <p>Genre Study: Adventure or Dystopian</p>	<p>Students will develop an understanding of generic conventions as they encounter a range of extracts from a particular genre: adventure or dystopian fiction.</p> <p>Students will learn how to identify and explain the effects of different writers' language and structural choices, whilst building a wider understanding of how a variety of extracts employ generic conventions.</p>	<p>Students will develop a range of reading and writing skills that are assessed at GCSE level for both Language and Literature, such as: language analysis, inference and evaluating a text.</p> <p>There will also be opportunities for creative writing, allowing students opportunities to practice using a range of vocabulary and sentence structures for effect – this directly links to the writing skills assessed at GCSE.</p>	<p>Students will be look at a variety of extracts within a particular genre. They will recap on their knowledge of key subject terminology (e.g. language techniques) as they explore a range of extracts.</p>	<p>Do some further research into adventure/dystopian fiction and films. Both genres are popular at the moment; as such, there are many texts available for students to complete wider reading in each genre (wider reading is strongly encouraged).</p> <p>Revisit and revise the Key Knowledge document throughout the unit.</p>

<p>Unit 5: Equality and Fairness: Novel</p>	<p>Students will read <i>Of Mice and Men</i>.</p> <p>Focus here will be on the ability to explore the writer's viewpoint.</p> <p>How characters are established.</p> <p>How structural features can be used to interest the reader.</p>	<p>Studying whole novels at KS3 works as a bridge to the GCSE specifications for literature in which students will study whole texts.</p>	<p>Students will analyse key sections of the novel. They will Look closely at sentence construction and the associated authorial intentions.</p>	<p>Encourage your child to do their weekly reading homework and to cover a host of different novels.</p> <p>Encourage your child to research their novel before and during studying.</p> <p>Revisit and revise the Key Knowledge document throughout the unit.</p>
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Writing Skills

<p>Within each unit of work students will:</p> <p>Learn spellings, punctuation and grammar to support their progress towards Key Stage 4.</p> <p>Develop their own individual writing style and voice.</p>	<p>Students will be experimenting with different writing styles, different audiences and different purposes.</p> <p>They will be drawing on their work throughout the year, such as their analysis and understanding of language and control of sentences.</p>	<p>Links to GCSE English Language (Paper 1) where students will be expected to complete descriptive or narrative writing.</p> <p>GCSE English Language (Paper 2) where students will be asked to write from a certain viewpoint, for example arguing or persuading.</p>	<p>Students will produce their own texts, in both fiction and non-fiction.</p> <p>Sentence structure, punctuation and sophisticated vocabulary will be the focus here, with students expected to replicate what they have read in the previous terms.</p> <p>Descriptive writing as well as “showing rather than telling” will form a major part of the fiction creative writing.</p>	<p>Help your child revise for their weekly spelling tests throughout the year to aid spelling.</p> <p>Use any opportunity you can to help your child experiment with their writing and offering praise for effort.</p>
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How Are Students Assessed?

When we are looking at someone else’s writing:

Understand, retrieve and organise information from other writers’ work. AO1 (LANG)

Analyse the language and the structure of a piece of writing, using subject terminology to do so. AO2 (LANG), AO2 (LIT)

Personally respond and react to a writer’s ideas and their craft. AO3 (LANG), AO1 (LIT)

Present a thorough and developing argument, embedding and exploring evidence along the way. AO4 (LANG)

Understand and present ideas about how context can shape and be reflected in a piece of writing. AO3 (LIT)

When we are producing our own writing:

Write clearly, imaginatively and effectively, following a plan. AO5 (LANG)

Craft word choices and language devices carefully to achieve highly specific goals. AO5 (LANG)

Structure work thoughtfully and carefully for clarity and effect. AO5 (LANG)

Write confidently and accurately, using an ambitious vocabulary, a range of sentence structures, and a full range of punctuation marks. AO6 (LANG), AO4 (LIT)