

Curriculum Overview for English – Year 8 – We will study four 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: Noughts and Crosses / Dystopian Genre Study

Unit 4: Julius Caesar / Heroes and Villains

When?	What?	Why?	How?	Support
<p>Unit 1: Voices for Change</p>	<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. Students will explore the significance of changing contexts and how viewpoints/perspectives have changed over time.</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>This unit develops the following key skills: inference, analysis, comparison and persuasive writing.</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>
<p>Unit 2: Identity and Conflict Poetry</p>	<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</p>	<p>This unit will broaden students' understanding of how poetry has evolved over time to now take forms such as music in order to continue to express opinions and frustrations.</p> <p>The thematic focus of identity and conflict encourages students to locate thematic connections across the poems and delve deeper into the ideas and issues raised.</p> <p>The skill of analysis makes up an important constituent of all 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</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>

	reader.	literature based work, and this unit builds analytical skills via diverse and high-quality Literature.	the reader's response. Activities in class will focus on looking at conceptual connotative meaning.	
Unit 3 Noughts and Crosses / Dystopian Genre Study	<p>Students will read <i>Noughts and Crosses</i> by Malorie Blackman. During this in-depth study of the novel, students will explore theme and characterisation, along with the use of language and structure in a high-quality fiction text.</p> <p>Students will also develop an understanding of generic conventions as they encounter a range of extracts from the dystopian genre.</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</p>	<p>Students will explore authorial style, characterisation and themes at an in-depth level whilst also experiencing the enjoyment and value of reading a whole text.</p> <p>Students will develop a range of reading and writing skills: language analysis, inference, evaluating a text and creative writing.</p> <p>In creative writing tasks, students will practise using a range of vocabulary and sentence structures for effect.</p> <p>Students will learn and apply key vocabulary and big ideas such as justice, discrimination and freindship.</p> <p>We teach this text as it reflects themes and issues relevant to the world around</p>	<p>Students will look at a variety of extracts within the dystopian genre, alongside their study of Noughts and Crosses. They will recap on their knowledge of key subject terminology (e.g. language techniques) as they explore a range of extracts.</p> <p>Students will analyse key sections of the novel. They will look closely at language and the associated authorial intentions.</p>	<p>Do some further research into dystopian fiction and films. The dystopian genre is particularly 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>Read further books by Malorie Blackman.</p> <p>Revisit and revise the Key Knowledge document throughout the unit.</p>

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<p>Unit 4 <i>Teaching of this unit continues into Year 9 Half Term 1.</i> Julius Caesar / Heroes and Villains</p>	<p>Students will be introduced to the genre of tragedy through their study of Julius Caesar.</p> <p>Students will develop an understanding of key features such as plot, characterisation, themes and dramatic conventions in a Shakespearean text.</p> <p>Students will also build an understanding of context, and how context can deepen our understanding of the text itself.</p>	<p>This unit forms a key part in students' developing knowledge and understanding of Shakespeare, promoting cultural capital and enjoyment of Shakespeare's work by focusing on the richness of Shakespeare's language and the power of his storytelling.</p> <p>Students will be encouraged to engage with Shakespeare's language choices and methods, therefore developing their ability to respond analytically and critically to literary heritage texts.</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, whilst also building resilience for the study of Shakespeare at KS4.</p> <p>Consider how societal values of the time may produce different types of hero or villain in a text</p> <p>Cross-curriculum knowledge gained across literature and language</p>	<p>Students will read and explore key extracts from the play.</p> <p>Students will watch key scenes in performance to build understanding of language (in particular, the power of rhetoric), characterisation and key ideas in the play.</p> <p>Students will also consider performative aspects of Shakespeare's work, and develop understanding of key dramatic features.</p> <p>Students will also study extracts from other Shakespearean plays and some key extracts (non-fiction) to compare the presentation of heroes and villains in these texts</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.</p> <p>Revisit and revise the Key Knowledge document throughout the unit.</p> <p>Analysing and writing scripts linked to the presentation of characters as a hero or a villain</p> <p>Reading a wide range of genres (articles, stories, blogs, plays, poems) about heroes and villains</p>
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Writing Skills

<p>Within each unit of work students will:</p> <p>Learn spellings and practice punctuation and grammar to support their progress across KS3 and KS4.</p> <p>Develop their own individual writing style and voice.</p>	<p>Throughout the year, 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>Students will develop the ability to write clearly, imaginatively and effectively via a range of fiction and non-fiction forms and purposes. This will develop individual writing style and voice.</p> <p>This will develop confidence in writing, along with writing stamina and the enjoyment that writing offers.</p>	<p>Students will produce their own texts, in both fiction and non-fiction.</p> <p>Sentence structure, punctuation and sophisticated vocabulary will be key foci, along with content and organisation of ideas more widely.</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)