

Year 8 Curriculum Implementation Plan (ENGLISH) AUGUST 2020

| CHASE TERRACE ACADEMY ENGLISH CURRICULUM INTENT SEQUENTIAL CURRICULUM KS3 |  |  |  |   |   |   |
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| THREAD YEAR 8: PEOPLE/VOICE   |  |  |  |   |   |   |
| Year 8  | English  |  |  |   |   |   |
|   | WRITING<br>NON-FICTION   | READING<br>NOVEL   | READING<br>SHAKESPEARE   | WRITING<br>NON-FICTION  | READING<br>POETRY   | WRITING<br>CREATIVE WRITING   |
| Half-term   | Autumn – 1.1   | Autumn – 1.2   | Spring – 2.1   | Spring – 2.2  | Summer – 3.1  | Summer – 3.2  |
| Scheme of Learning  | Media advertising journalism unit<br>Icons in the Media  | “My Sister Lives on the mantelpiece” Annabel Pitcher   | Shakespearean Comedy<br>“Much Ado About Nothing”<br>“A Midsummer Night’s dream”  | Shakespeare stimulus for non-fiction writing<br>REPORT REVIEW   | Poetry WW1 War cluster and British poetry<br>Unseen poetry (DW)   | Creative Writing: Dickens unit “The Signalman” stimulating creative writing (LH-W/HP)   |
| Curriculum content  | Using a variety of non-fiction texts, including newspaper and magazine articles, we explore the expectations and conventions of these forms of writing and analyse how writers convey their views. We develop and practise the use of persuasive writing skills. | Studying a complete novel allows pupils to develop their analysis skills further. Focus is on character and setting. We use models to develop analytical writing (PETER) and encourage the pupils to explore both language and structural features of the writer’s craft in their responses. | Using the whole text and of a Shakespearean Comedy, we develop a further appreciation of this playwright’s craft and the meaning he conveys to his audience. | Using the Shakespeare play as a stimulus text for contentious topics and ideas, we explore the conventions of a number of non-fiction writing forms and purposes and practise using these in real-world and modern day scenarios. | A range of poems from the well-established WW1 canon in literary tradition are used in this unit. We explore how poetic devices can be used to convey meaning both through language and structural choices. We start to compare two poems together at this stage of the course and this skills of synthesis, connected by topic is important for the develop of the pupils’ broader experience of and response to poetry at this stage. | Using the C19th fiction text “The Signalman” and other extracts by Dickens, we develop we explore writers’ techniques to engage the reader and compel them to read on. We develop use this as a platform / stimulus to practise our narrative / creative / imaginative writing. |
| Curriculum Intent   | Writing for purpose in this unit on articles builds on the non-  | The novel unit explicitly develops key reading skills, including   | To embed cultural capital and explore our literary heritage further  | The aim here is to develop planning and writing skills in both the  | The aim here is to use the power of the moving War poems and  | In this Creative Writing unit, pupils are faced with challenging reading  |

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|  | <p>fiction writing from Year 7 and develops awareness of a wider range of non-fiction writing forms and purposes. It allows pupils to practise using these in real-world scenarios, preparing them for different writing tasks in the world outside school. The aim here is to develop planning and writing skills in different forms and for different readers / audiences by exploring the conventions and features of these article forms in terms of structural and linguistic devices. The use of rhetorical features, sentence function and structure and higher level punctuation are practised during this term to embed these skills.</p> | <p>understanding by independent inference, identification and use of evidence from the text. Pupils are taught to use evidence to support their ideas (P PARAGRAPHS) and assertions about the text or elements of it, such as characters or settings. There is a focus on annotation and using the physical text to support this in practical and effective ways, vital skills in many real life contexts. The context of the text (its social, historical and cultural background and influence) is explored to broaden pupils' knowledge of the world around them. Revision using mind mapping to link points to evidence and to extend ideas supports independence.</p> | <p>we study a Shakespearean Comedy at this stage of Year 8 to develop from the Introductory unit and tragedy "Romeo and Juliet" in Year 7. Reading analysis is developed further here with the introduction of more sophisticated form and structure dramatic devices and features alongside the language work. Exploration of historical context and literary developments provide cultural awareness whilst focus on characterisation is key. We move on to identifying and exploring the effects of writers' technical choices at a higher level and encourage the discussion of this in pupils' responses (P.E.T.E.R).</p> | <p>report and review form. This allows pupils will explore the conventions and features of these forms with a focus on writing to inform, explain, describe, review as well as argue, advise and persuade readers in relation to issues raised. The use of rhetorical features, sentence function and structure and higher level punctuation will be explored and practised during this term. These non-fiction forms of writing are also key to communicating effectively in life and in their future working environments. Issues about our rights and responsibilities will be explored as a way to develop pupils' understanding of their place in society.</p> | <p>their emotive use of language to encourage a personal response to poetry and help our pupils to understand and respect the validity of their own voices. We try to read the play "Journey's End" as the class reader in this half term if appropriate to show the pupils responses to this period of war in another genre.</p> | <p>material as stimulus. We look at Victorian texts from our literary heritage, their vocabulary and structures. Resilience and resourcefulness can be promoted as pupils are encouraged to unravel and decrypt these texts before they explore the way the writers create effects such as mood and tension to create intrigue. Pupils can then can apply these techniques in their own writing. The antiquated setting provides further opportunities to explore our cultural heritage and to understand historical influences on literature. Characterisation is key and the focus on the voice of the author / narrator and characters are key in this unit of work.</p> |
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| Core Skills<br>KS2 Links<br>KS4 Links | <ul style="list-style-type: none"> <li>=Explore differences tabloid/broadsheet</li> <li>=Identify and use bias</li> <li>=Explore difference fact and opinion</li> <li>=Analyse tone/register</li> <li>=Identify and apply structural devices</li> <li>=Explore the Art of Grammar / Rhetoric in non-fiction</li> <li>=To develop personal, assured journalistic voice in both first and third person writing</li> <li>=Write to match given purpose through diction, structure</li> <li>=Explore credible voices</li> <li>=Organise cohesively</li> <li>=Use accurate spelling, punctuation/grammar.</li> <li>=Write legibly and coherently.</li> </ul> | <ul style="list-style-type: none"> <li>= Read, understand and respond to texts.</li> <li>=Inference of meaning (both implicit and explicit).</li> <li>=Explanation.</li> <li>=Reading comprehension.</li> <li>=Make predictions.</li> <li>=Summarise.</li> <li>=Identify writer's methods.</li> <li>=Evaluate success of writer's craft.</li> <li>Explore narrative structure and trajectory.</li> <li>=Analytical skills</li> <li>=Understand how texts are affected by specific contexts in which they were written (time period, place).</li> </ul> | <ul style="list-style-type: none"> <li>=Focus on genre of comedy in terms of characterisation.</li> <li>=Analysis of scene/section developing to full play.</li> <li>=Exploration of staging and performance through adaptations.</li> <li>=Hone analytical skills for extract response using PETER.</li> <li>=Close analysis: inference, writer's style and evaluation.</li> <li>=Develop skills of analytical writing to include golden thread and demonstrate flair and perception in argument.</li> </ul> | <ul style="list-style-type: none"> <li>=Specific research into facet of Shakespeare's contemporary context.</li> <li>=Focus on paragraphing and structure in an information text.</li> <li>=Explore different adaptations and different readings of play.</li> <li>=Apply them to a Review format of the play itself or a film version.</li> <li>=Explore the format and conventions of a report.</li> <li>=Apply the conventions and characteristics to a report.</li> </ul> | <ul style="list-style-type: none"> <li>=Evaluate impact of poetic choices: language and structure</li> <li>=Introduction of SMILE as a method to explore and analyse both poems in a meaningful way</li> <li>=Read, understand, analyse and interpret texts.</li> <li>=Show understanding of the relationships between texts and the contexts.</li> </ul> | <ul style="list-style-type: none"> <li>=Communicate ideas creatively using sensory description and mood/tone.</li> <li>=Understand writer's craft in terms of narrative arc / structure/withholding.</li> <li>=Apply narrative arc</li> <li>=To explore Victorian ghost story exploring class, poverty as a context and stimulus to develop creative writing</li> <li>=Explore perspective and narrator in own writing.</li> <li>=Apply time shift ideas to own creations.</li> <li>=Explore the ghost genre and ideas about the supernatural.</li> <li>=Communicate clearly and imaginatively.</li> <li>=Focus on voice and techniques of characterisation.</li> </ul> |
| Main Assessment                       | <ul style="list-style-type: none"> <li>Persuasive writing journalism: article</li> <li>Writing to analyse, review, comment</li> </ul>   | <ul style="list-style-type: none"> <li>Exploration of character in a text – analysis of language.</li> <li>Exploration of character in a text.</li> <li>Analysis of writer's method: vocabulary and structure.</li> </ul>  | <ul style="list-style-type: none"> <li>Analysis of a character in the comedy</li> <li>Analysis of form and structure</li> <li>Analysis of theme</li> </ul>  | <ul style="list-style-type: none"> <li>Writing non-fiction for purpose</li> <li>Report of poverty</li> <li>Plague?</li> <li>Review of film adaptation of MAAN/AMSND exploring effect / impact on audience –</li> </ul>  | <ul style="list-style-type: none"> <li>Compare and contrast two War poems</li> <li>connect by theme</li> </ul>  | <ul style="list-style-type: none"> <li>Writing creatively: to explain, inform, describe.</li> </ul>   |

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|                  |   |  |   | Writing to review and comment – editorial idea                                   |  |   |
| Cross curricular | PSHE being adept at understanding the power of the media and its influence. | Contemporary contextual issues: terrorism, Islam, bereavement, split families and a plethora of issues are tackled in this hard hitting yet brilliant narrative. | PSHE Exploring the importance of comedy and humour in our lives and a happy ending. | Historical context of the comedies in Shakespeare’s career and national picture. | History WW1 context of poetry (and class reader “Journey’s End”) | History exploration of Victorian society and supernatural ideas in ghost stories? |