

Year 8 Curriculum Implementation Plan (ENGLISH) 2023-24

CHASE TERRACE ACADEMY ENGLISH CURRICULUM INTENT SEQUENTIAL CURRICULUM KS3						
YEAR 8:						
Year 8	English					
Scheme of Learning	Pre 1500 INDIVIDUAL		1500-1950 SOCIETAL		POST 1950 GLOBAL	
	The Wife of Bath/Much Ado About Nothing	Much Ado About Nothing	Victorian Stories	Romantic Poetry	Long Way Down	Non-Fiction Voices
Half-term	Autumn – 1.1	Autumn – 1.2	Spring – 2.1	Spring – 2.2	Summer – 3.1	Summer – 3.2
Curriculum content	Using the KS3 playscript version of Chaucer’s tale to explore medieval literature and the conventions of playscripts, particularly the dramatic monologue. This unit serves as an introduction and leads in to the study of Shakespeare’s play ‘Much Ado About Nothing’ after 4 weeks. The overarching link between the 2 texts is the study of the Comedy genre.	Using the whole text of ‘Much Ado About Nothing’, a Shakespearean Comedy, we develop a further appreciation of this playwright’s craft and the meaning he conveys to his audience.	Using extracts from C19th fiction text, 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.	A range of poems from the literary canon 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 development of the pupils’ broader experience of and response to poetry at this stage.	We explore Narrative threads firstly by reading the young adult novel, written in verse ‘Long Way Down’, that tells the story of a teenage boy, who is seeking revenge for the murder of his older brother. This is a challenging and diverse read that will be used alongside other short stories from ‘Stimulating Shorts’.	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 with a strong focus on the thread of people and voice.
Curriculum Intent	To embed cultural capital and explore our literary heritage we study an age appropriate playscript	To further embed cultural capital and explore our literary heritage further we study a Shakespearean Comedy at this stage of	In this Creative Writing unit, pupils are faced with challenging reading material as stimulus. We look at Victorian texts from our	The aim here is to use the power of the poems and their emotive use of language to encourage a personal response to poetry and	This narrative unit explicitly develops key reading skills, including understanding by independent inference, identification and use of	Writing for purpose in this unit on articles builds on the non-fiction writing from Year 7 and develops awareness of a wider range of non-

	<p>version of Chaucer's 'The Wife of Bath'. This short unit introduces the dramatic monologue with study of the character of the Wife of Bath's voice for students to then create their own character and write their own character monologue.</p> <p>In this Creative Writing unit, pupils are faced with challenging reading material as stimulus. Resilience and resourcefulness can be promoted as pupils are encouraged to unravel and decrypt the text 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 focus on the voice of characters is key in this unit of work.</p>	<p>Year 8 to develop from the Introductory unit 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.</p> <p>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 (WHAT HOW WHY).</p>	<p>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>	<p>help our pupils to understand and respect the validity of their own voices.</p>	<p>evidence from the text. Pupils are taught to use evidence to support their ideas (P PARAGRAPHS / HOW WHAT WHY) and assertions about the text or elements of it, such as characters or settings. There is a focus on using the physical text to support understanding 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.</p>	<p>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>
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Core Skills KS2 Links KS4 Links		=Focus on genre of comedy in terms of characterisation. =Analysis of scene/section developing to full play. =Exploration of staging and performance through adaptations. =Hone analytical skills for extract response using WHAT HOW WHY. =Close analysis: inference, writer's style and evaluation. =Develop skills of analytical writing to include golden thread and demonstrate flair and perception in argument.	=Communicate ideas creatively using sensory description and mood/tone. =Understand writer's craft in terms of narrative arc / structure/withholding. =Apply narrative arc =To explore Victorian ghost story as a stimulus to develop creative writing. =Explore perspective / narrator in own writing. =Apply time shift ideas to own creations. =Explore the ghost genre and ideas about the supernatural. =Communicate clearly and imaginatively. =Focus on voice and characterisation.	=Evaluate impact of poetic choices: language and structure =Introduction of comparison structure as a method to explore and analyse both poems =Read, understand, analyse and interpret texts. =Show understanding of the relationships between texts and the contexts.	= Read, understand and respond to texts. =Inference of meaning (both implicit and explicit). =Explanation. =Reading comprehension. =Make predictions. =Summarise. =Identify writer's methods. =Evaluate success of writer's craft. =Explore narrative structure and trajectory. =Analytical skills =Understand how texts are affected by specific contexts in which they were written (time period, place).	=Explore differences text types/ styles =Identify and use bias =Explore difference fact and opinion =Analyse tone/register =Identify and apply structural devices =Explore the Art of Grammar / Rhetoric in non-fiction =To develop personal, assured journalistic voice in both first and third person writing =Write to match given purpose through diction, structure =Explore credible voices =Organise cohesively =Use accurate spelling, punctuation/grammar. =Write legibly and coherently.
Main Assessment		Analysis of a character in the comedy. Analysis of form and structure. Analysis of theme.	Writing creatively: to explain, inform, describe.	Compare and contrast two poems connected by theme.		Writing non-fiction for purpose. Persuasive writing article. Writing to analyse, review, comment
Cross curricular		PSHE Exploring the importance of comedy and humour in our lives and a happy ending.	History exploration of Victorian society and supernatural ideas in ghost stories.	History Romanticism context of poetry RE – moral attitudes to the dilemmas / issues raised. PSHE – response to media.		PSHE being adept at understanding the power of the media and its influence. Contemporary contextual issues: SMSC

