

Year 8 Curriculum Overview 2024-25

YEAR 8:					
Year 8	English				
Scheme of Learning	Pre 1500 INDIVIDUAL	1500-1950 SOCIETAL		POST 1950 GLOBAL	
	Chaucer/Much Ado About Nothing	Victorian Stories	Romantic Poetry	Modern Narrative	Non-Fiction Voices
Half-term	Autumn	Spring – 2.1	Spring – 2.2	Summer – 3.1	Summer – 3.2
Curriculum content	<p>Introduction to Chaucer’s tales to explore medieval literature and its conventions. This unit serves as a short introduction and leads in to the study of Shakespeare’s play ‘Much Ado About Nothing’ after 2 weeks. The overarching link between the 2 texts is the study of the presentation of women.</p> <p>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.</p>	<p>Using extracts from C19th fiction text, we develop we explore writers’ techniques to engage the reader and compel them to read on.</p> <p>We develop use this as a platform / stimulus to practise our narrative / creative / imaginative writing.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
Curriculum Intent	<p>To embed cultural capital and explore our literary heritage.</p> <p>In this unit, pupils are faced with challenging reading material as stimulus alongside the challenges of the historical, cultural and social context differences of looking at Chaucer. In particular, this unit will explore the historical role</p>	<p>In this Creative Writing unit, pupils are faced with challenging reading material as stimulus. We look at Victorian texts from our literary heritage, their vocabulary and</p>	<p>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 help our pupils to understand and respect</p>	<p>This narrative unit explicitly develops key reading skills, including understanding by independent inference, identification and use of evidence from the text. Pupils are taught to use</p>	<p>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-fiction writing forms and purposes. It allows</p>

	<p>of women in Chaucer to lead in to the study of female characterisation in the Shakespeare play 'Much Ado About Nothing' across the rest of the Autumn term.</p> <p>To further embed cultural capital and explore our literary heritage further we study a Shakespearean Comedy at this stage of 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>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>the validity of their own voices and how to express a personal response alongside analysis.</p>	<p>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>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>Core Skills</p> <p>KS2 Links</p> <p>KS4 Links</p>	<p>=Focus on genre of comedy in terms of characterisation.</p> <p>=Analysis of scene/section developing to full play.</p> <p>=Exploration of staging and performance through adaptations.</p> <p>=Hone analytical skills for extract response using WHAT HOW WHY.</p> <p>=Close analysis: inference, writer's style and evaluation.</p>	<p>=Communicate ideas creatively using sensory description and mood/tone.</p> <p>=Understand writer's craft in terms of narrative arc / structure/withholding.</p> <p>=Apply narrative arc</p>	<p>=Evaluate impact of poetic choices: language and structure</p> <p>=Introduction of comparison structure as a method to explore and analyse both poems</p>	<p>= Read, understand and respond to texts.</p> <p>=Inference of meaning (both implicit and explicit).</p> <p>=Explanation.</p> <p>=Reading comprehension.</p> <p>=Make predictions.</p> <p>=Summarise.</p>	<p>=Explore differences text types/ styles</p> <p>=Identify and use bias</p> <p>=Explore difference fact and opinion</p> <p>=Analyse tone/register</p> <p>=Identify and apply structural devices</p>

	=Develop skills of analytical writing to include golden thread and demonstrate flair and perception in argument.	=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.	=Read, understand, analyse and interpret texts. =Show understanding of the relationships between texts and the contexts.	=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 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	Non-Fiction Writing- Letter. Analysis of a character in the comedy. Analysis of form and structure. Analysis of theme.	Writing creatively: to explain, inform, describe.	Analysis poetry essay.		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