

English Year 8 Curriculum Overview



Year 8 overview

Students will explore a range of Literature texts including a Shakespeare play, 19th Century Fiction, Contemporary Fiction and Poetry. They will also have the opportunity to develop their reading skills through weekly Accelerated Reader sessions. Students will develop their writing skills in terms of content and technical accuracy and learn to write for different audiences. Students will also have the opportunity to take part in discussion and drama focused tasks to develop their Speaking & Listening skills. In the Autumn term, students will build on prior knowledge from year 7 on myths and magic through developing their reading and writing skills in our 'Superstition' unit which is based around the central text of 'The Hound of the Baskervilles' by Sir Arthur Conan Doyle. Students will delve into the Gothic traditions of Dracula and Frankenstein and some eerie Gothic Poetry. They will be asked to write creatively and focus on the use of single words in order to create an impact. There will also be a significant exploration into a variety of different types of narrative. In Term 2, we build on Year 7's knowledge of Shakespeare by focusing on his final play 'The Tempest'. 'The Tempest' explores Shakespeare's fascination with the supernatural and allows us to consider some important contextual events of the time. In Term 3, the theme is 'Battlegrounds' within this students will read the novel 'Welcome To Nowhere' by Elizabeth Laird. This is the central text of a thematic approach which allows for a varied focus on different poems (conflict poetry), non-fiction texts and alternative literature all of which is based on ideas of war in its many forms and guises. The cross-curricular links to History are evident and there are also clear links to PSHE and citizenship through the focus on cultural differences and religious practices. 'Battlegrounds' is also the topic focus of the Spoken Language Presentation for our Year 8 students, and this is also completed in Term 3.

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Term	Themes/ Topics	Core Knowledge / Skills	Key Assessments
Autumn	<p>Superstition</p> <p>Core Text – The Hound of the Baskervilles</p>	<ul style="list-style-type: none"> • Core Reading Skill – word analysis • Core Writing Skill – ambitious vocabulary • Core Knowledge – Types of narrative <p>Specific Vocabulary – Superstition, Terror, Horror, Supernatural, Byronic Hero, Occult, Gothic women, Pathetic Fallacy, The Uncanny, The Sublime, Obscurity.</p> <p>Homework –</p> <ul style="list-style-type: none"> • Educake • Students know how to spell 10 new words each week which are taken from the satellite texts (see Knowledge Organisers). • Students know the meanings of 10 new words each week which are based on the satellite texts (see Knowledge Organisers). 	<p>Reading level to be assessed through STAR Reading test and NGRT.</p> <p>Pre-learning Assessment</p> <p>HT1 –</p> <p>DP – single word analysis on quote from ‘Hound of the Baskervilles’</p> <p>DP – using ambitious vocabulary when describing ‘Baskerville Hall’</p> <p>Assessment –</p> <p>HT2 –</p> <p>DP – single word analysis on quote from ‘Hound of the Baskervilles’.</p> <p>Assessment – writing an original gothic narrative using ambitious vocabulary (mid-term exam)</p> <p>Post-learning Assessment</p>

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<p style="text-align: center;">Summer</p>	<p>Tyranny</p> <p>Core Texts - The Tempest / Richard III</p>	<ul style="list-style-type: none"> • Core Reading Skill – device analysis (metaphor focus) • Core Writing Skill – employing single devices (metaphor focus) • Core Knowledge – Shakespeare 2.0 <i>Linking characters thoughts and feelings to language choices, identifying linguistic patterns across a text, describing an audience’s relationship with a character, relating ideas to the structure of the text & The Gunpowder Plot and the Monarchy.</i> <p>Specific vocabulary – Analysis, Metaphor, Culture, Context, Tyranny, Historical fiction, Characterisation, Soliloquy, Aside, Theme and Motif</p> <p>Homework –</p> <ul style="list-style-type: none"> • Educake • Students will read independently for at least 1 hour each week (AR) • Students know how to spell 10 new words each week which are taken from the central text or satellite texts (see Knowledge Organisers). • Students know the meanings of 10 new words each week which are based on the central text or satellite texts (see Knowledge Organisers). 	<p>Pre-learning Assessment</p> <p>DP – metaphor analysis in ‘The Tempest’</p> <p>DP – Creative writing using metaphor based on ‘Richard III’</p> <p>DP – Shakespeare 2.0 (all elements)</p> <p>Assessment – metaphor analysis in ‘Richard III’</p> <p>Assessment – Creative writing using metaphor based on ‘The Tempest’.</p> <p>Assessment – Shakespeare 2.0 (all elements)</p> <p>Post-learning Assessment</p>
<p style="text-align: center;">Spring</p>	<p>Battlegrounds</p> <p>Core Text – Welcome to Nowhere</p>	<ul style="list-style-type: none"> • Core Reading Skill – structure analysis • Core Writing Skill – varying punctuation • Core Knowledge – the warring world • Core S & L – planning a presentation (theme focus) <p>Specific vocabulary – structure, variety, punctuation, analysis, contextual, battlefield, battleground, racism, rhetoric, persuade, convince, prejudice, discrimination, judgment, immigrant, emigrant, migrant.</p> <p>Homework –</p> <ul style="list-style-type: none"> • Educake 	<p>Pre-learning Assessment</p> <p>DP – structure analysis</p> <p>DP – varying punctuation</p> <p>DP – the warring world (contextual knowledge) through homework</p> <p>EOY Exam</p>

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| | | <ul style="list-style-type: none">• Students will read independently for at least 1 hour each week (AR)• EOY Exam Revision• Research and preparation for Spoken Language Presentation. | Spoken Language Assessment

Post-learning Assessment |
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Golden Threads & What Makes a Good English Student?

A good English student must be competent with every key aspect of English. We have defined these key aspects as our 'Golden Threads' and these pull through our entire secondary curriculum. Whilst they may not be explicitly mentioned on the overview, we have mapped these across the Schemes of Learning, and we feel that if a student feels confident with these 10 key aspects then they will be a successful English student –

Narration, Description, SPaG, Immersion in Literature, Analysis, Audience, Metaphor, Poetry, Context and (of course) Shakespeare.