



Year 8 English Curriculum Overview 2021

ADVENT: Innocence and Adventure- Fictional Reading and Writing

Assessed Pieces:

Reading: Extract to whole question on Literary Heritage class novel focusing on the theme of innocence/ adventure.

Writing: Full narrative piece using non-chronological narrative story structures.

Speaking and Listening: Review of novel.

Content: Literary Heritage class novel used as a tool to teach grammar for reading and writing. Focus on non-chronological/ non-linear narratives and more sophisticated narrative structures/ perspectives and generic features of adventure stories/ journey narratives.

English Key Concepts: Representation, Perspective, Culture, Transformation, Communication, Creativity.

Topic Concepts:

Innocence Narrative Perspective Chronology



Conventional Imaginary Persona Transformation



LENT: Conflict in literature (Macbeth and Poetry)

Assessed Pieces:

Reading: Extract to whole question on conflict presented in the play. Poetry comparison on writers' presentation of war.

Writing: Dramatic monologue on Macbeth/ Lady Macbeth's internal conflict.

Speaking and Listening: Performance of dramatic monologue role-play/ Presentation on poems.

Content: Study a range of pre & post 20th century poems. Use approaches for responding to an unseen poem and how to compare two poems and Shakespeare play on the theme of conflict. Make thematic and contextual links or contrasts between texts. Explore a range of extracts from the play in relation to whole text and focus on how context and historical background link to writer's intentions and ideas.

English Key Concepts: Identity, Representation, Culture, Creativity, Perspective, Transformation.

Topic Concepts:

Conflict Character Flaw Motif Embodiment



Adopted persona Poetic Voice Symbolism



PENTECOST: Culture and Diversity in World Literature and World News

Assessed Pieces:

Reading: Essay question on theme- 'How does Steinbeck present the social outsiders in the novel 'OMAM'?'

Writing: Write own newspaper article explaining one of the key concepts/ possible topics explored in the news.

Speaking and Listening: Discursive debate on topical issue.

Content: Class novel and news excerpts/ articles to be studied in relation to contextual ideas, writers' intentions/ message and how different texts (Literary or non-fiction) can be used to present different perspectives. Students will explore how rhetoric, narrative perspective, tone and linguistic/ literary devices can aid bias/ objectivity.

English Key Concepts: Identity, Representation, Culture, Communication.

Topic Concepts:

Culture Identity Bias Subjectivity



Prejudice Sensationalism Viewpoint



INTENT: Passion for Language and Literature; Reading for Pleasure; Articulacy and Self-expression; Functional Literacy skills for life; empower Students with Cultural awareness and experience. English is at the core of all learning and these skills will be transferred across the Curriculum.



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<p>Rationale for Sequencing: Builds on Year 7 chronological narrative writing. Students learn how to craft full narrative now with opposing conventions/ theme. Prepares Students for greater independence in Year 9 Victorian Virtues where Students apply learnt knowledge of context to new genre- autobiography. Broadens Students’ understanding of genres for any genre in Year 10.</p>		<p>Rationale for Sequencing: Builds on Year 7 introduction to Shakespeare (Comedy- AMND). Now, History/ Tragedy in Macbeth developed in Year 9- Romeo and Juliet. Plays studied in maturity of themes. First introduction to poetry is on conflict, rather than love to challenge preconceptions and enhance engagement.</p>		<p>Rationale for Sequencing: Links to prior learning in Year 7 about topical and current issues. Greater challenge here as more sensitive topics and less factual/ more emotive texts. (Requires greater level of skill in deciphering reliability). This topic now enables Students to make connections to other cultures and engage with a broader context. Prepares Students for more relevant/ local contextualised issues in Year 9 (ACC, AF) and later, in Year 10 (AIC)</p>	
<p>Key Knowledge: Non-linear narrative structures. Generic conventions of adventure stories. Linguistic devices. Key terminology/ vocabulary. Sentence constructions/ types and punctuation.</p>	<p>Key Skills: Develop a love of reading through appreciation and close analysis of the whole text and its impact. Writing for entertainment and cohesion.</p>	<p>Key Knowledge: Dramatic Devices. Poetic Devices. Plot and characterisation. Themes. Contextual/ historical background. Literary timeline. Shakespearean language/ concepts. Patterns/ links/ connections across texts.</p>	<p>Key Skills: Reading critically through knowledge about language and structure and how these present effect/ meaning. Tracking of a key theme and analysis of its impact. Critical comparisons between texts and layers of meaning.</p>	<p>Key Knowledge: Cultural awareness. Background knowledge of current/ world-wide issues. Narrative perspectives/ tones. Linguistic/ Literary devices. Types of text. Rhetorical features. Plot, themes, characters, message, context- TKAM, OMAM.</p>	<p>Key Skills: Writing to fit audience and purpose. Applying an apt tone, voice and perspective. Selecting and crafting language and structure for effect. Understanding authorial intent. Critically examining texts/ writers’ choices.</p>
<p>Revisited: On- going critical reading skills throughout different literary texts. Year 9- Victorian British Novel (ACC) Year 10- Victorian British Novel (DRJMH)</p>		<p>Revisited: On- going critical reading skills throughout different literary texts. Year 9- Shakespeare (R&J Key scenes), Year 10 Full Play. Year 9- Relationships Poetry and Year 10 (Anthology).</p>		<p>Revisited: Year 9- Authorial intent/ message- Victorian Virtues ACC, Edwardian Views- Animal Farm. Year 9- Writing to present a viewpoint. Year 10- Edwardian text- AIC. Language Paper 2.</p>	
<p>SMSC/ Cross curricular links: Religion, duality, free will, relationships, cultural practices, democracy, childhood, supernatural, safety. Numeracy- planning/ plotting graphs, non-linear. H&S/ History- social differences. PE- fitness, well-being.</p>		<p>SMSC/ Cross curricular links: Conflict, fatal flaws, morality, religion, honour/ duty, status, just war, suffering, inequality. Numeracy- line numbers, rhythm, syllable count. PSHE – mental-health. History- monarchy. Music- rhythm, metre. Drama- performance. Art/ Design- set design/ costumes.</p>		<p>SMSC/ Cross curricular links: Democracy, liberty, respect, religion, morality, culture, diversity, freedom of speech, human rights, poverty, injustice. Numeracy- statistics, rhetorical devices. Science- biology/ evolution. Geography- current issues. RE- RSE, morality, Computer Science- publisher/ newspapers/ webpages.</p>	

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