Year 8 Curriculum Overview Plan: Subject English

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Theme: The Tempest **Key Concepts, Knowledge & Skills to be Embedded:** - develop knowledge and understanding of Shakespeare's plays. - Students will be given the opportunity to further develop their understanding of the Jacobean setting of the play. This will include looking at the themes of the supernatural, superstitions, disorder,	**Key Theme:** The Struggle for Survival **Key Concepts, Knowledge & Skills to be Embedded:** - write accurately, fluently, effectively and at length for pleasure. - write creatively taking inspiration from canonical and contemporary fiction. - plan, draft, edit and proof-read by up-levelling the vocabulary, grammar and structure of their writing to	**Key Theme:** Class Novel **Key Concepts, Knowledge & Skills to be Embedded:** - develop an appreciation and love of reading. - read independently with a focus on vocabulary choices - making inferences and referring to evidence in the text - understand how figurative language, vocabulary choice, text structure and symbols present meaning. - evaluate a writer's choice of vocabulary, form and consider the impact on the reader. - Understand the social, cultural and historical context of a text. - Recognize the existence of stereotypes, biased or distorted viewpoints and form appropriately sensitive and informed responses that provide balance. - Engage with political and social issues - Consider different perspectives in order to formulate their own understanding and ideas - Express themselves confidently with reasoned arguments		**Key Theme:** The Power of Words **Key Concepts, Knowledge & Skills to be Embedded:** Students will be able to: - have an exposure to a range of powerful, historic and modern, speeches. - revisit and learn a wide range of strategies used to form a clear and coherent argument. - understand a range of rhetorical devices used by powerful speakers to engage an audience and evoke emotion. - evaluate a speaker's choice	**Key Theme:** World Writing – Poetry Anthology **Key Concepts, Knowledge & Skills to be Embedded:** - experience a range of poetry including poems from other cultures and traditions. - make inferences and referring to evidence in the text - understand how poetic devices, vocabulary choice, structure and symbols present meaning. - understand the social, cultural and historical context of a text.

Column 1:

chaos and justice as well as looking at gender roles.

Links to Prior Learning:
- Knowledge of Shakespeare's plays from the study of A Midsummer Night's Dream.
- Understanding of life during 16th Century England.
- Revisit the themes of superstition and the supernatural in the Jacobean era.

Key Assessment Pieces:
- Character analysis questions using PEAL.
- Analysis of themes and motifs using PEAL.

Column 2:

improve its coherence and overall impact upon the reader.
- Understand the importance of paying attention to written accuracy including: grammar, punctuation and spelling.

- Sensory description
- Colour imagery
- Similes & Metaphor
- Personification
- Pathetic fallacy
- Sentence openers
- Sentence structure
- Paragraphs
- Narrative structure –

Column 3:

- Consider human rights and the applicability of laws nationally and internationally.
- Apply our British Values of mutual respect and tolerance.
- Apply our Academy values of Respect, Ambition and Bravery.

Links to Prior Learning:
- Reading for pleasure and for purpose, including evidence retrieval skills from the study of The Bone Sparrow.
- Knowledge of British Values and Human Rights.
- Use of PEAL for analysis.

Key Assessment Pieces:
Letter writing
PEAL character analysis

Tier 2/3 Vocabulary Vault:
anguish, arduous, bait, companion, compassion, despair, derogatory, ego, equality, marginalisation, microcosm, misogyny segregation

Reading Exposure:
Non-fiction contextual information including life during The Great Depression.

Column 4:

of vocabulary, tone and rhetorical features in terms of their effectiveness and impact on the audience.

Metaphor
Semantic field
Alliteration
Facts
Opinion
Rhetorical question
Emotive language
Statistics
Repetition
Direct Address
Anecdote Pronouns

Links to Prior Learning:
- Reading for information, including evidence retrieval from a range of non-fiction sources.
- Knowledge of current affairs.
- Identifying credible and reliable text sources.

Column 5:

- recognize the existence of stereotypes, biased or distorted viewpoints and form appropriately sensitive and informed responses that provide balance.
- express themselves confidently with reasoned arguments
- apply our British Values of mutual respect and tolerance.
- apply our Academy values of Respect, Ambition and Bravery.

Links to Prior Learning:

- Use of PEAL for analysis.
- Revisit poetry knowledge from KS2

	DROP, SHIFT, ZOOM	**Strategies to enable new concepts, knowledge & skills to embed in long-term memory:** Use of retrieval practice in DIN. -Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap) - Transactional writing – letter writing.	- Speaking and listening skills.	- Knowledge of poetic devices from KS2 - Opportunities to improve SPaG through Do it Now activities. - Use of PEAL for analysis.
Tier 2/3 Vocabulary Vault: audience, callous, convention, colony, Elizabethan, illusion, Jacobean, justice, supernatural, superiority, , tempest, tragedy, treason, revenge.	**Links to Prior Learning:** - Students will apply the descriptive writing skills taught in The Magic of Writing. - Students will continue to develop a rich and varied vocabulary as well as securing and mastering descriptive writing techniques. - Students will continue to develop structural devices using Drop, Shift, Zoom. **Key Assessment Pieces:**		**Key Assessment Pieces:** Students will have two key assessment pieces: - Write an emotive and thought-provoking speech, aimed at teenagers, which explains the importance and power of words and performances. - Write an emotive and thought-provoking speech which encourages young people to support our precious NHS. **Tier 2/3 Vocabulary Vault:** advocate, austerity, controversy, credible, embody, inspiring, legacy, profound, solidarity, transcend	**Key Assessment Pieces:** Poetry analysis assessment. **Tier 2/3 Vocabulary Vault:** advocate, articulate, exemplify, epitome, liberty, marginalised multicultural, respect, tolerance **Reading Exposure:** - Oxford Don - John Agard - Half Caste - John Agard
Reading Exposure: Non-fiction contextual information. **Strategies to enable new concepts, knowledge & skills to embed in long-term memory:** Use of retrieval practice in DIN. -Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap)				

	Descriptive writing assessment. **Tier 2/3 Vocabulary Vault:** Atmosphere, bleak, dismal, derelict, desolate, hostile, malevolent, ominous, perilous, threatening, unnerving, sinister **Reading Exposure:** - The War of the Worlds – H.G. Wells - The Maze Runner – J. Dashner **Strategies to enable new concepts, knowledge & skills to embed in long-term memory:** Use of retrieval practice in DIN. -Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex		**Reading Exposure:** Speeches and non-fiction sources including: Martin Luther King – I have a dream, Rosa Parks, The Little Rock Nine, Great Thunberg, The Great Realisation, Harry Leslie Smith, Winston Churchill, Matthew Kelly. **Strategies to enable new concepts, knowledge & skills to embed in long-term memory:** -Use of retrieval practice in DIN. -Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap)	- Nothing's Changed - Tatamkhulu Afrika - Presents From My Aunts In Pakistan - Moniza Ali - The Right Word - Imtiaz Dharker - An Unknown Girl - Moniza Ali - Broken English - Rupi Kaur - Two Scavengers - Lawrence Ferlinghetti - Blessing - Imtiaz Dharker **Strategies to enable new concepts, knowledge & skills to embed in long-term memory:** -Use of retrieval practice in DIN.

	Quigley – Closing the Vocabulary Gap)			Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap) - Poetry analysis grid: context & motivation, vocabulary and the power of words, techniques and poetic conventions, intentions and impact.