

Year 8 Curriculum Overview Plan: Subject English

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Key Theme: The Tempest</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <ul style="list-style-type: none"> - 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, 	<p>Key Theme: The Struggle for Survival</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <ul style="list-style-type: none"> - 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 	<p>Key Theme: Small Island – Play</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <ul style="list-style-type: none"> - 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 	<p>Key Theme: The Power of Words</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Students will be able to:</p> <ul style="list-style-type: none"> - 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 	<p>Key Theme: World Writing – Poetry Anthology</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <ul style="list-style-type: none"> - 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. 	

<p>chaos and justice as well as looking at gender roles.</p> <p>Links to Prior Learning:</p> <ul style="list-style-type: none"> - 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. <p>Key Assessment Pieces:</p> <ul style="list-style-type: none"> - Character analysis questions using PEAL. - Analysis of themes and motifs using PEAL. 	<p>improve its coherence and overall impact upon the reader.</p> <ul style="list-style-type: none"> - 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 – 	<ul style="list-style-type: none"> - 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. <p>Links to Prior Learning:</p> <ul style="list-style-type: none"> - 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. <p>Key Assessment Pieces: PEAL - character analysis PEAL – change in character analysis.</p> <p>Tier 2/3 Vocabulary Vault: Empathy, hazardous, treacherous, pathos, ambition, segregation, discriminate, aspirations, euphemism, dignified, adversity,</p> <p>Reading Exposure: Non-fiction contextual information including Empire Windrush.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Use of retrieval practice in DIN.</p>	<p>of vocabulary, tone and rhetorical features in terms of their effectiveness and impact on the audience.</p> <p>Metaphor Semantic field Alliteration Facts Opinion Rhetorical question Emotive language Statistics Repetition Direct Address Anecdote Pronouns</p> <p>Links to Prior Learning:</p> <ul style="list-style-type: none"> - Reading for information, including evidence retrieval from a range of non-fiction sources. - Knowledge of current affairs. 	<ul style="list-style-type: none"> - 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. <p>Links to Prior Learning:</p> <ul style="list-style-type: none"> - Use of PEAL for analysis. - Revisit poetry knowledge from KS2
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<p>Tier 2/3 Vocabulary Vault: audience, callous, convention, colony, Elizabethan, illusion, Jacobean, justice, supernatural, superiority, , tempest, tragedy, treason, revenge.</p> <p>Reading Exposure: Non-fiction contextual information.</p> <p>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)</p>	<p>DROP, SHIFT, ZOOM</p> <p>Links to Prior Learning:</p> <ul style="list-style-type: none"> - 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. <p>Key Assessment Pieces:</p>	<p>-Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap) - Transactional writing – letter writing.</p>	<ul style="list-style-type: none"> - Identifying credible and reliable text sources. - Speaking and listening skills. <p>Key Assessment Pieces: Students will have two key assessment pieces:</p> <ul style="list-style-type: none"> - 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. <p>Tier 2/3 Vocabulary Vault:</p>	<ul style="list-style-type: none"> - Knowledge of poetic devices from KS2 - Opportunities to improve SPaG through Do it Now activities. - Use of PEAL for analysis. <p>Key Assessment Pieces: Poetry analysis assessment.</p> <p>Tier 2/3 Vocabulary Vault: advocate, articulate, exemplify, epitome, liberty, marginalised multicultural, respect, tolerance</p> <p>Reading Exposure:</p> <ul style="list-style-type: none"> - Oxford Don - John Agard - Half Caste - John Agard
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	<p>Descriptive writing assessment.</p> <p>Tier 2/3 Vocabulary Vault: Atmosphere, bleak, dismal, derelict, desolate, hostile, malevolent, ominous, perilous, threatening, unnerving, sinister</p> <p>Reading Exposure:</p> <ul style="list-style-type: none"> - The War of the Worlds – H.G. Wells - The Maze Runner – J. Dashner <p>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</p>		<p>advocate, austerity, controversy, credible, embody, inspiring, legacy, profound, solidarity, transcend</p> <p>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.</p> <p>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</p>	<ul style="list-style-type: none"> - 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 - Rupri Kaur - Two Scavengers - Lawrence Ferlinghetti - Blessing - Imtiaz Dharker <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: -Use of retrieval practice in DIN.</p>
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	<p>Quigley – Closing the Vocabulary Gap)</p>		<p>Quigley – Closing the Vocabulary Gap)</p>	<p>Consistent and progressive success criterion.</p> <ul style="list-style-type: none"> - 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.
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