



The High School
Leckhampton

Year 8 ENGLISH



Topic Titles

- Non-fiction Reading and Writing – Social Media
- Novel – ‘Animal Farm’
- Creative Writing – ‘Outsiders’
- Poetry – War Poetry
- Speaking and Listening – ‘Female Voices’

Links with other subjects

Literacy is the cornerstone of all subjects, so the work that we do in English is integral. Our fortnightly Literacy lessons in Year 7 will focus on the skills and revision of Literacy in order to practise and develop these imperative skills that pupils can use throughout their curriculum.

Furthermore, there are many links between:
English and History, including exploring the connections between texts and their different contexts.
English and RE, including exploring the connections between texts and different religious contexts.
English and Drama, including studying plays, exploring context and speaking publicly.
English and MFL, including grammar, sentence organisation and the etymology of words.
English and Personal Development, including exploring empathy.

How can parents help?

The single most important practice that parents can help their children with at home is to promote reading regularly. Evidence demonstrates a strong correlation between pupils who regularly read and those achieving levels 7, 8 and 9s in their GCSE exams. Not only does reading boost grades and levels achieved, but it also improves vocabulary, written expression and develops a sensitive understanding and appreciation of contexts different to pupil's own. As well as encouraging reading, parents can help to encourage and promote the use of tier 2 vocabulary at home, so that it becomes a common part of their everyday speech.

Furthermore, parents can help support pupils with their English homework that they'll receive once a week, ensuring that it is done to the very best of their ability and that maximum effort has been put in, to every single piece. Finally, if parents wish to offer even more support, then we recommend utilising BBC Bitesize and Seneca Learning as interactive learning tools to work alongside our current topics. Please do research, discuss and debate with your children about their current topics in order to develop and progress their understanding.

Intent

The intent for our Year 8 English curriculum is for it to be rigorous, exciting and balanced, with the National Curriculum at its core. Our curriculum will be transformational, equipping our pupils, regardless of their starting point, with a wide range of knowledge and skills, enabling them to fulfil their potential and realise their ambitions. Ultimately, our aim for our English curriculum is to ensure that pupils are equipped with the necessary literacy skills so that they can excel in the wider world, in any career that they desire, and that foundation is developed in Year 8. Our key aims and intent for our Year 8 English curriculum is:

- To continue to embed and ensure development of pupils' core understanding and knowledge of the skills required to succeed at KS3 and beyond.
- To continue to expose pupils to a range and wealth of texts, from varied contexts, aiming to expand their knowledge and understanding of genres, time periods and cultures, building upon the solid base established in Year 7.
- To continue to promote and encourage wider reading of increasingly challenging texts and to continue to promote reading for pleasure outside of the English classroom, as well.

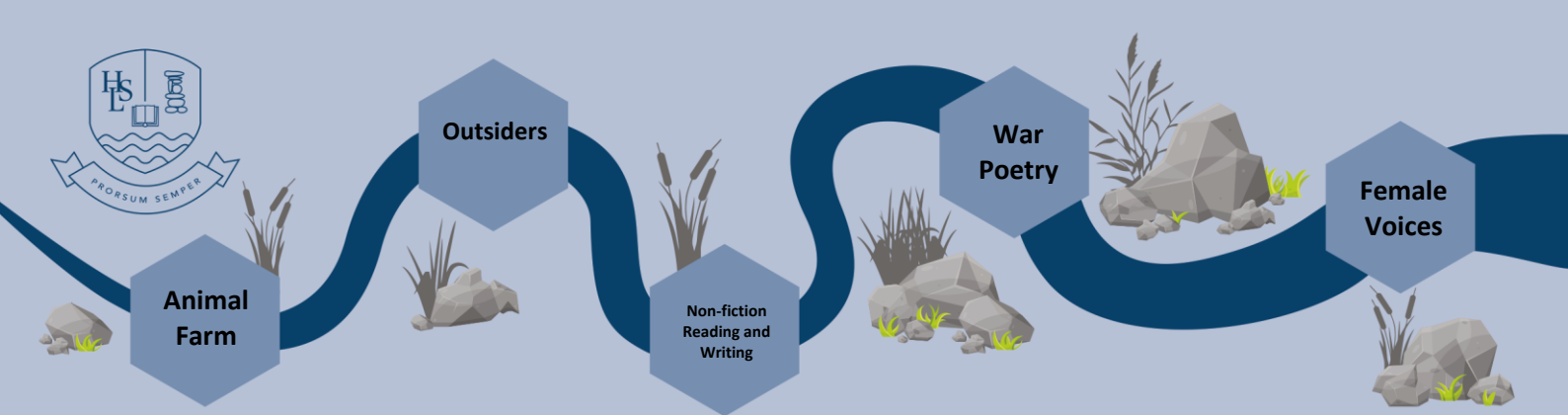
How will knowledge and skills be taught?

Pupils will be focusing on building a solid foundation of skills on which to develop and progress throughout KS3 and beyond. The skills the pupils will be taught are:

- Planning and writing creatively, including organising ideas through paragraphing and punctuation.
- Planning and writing for varied purposes, including to inform, persuade and argue, including organising ideas through paragraphing and punctuation.
- Reading a range of non-fiction and fiction texts, from different contexts and time period in order to retrieve information and infer knowledge.
- Reading a range of text types, including poetry and plays, from different contexts and time periods.
- Selecting appropriate quotations to analyse language, structure and form, using appropriate technical devices.
- Comparing attitudes and methods presented in texts, using their skills of inference
- Planning and speaking purposefully, in front of an audience.

Recommended Reading and Preparation for Learning

- '1984' by George Orwell
- 'Kindred' by Octavia E. Spencer
- 'Chinese Cinderella' by Adeline Yen Mah
- 'The Curious Incident of the Dog in the Night-time' by Mark Haddon
- 'The Hitchhiker's Guide to the Galaxy' by Douglas Adams
- 'Welcome to Nowhere' by Elizabeth Laird



Subject: English	Year Group: 8	Term: 1 and 2
Module/Theme: Animal Farm		
<p>Topic Outline & Aims (Intent) To give pupils the opportunity to read a novel as a class and to encourage enjoyment and genuine passion for reading on a regular basis. To give pupils the opportunity to explore a context and setting that is different to their own in Gloucestershire. To give pupils the opportunity to discuss and debate mature topics in a safe, supportive environment.</p>		
<p>Key Skills and Knowledge taught through this topic: (Intent) Have studied at least two novels with significant literary recognition – looking at characters, themes, language and contextual factors. Have read texts from different countries, cultures and historical contexts. Have the knowledge to tackle challenging texts, identifying techniques and articulating the effects upon the reader. Have the knowledge needed to use quotations and explore their implications. Have the knowledge needed to be able to produce analytical paragraphs. Have the knowledge needed to be able to comment on the structural decisions and the formal choices made by writers. Have the knowledge needed to be able to comment on how the context of a text links to its attitudes and contents (in this case, within which the text is set).</p>		
<p>Prior Learning: (Context) KS2: Reading a novel as a class. Reading comprehension. Basic understanding of different contexts.</p>	<p>Future Learning: (Context) KS3: Develops language analysis practised and developed in Year 7 Novel with adult audience and clear connection to adult social and political ideas Introduces extract-style analysis developed within KS3 and beyond KS4: Multiple novels and texts will be read for GCSE. Skills required for English Literature papers 1 and 2. Contextual knowledge of Power and Conflict poetry taught and embedded.</p>	<p>National Curriculum Links: (Context) Read easily, fluently and with good understanding. Develop the habit of reading widely and often, for both pleasure and information. Appreciate our rich and varied literary heritage. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.</p>
<p>RRSA Links: 13. Sharing thought freely 14. Freedom of thought and religion 36. Protection from exploitation</p>		<p>Assessment of Learning: (Impact) Reading: assessed by an essay focusing upon language analysis, structural choices and their impact, form choices and their impact, contextual elements in the context of the text. Test followed by marking, targets and development piece of 30 minutes.</p>
<p>British Values Links: What is the difference between a democracy and a dictatorship? What happens when democracy fails? Why are we fortunate to live in a democracy?</p>		



Eco Schools Links:

Importance of activism to seek change.

Reading / Enrichment:

1984 by George Orwell
Kindred by Octavia E. Spencer
The Grace Year by Kim Liggett
Dry by Neal and Jarrod Shusterman

Key Vocabulary: (Literacy)

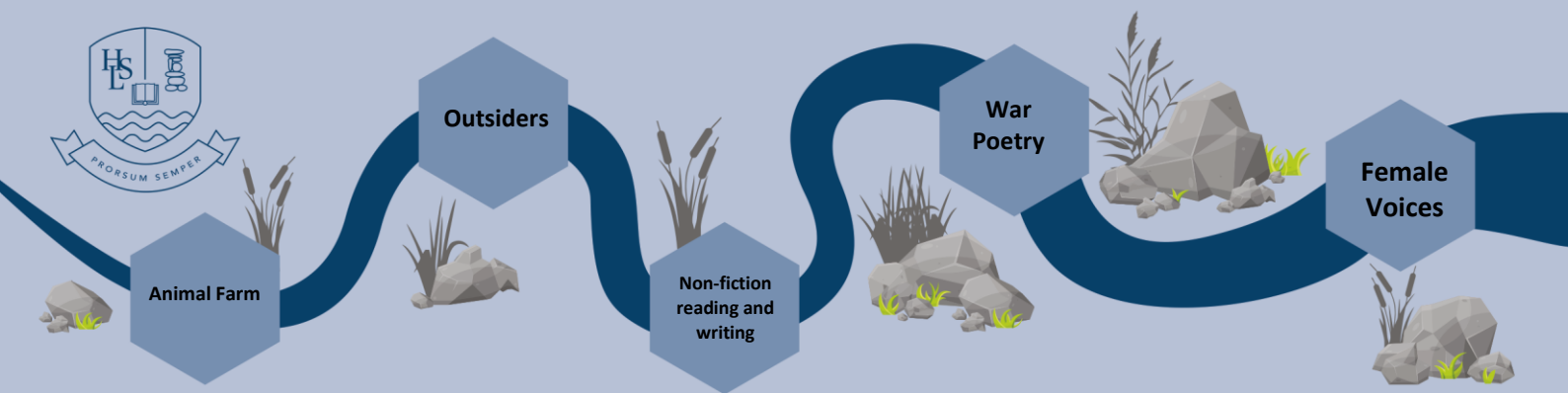
Equality
Proletariat
Communism
Dictator
Dictatorship
Revolution
Propaganda
Tyrant
Credulous
Inference
Characterisation
Allegory

Numeracy Opportunities:

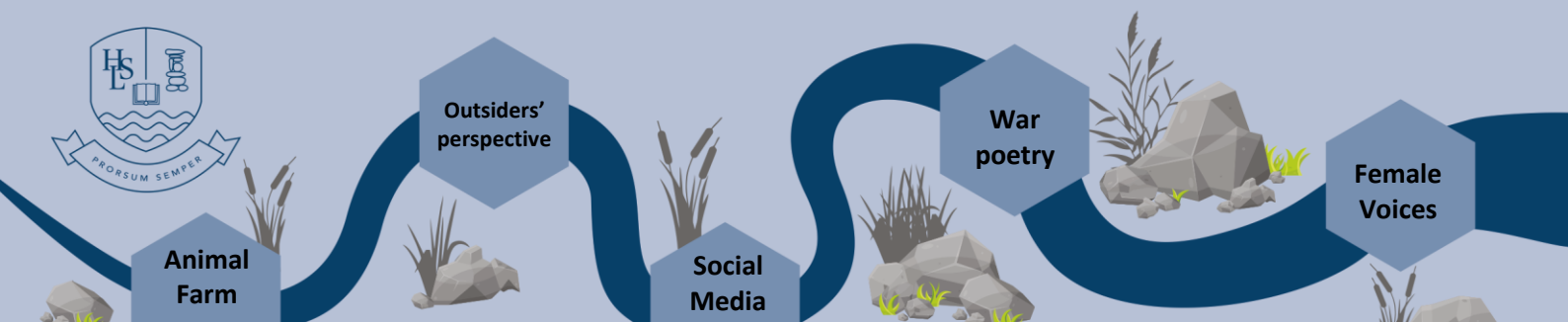
Tension graphs
Characterisation graphs

Career Links:

Author
Teacher
Activist
Journalist



Subject: English		Year Group: 8		Term: 3	
Module/Theme: Outsiders					
Topic Outline & Aims (Intent) To develop pupils' understanding of genre To develop pupils' understanding of a range of creative writing skills To introduce pupils to the concept of perspectives					
Key Skills and Knowledge taught through this topic: (Intent) So, when reading, students will: <ul style="list-style-type: none"> - Have the knowledge to tackle challenging texts, identifying techniques and articulating the effects upon the reader - Have the knowledge to compare texts in terms of content, style and context - Have experienced a range of genres - Be able to comment on the structural decisions and the form choices made by writers So, when writing, students will: <ul style="list-style-type: none"> - Have the knowledge needed to recognise the link between reading and writing - Have the knowledge to know the difference between Standard English and everyday colloquialisms - Have the knowledge needed to utilise the full process of writing (e.g., planning, improving, experimenting) - Use writing to explore experiences beyond their immediate world - Select word choices effectively and avoid first choice words when needed - Be able to spell common words accurately as well as experiment with more sophisticated words - Have the knowledge needed to be able to paragraph for clarity - Have the knowledge needed to attempt a wide range of punctuation and syntactical choices for clarity and effect - Have the knowledge needed to experiment with imagery and rhetorical devices creatively - Be able to appreciate the importance and positive empowerment of writing beyond the English classroom 					
Prior Learning: (Context) KS2: Builds upon SPAG technical aspects from KS2. Builds upon creative writing skills taught during KS2 English.		Future Learning: (Context) KS3: Introduces focus upon narrative voice Focus shifts more to structural decisions rather than plot and genre of Year 7 KS4: English Language paper 2 section B – key skills required for all questions.		National Curriculum Links: (Context) Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.	
RRSA Links: 31. Rest, play, culture, arts			Assessment of Learning: (Impact) Assessed by a creative piece that is pre-planned and then marked with targets with 30-minute development time.		
British Values Links: The importance of individual liberty when choosing topics and characters to focus upon.					
Eco Schools Links: How can we use the natural landscape to create an atmosphere?					
Reading / Enrichment: Frankenstein by Mary Shelley The myth of the Minotaur 'Creative Writing' BBC Bitesize website		Key Vocabulary: (Literacy) Creative Writing Narrative arc Perspectives Paragraphing First & second person narrative perspectives		Numeracy Opportunities: Tension graphs Narrative arcs	
				Career Links: Author Journalist Teacher	



Subject: English	Year Group: 8	Term: 4
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Module/Theme: Non-fiction Reading and Writing: Social Media

Topic Outline & Aims (Intent)

To extend and develop pupils' exposure to a range of non-fiction texts as they move through their KS3 journey.
 To encourage pupils to discuss and debate opinions and ideas.
 To practise reading skills including comprehension and language analysis.
 To practice writing skills including purpose and audience.
 To encourage pupils to start comparing texts and considering different purposes.

Key Skills and Knowledge taught through this topic: (Intent)

So, when writing, students will:

- Have the knowledge needed to recognise the link between reading and writing
- Have the knowledge needed to utilise the full process of writing (e.g. planning, improving, experimenting)
- Have the knowledge to know the differences between Standard English and everyday colloquialism
- Use writing to explore experiences beyond their immediate world
- Select word choices effectively and avoid first choice words when needed
- Be able to spell common words accurately as well as experiment with more sophisticated words
- Have the knowledge needed to be able to paragraph for clarity and effect
- Have the knowledge needed to attempt a wide range of punctuation and syntactical choices for clarity and effect
- Have the knowledge needed to experiment with imagery and rhetorical devices creatively
- Be able to appreciate the importance and positive empowerment of writing beyond the English classroom.

So, when reading, students will:

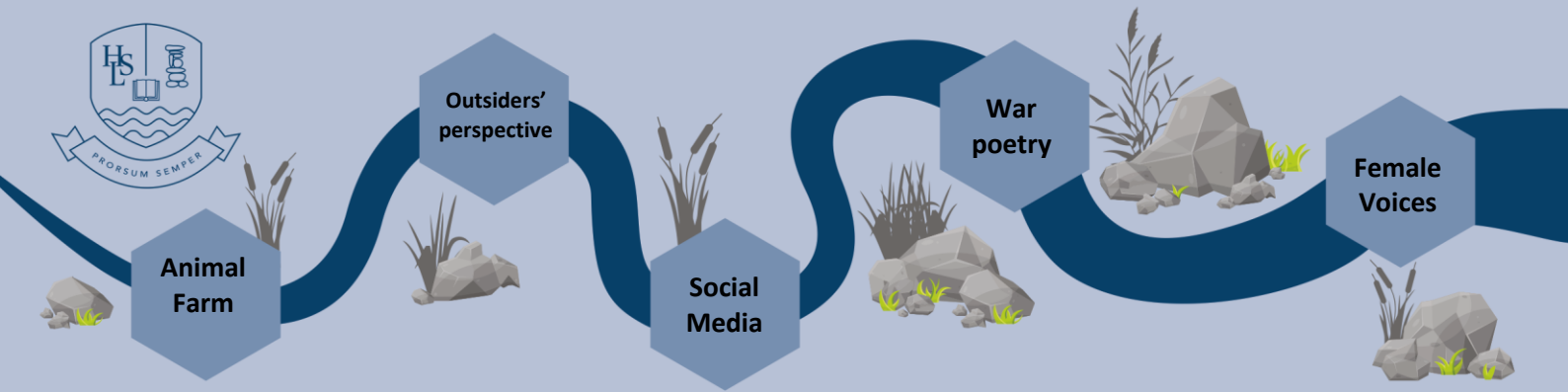
- Have the knowledge to tackle challenging texts, identifying techniques and articulating the effects upon the reader
- Have the knowledge needed to use quotations and explore their implications
- Have the knowledge needed to be able to produce analytical paragraphs
- Have the knowledge to identify themes and attitudes in texts and identify how they are presented
- Have the knowledge needed to be able to comment on the structural decisions and the formal choices made by writers
- Have the knowledge needed to be able to comment on how the context of a text links to its attitudes and contents.

Prior Learning: (Context)	Future Learning: (Context)	National Curriculum Links: (Context)
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KS2:
 Builds upon SPAG technical aspects from KS2.
 Builds upon Reading and Writing skills practised during KS2 SATS.
KS3:
 In Year 7, pupils were taught and practised skills in reading and analysing a range of non-fiction texts.
 In Year 7, pupils were taught and practised skills in writing and analysing a range of non-fiction texts.

KS3:
 Identification of quotations for analysis and introduction of inference skills – an ability to identify a writer's purpose and link this to details.
 Writing assessment gauge ability early on in the KS, with informal check on reading to assist and support.
KS4:
 English Language paper 2 – key skills required for all questions.

Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
 Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
 Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
 Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



RRSA Links:

- 12. Respect for children’s views
- 13. Sharing thoughts freely
- 17. Access to information

British Values Links:

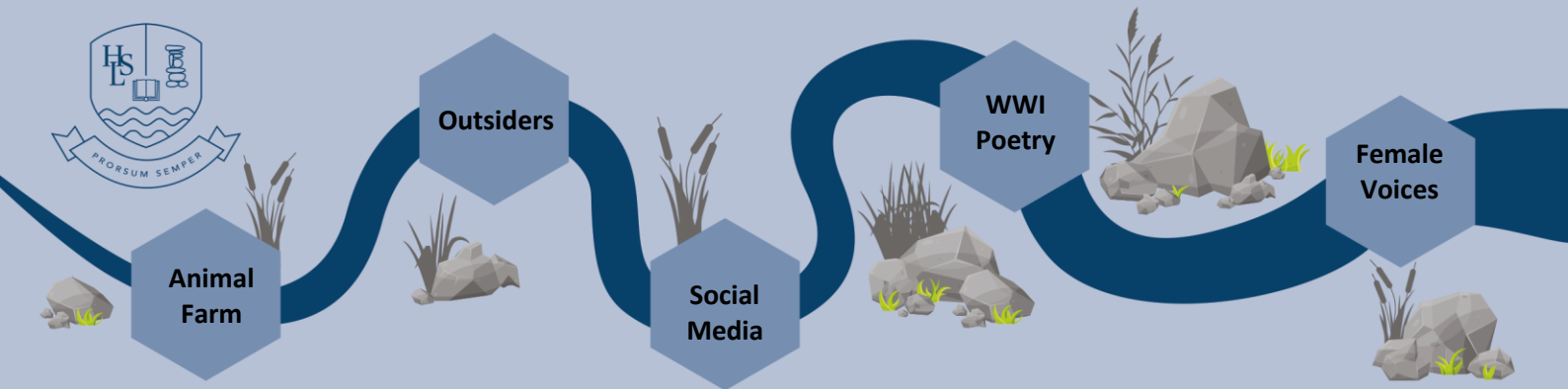
How democracy works in the classroom and in the wider community.
 Mutual respect and tolerance of those with difference faiths and beliefs.

Assessment of Learning: (Impact)

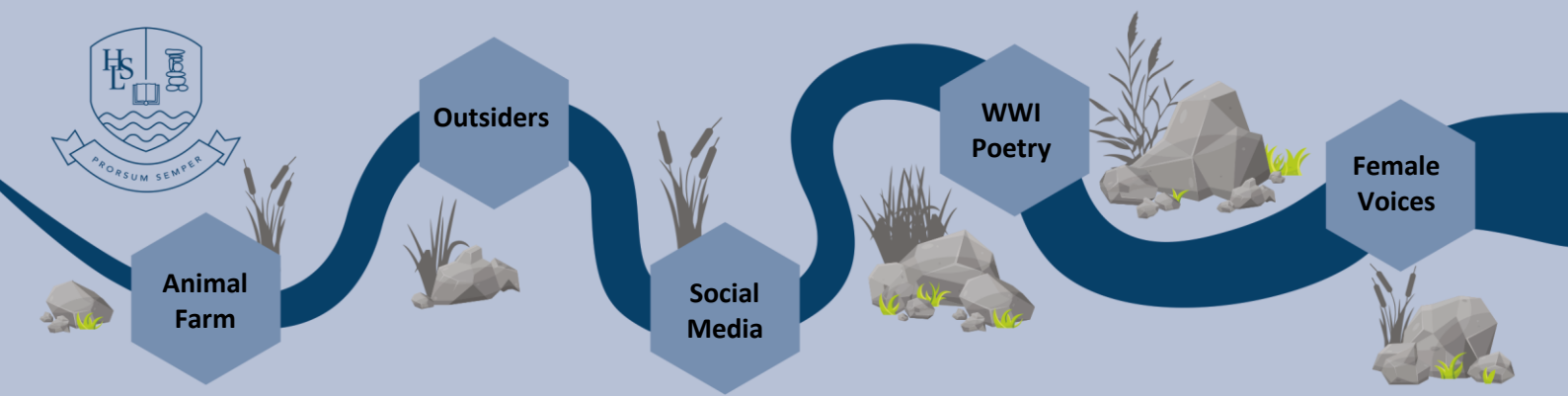
- Reading: assessed by a comparative essay (1-hour total) focusing upon language analysis, structural analysis and their impact, form choices and their impact – followed by an evaluative conclusion. Assessment followed by marking and 30-minute ‘Improve It’ opportunity.

Writing: assessed by 1-hour timed article – planned in advance and fortified by vocabulary and punctuation work. Assessment followed by marking and 30-minute ‘Improve It’ opportunity.

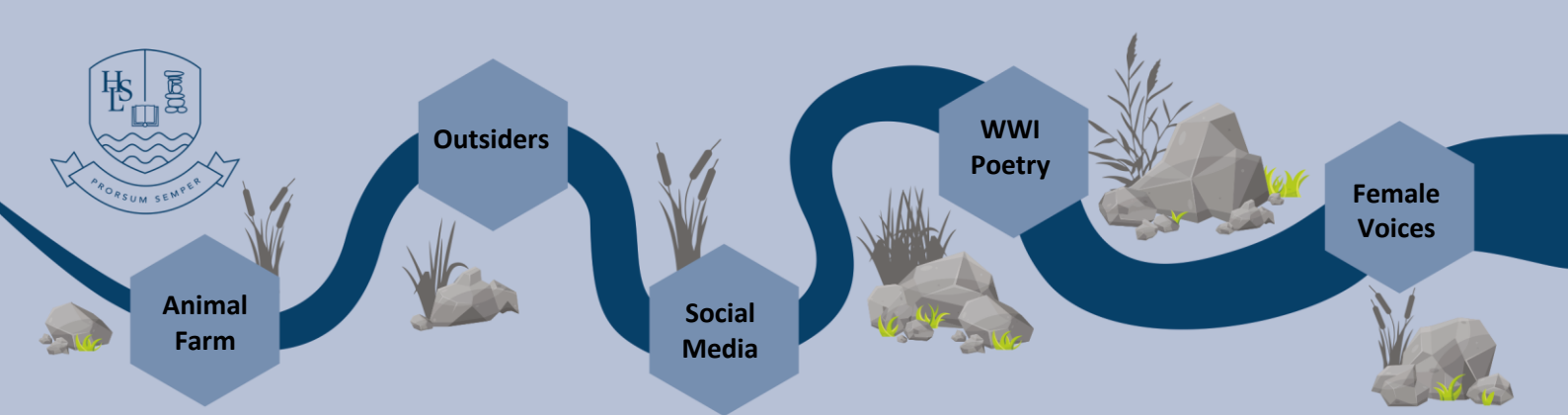
Reading / Enrichment:	Key Vocabulary: (Literacy)	Numeracy Opportunities:	Career Links:
‘What is a debate?’ BBC Bitesize website	Non-fiction Describing Informing Persuading Persuasive techniques	Use of statistics to persuade and encourage.	Journalist Activist Charity worker Politician
‘Writing to persuade’ BBC Bitesize website			



Subject: English		Year Group: 8	Term: 5
Module/Theme: Identity Poetry			
<p>The topic will be focused on poetry from WWI and pupils will explore the context of how and why various poems were written, focusing on the use of propaganda and remembrance.</p> <p>Assessed by a comparative essay based on two poems, focusing upon language analysis, structural choices and their impact, formal choices and their impact. Test followed by marking, targets and development piece of 30 minutes.</p>			
<p>Key Skills and Knowledge taught through this topic: (Intent)</p> <p>So, when reading, students will:</p> <ul style="list-style-type: none"> - Have studied a range of poets with significant literary reputations – looking at characters, themes, language and contextual factors - Have the knowledge to tackle challenging texts, identifying techniques and articulating the effects upon a reader - Have the knowledge needed to use quotations and explore their implications - Have the knowledge needed to be able to produce analytical paragraphs - Have the knowledge to identify themes and attitudes in texts and identify how they are presented - Have the knowledge to compare texts in terms of content and style - Have experienced a range of genres - Have the knowledge needed to be able to comment on the structural decisions and the formal choices made by writers. 			
<p>Prior Learning: (Context)</p> <p>KS2:</p> <ul style="list-style-type: none"> - Element of refocusing from KS2 SPAG: focus upon meaning and effect as a key aspect of literary analysis. <p>KS3:</p> <ul style="list-style-type: none"> - Introduction of literary comparison of themes, ideas and techniques. - Prepares students for comparison – and free of what to compare – in Year 9 <p>In Year 8:</p> <ul style="list-style-type: none"> - Continues idea of comparison established with non-fiction - Revisits literary analysis and technical knowledge practised in novel in terms 1 and 2. 	<p>Future Learning: (Context)</p> <p>KS4:</p> <ul style="list-style-type: none"> - English Literature paper 2 analysis of seen and unseen poetry. - English Literature poetry cluster 'Power and Conflict'. 	<p>National Curriculum Links: (Context)</p> <p>Develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <p>Reading a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.</p> <p>Read critically through:</p> <p>Knowing how language, including figurative language, vocab choice, grammar, text structure and organisational features, present meaning.</p> <p>Studying a range of authors, including at least 2 authors in depth a year.</p>	
<p>RRSA Links:</p> <p>7 – Name and Nationality 14 – Freedom of Thought and Religion 38 – Protection in War</p>		<p>Assessment of Learning: (Impact)</p> <p>Assessed by a comparative essay based on two poems, focusing upon language analysis, structural choices and their impact, formal choices and their impact. Assessment followed by marking and 30-minute 'Improve It' opportunity.</p>	
<p>British Values Links:</p> <p>Mutual respect and tolerance of different faiths and beliefs.</p>			
<p>Eco Schools Links:</p> <p>The importance of respecting and valuing our environment and the impact war has on it.</p>			



Reading / Enrichment:	Key Vocabulary: (Literacy)	Numeracy Opportunities:	Career Links:
War Horse by Michael Morpurgo Private Peaceful by Michal Morpurgo Poems by Wilfred Owen Poems by Jessie Pope	Poetry Stanza Rhyme scheme Poetic devices Speaker/narrator Poet Identity Propaganda Patriotism Disillusionment Pessimistic	Consideration of different stanzas throughout poems.	Poet Author Journalist Teacher Educator



Subject: English		Year Group: 8		Term: 6	
Module/Theme: Female Voices					
The topic will be focused on reading and listening to speeches from women across history who have been influential and powerful in their specific field. Pupils will read, study and analyse speeches from Maria Stewart to Emma Watson, analysing language choices, considering audience reception and acknowledging positions within society.					
Key Skills and Knowledge taught through this topic: (Intent)					
So, when reading, students will:					
<ul style="list-style-type: none"> - Have studied a range of members of society with significant literary reputations – from a range of time periods. - Have a clear grasp on how context affects and impact literary decisions. 					
So, when speaking, students will:					
<ul style="list-style-type: none"> - Have be able to plan, practice and perform. - Have the opportunity to practise their speaking skills in front of a live audience. 					
Prior Learning: (Context)		Future Learning: (Context)		National Curriculum Links: (Context)	
In Year 7: <ul style="list-style-type: none"> - Builds upon knowledge of persuasive speeches and writing introduced in Non-fiction Reading and Writing in Year 7. - Builds upon knowledge of performing skills from Shakespeare in Year 7. 		KS4: Preparation and revision of speaking and listening skills that will be needed ahead of GCSE Spoken Language Oral Endorsement in Year 10.		The National Curriculum for English reflects the importance of spoken language in pupils’ development across the whole curriculum – cognitively, socially and linguistically. Spoken language continues to underpin the development of pupils’ reading and writing during KS3. Pupils should be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.	
RRSA Links:			Assessment of Learning: (Impact)		
7 – Name and Nationality 13 – Sharing Thoughts Freely 15 – Setting Up or Joining Groups 29 – Aims of Education			No formal assessment.		
British Values Links:					
Mutual respect and tolerance of different faiths and beliefs.					
Eco Schools Links:					
Awareness of position in society to evoke positive change for all.					
Reading / Enrichment:		Key Vocabulary: (Literacy)		Numeracy Opportunities:	
Great Women’s Speeches by Anna Russell		Transgressive Monarch Activist Abolitionist First Lady Perspective		Considering how long between different events in history.	
				Career Links:	
				Public Speaking Author Journalist Teacher Educator	