



**Intent for Year 8 ENGLISH Curriculum 2020-2021**

‘All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.’

**Intent:** Students deepen their love of reading through the summer challenge of extreme reading, to spring board into Year 8. Students develop and deepen their understanding of consequences of World War on relationships, and empathy is again broadened by considering modern dilemmas of homelessness; its causes and economic solutions. Students once again explore poetry, but this time developing their independence to a legitimate point of view and encounter unseen poetry, understanding that no one answer is correct, and that we all have valuable contributions to make for a shared understanding. Victorian novels are revisited, this time from a gothic horror perspective, to deepen and broaden appreciation of a valued and esteemed legacy of literature. Personal relationships move from friendships to explore a more romantic nature in Shakespeare, and contrastingly the violence that powerful emotions can bring, enticing an understanding of empathy and tolerance from our students. The power of language is once more explored, this time from a more dramatic perspective, where students experience forming their own persuasive arguments, listen and accept other viewpoints, and perform their speeches in a formal setting. The power of language as tool is seen to move into all aspects of humanity in Year 8, touching on how it has changed over time within our literary canon.

COVID19: please note that students in year 8 will begin by being taught in their groups closest to their classes as of March last year, to allow students time to gain confidence and adjust to life in a school environment once more. Regrouping based on ability will take place after Christmas assessments. Our curriculum for the year remains the same as last year; we will be assessing to establish any lost learning that occurred over the period of lockdown, and additional support within the classroom and online, will be put in place to address any potential areas that need further development.

Term	Enquiry/Topic/Unit:	Key Outcomes:	Character Education:	Assessment:	Vocabulary	Home-Learning:
1a	<p><b>Introduction to Gothic</b></p> <p>How can we develop our analytical skills?</p>	<p>Building on the introduction to Gothic in Year 7, students revisit this genre and explore</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous</p>	<p><b>Formative assessment:</b> *verbal feedback *Whole class feedback *Peer/self-assessment <b>Summative assessment:</b> Analysis of Gothic extract</p>	<p><b>See SoWs/Knowledge Organisers</b></p>	<p>Reading homework to encourage wider reading of different texts and genres and</p>



	<p>What are the key elements of Gothic Horror?</p> <p>How do writers use language to describe characters and settings?</p>	<p>historical contextual links and features of a gothic horror novel, reading a range of significant extracts across a collection of gothic genre.</p>	<p>Resilient Confident Reflective</p>	<p><i>Marked using KS3 Literature markscheme Stickers and written feedback leading question</i></p>		<p>expose students to new vocabulary.</p>
<b>1b</b>	<p><b>Stone Cold</b></p> <p>How can we write a successful newspaper article?</p>	<p>Students will read Stone Cold and use this as a platform for their own writing: *Considering how their writing reflects the audiences and purposes for which it was created. *Thinking about vocabulary, structure and grammar in their own writing to ensure clarity and cohesion.</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p><b>Formative assessment:</b> *verbal feedback *Whole class feedback *Peer/self-assessment <b>Summative assessment:</b> Write a newspaper article reporting the events in 'Stone Cold'.  <i>Marked using KS3 Language markscheme Stickers and written feedback leading question</i></p>	<p><b>See SoWs/Knowledge Organisers</b></p>	<p>Reading homework to encourage wider reading of different texts and genres and expose students to new vocabulary.</p>
<b>2a</b>	<p><b>Unseen Poetry</b></p> <p>How do we analyse an unseen poem?</p> <p>How do Poets use language, form and structure to communicate ideas?</p>	<p>Students will study a range of poems by different poets: *Making inferences and referring to evidence in the text. *Knowing the purpose, audience and context of the poems and how this affects the meaning.</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p><b>Formative assessment:</b> *verbal feedback *Whole class feedback *Peer/self-assessment <b>Summative assessment:</b> How does Scannell use language, form and structure in 'Nettles'?  <i>Marked using KS3 Literature markscheme</i></p>		<p>Reading homework to encourage wider reading of different texts and genres and expose students to new vocabulary.</p>



	To be become Romeo and Juliet	*Recognise a range of poetic conventions and understanding how these have been used .		<i>Stickers and written feedback leading question</i>		
<b>2b</b>	<p><b>Public Speaking</b></p> <p>How can we write a successful persuasive speech?</p> <p>How can we effectively communicate with others?</p>	<p>Students will understand what persuasive devices are and how they are used in writing for effect. They will analyse several speeches, before using their knowledge to write their own speech, in pairs/groups.</p> <p>*Students will understand how structure and vocabulary in their writing improves coherence and overall effectiveness. This will be presented to the rest of the class and the winners will be put forward to compete in the Public Speaking Competition at the end of the Easter term.</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p><b>Formative assessment:</b> *verbal feedback *Whole class feedback *Peer/self-assessment</p> <p><b>Summative assessment:</b> Speaking and Listening group presentation</p> <p><i>Marked using KS3 Language markscheme Stickers and written feedback leading question</i></p>	<b>See SoWs/Knowledge Organisers</b>	Reading homework to encourage wider reading of different texts and genres and expose students to new vocabulary.
<b>3a</b>	<p><b>The Boy in the Striped Pyjamas</b></p> <p>How does Boyne present the characters in the novel?</p>	<p>Students will read The Boy in the Striped Pyjamas as a class.</p> <p>*Students will know the purpose, audience and context for writing and will draw on this knowledge to help</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident</p>	<p><b>Formative assessment:</b> *verbal feedback *Whole class feedback *Peer/self-assessment</p> <p><b>Summative assessment:</b> How does Boyne present Lieutenant Kotler in the extract/novel?</p>	<b>See SoWs/Knowledge Organisers</b>	Reading homework to encourage wider reading of different texts and genres and expose students to new vocabulary.



	How is the context relevant?	support comprehension. *Students will study the setting, plot and characterisation of the novel and the effect of these. *They will know how language, including figurative language and vocabulary choices, present meaning.	Reflective	<i>Marked using KS3 Literature markscheme Stickers and written feedback leading question</i>		
<b>3b</b>	<b>Romeo and Juliet</b>  Exploring the world of Shakespeare through the themes of love and hate  How can we develop our analytical skills?	Students will explore key scenes from Romeo and Juliet as a class *Students will know the audience and context for writing and will draw on this knowledge to help support comprehension. *Students will study the plot and characters of the play and the effect of these.	Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective	<b>Formative assessment:</b> *verbal feedback *Whole class feedback *Peer/self-assessment *Teacher written feedback <b>Summative assessment:</b> Boy in the Striped Pyjamas narrative/description <i>Marked using KS3 Language markscheme Stickers and written feedback leading question</i>	<b>See SoWs/Knowledge Organisers</b>	Reading homework to encourage wider reading of different texts and genres and expose students to new vocabulary.