

Year 8 Course Outline

*To include 1 hour focused reading lesson

H/T	Topic of Study	Key Skills for Teaching	Knowledge	Assessments	Resources
HT1 Aug - Oct	Aspirations Baseline Writing Assessment Growth Mindset Dragons' Den Scheme Formal letter Writing	Team work and collaborative learning – creation and advertising of an innovative product – persuasive pitch to an audience Revision of: structure of letter, connectives Persuasive devices AFOREST DRIP A05 A06	How to be persuasive Formal standard English Presentational devices	Writing baseline By 11th Sept NFER Spelling + Reading Tests by 11th Sept Letter to persuade By 16th Oct	Advertising scheme Dragon's Den Letter writing scheme Reading Comprehension AO1: Dahl's 'Lamb to the Slaughter'; 'The Landlady'; <i>The Passenger</i> Dan Tunstall; <i>The Return of Frankie Stein</i> , Barry Hutchison;
HT2 Oct - Dec	Non-fiction Writing Titanic	Creative Writing Formal standard English, informal language Ambitious vocabulary Paragraphing Varying sentence structures Imagery – metaphor, simile, personification Ambitious punctuation Structure of a diary entry A05 A06	Passengers' and sailors' first-hand accounts Victims of the tragedy Class system Suffragettes, role of women Industrial revolution	Writing - empathetic assessment 12th Jan	Titanic scheme Diary writing examples Reading Comprehension AO1: An account of the Tragedy of the Titanic; Historical information and context, including 1 st 2 nd and 3 rd class passengers; Survivors' accounts;
HT3 Jan - Mar	Reading Response to poetry Theme – place Link here	Terminology and word classes Themes, structure Comparison of ideas Structure of response - PEAZER A01 A02 and A03	Blake – Romantic poetry Enlightenment, King George III, French Revolution, American Revolution War Inequality/Third world poverty	Response to one or two poems. By 26th Feb	The Chimney Sweeper , Blake Daffodils , Wordsworth Blessing and Living Space , Imtiaz Dharker Reading Comprehension AO1: Historical context of 18 th 19 th Industrial Revolution; working conditions in factories; the Enlightenment; chimney sweeps – Re-imagine text

					<p>Blake' life; Romantic poets context; Poems</p> <p>Reading Comprehension AO1: <i>Our Day Out</i>, Russell - Reading and Comprehension questions of key scenes and extracts.</p>
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<p>HT4-5 Apr - Jun</p>	<p>Reading – Shakespeare <i>Julius Caesar</i> <i>Midsummer Night's Dream</i> <i>Twelfth Night</i></p>	<p>Social and historical context. Conventions of a play. Features of tragedy/comedy. Analysing character's use of language. PEAZE. Analysis of key extracts. Word classes, terminology A01 A02 A04</p>	<p>Elizabethan society Role of women Patriarchal society Monarchy and divine right of kings</p>	<p>Reading - Shakespeare Character analysis By 25th Jun</p>	<p>Shakespeare schemes</p> <p>Reading Comprehension AO1: Context of Shakespeare; JC, TMND; TN Comprehension Questions on key plot scenes and extracts.</p>
<p>HT6 Jun - Jul</p>	<p>Creative writing Novel/extracts/short stories</p>	<p>Narrative writing KS3 transition resources http://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rId=976 Openings, characters, planning, direct speech, imagery, ambitious punctuation and vocabulary; varying sentence structures A05 A06</p>	<p>Relevant to themes of text being taught – gender, social class, race, discrimination, etc.</p>	<p>Story opening/writing</p>	<p>Eduqas creative writing scheme</p> <p>Reading Comprehension AO1: Comprehension question on key chapters or scenes or Investigating texts: '<i>Hey You Down There!</i>'; Ray Bradbury '<i>The Sound of Thunder</i>' Extracts from <i>1984</i> by George Orwell and other dystopian texts</p>