

Year 8 Curriculum Plan

English



Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
PRIOR LEARNING	<p>Do we live in a bubble? Bone Sparrow in-depth study and Ted-Talks</p> <p>This unit builds on pupils' knowledge and understanding of key technical skill with a focus on transactional writing (Ted talk), where pupils begin to understand how writers have a purpose when they craft a written piece. Pupils will explore the forms, layouts, audience and purposes (FLAP) of transactional writing. They will select a 'big idea' for their Ted Talk and follow an editing/redrafting process to ensure they are aware of the importance of proof-reading and editing skills. We want pupils to enjoy exploring language and making inferences from different non-fiction materials and learn about how to use words to build an informed, articulate verbal and written speech. Alongside this, they will also study our class reader 'The Bone Sparrow', studying refugees, their plight and may use this contextual knowledge as a 'big idea' for their own Ted Talk.</p>	<p>Do we live in a bubble? Dystopian Unit</p> <p>This unit builds on pupil knowledge and understanding of inference and creative writing, where pupils begin to understand how writers use methods and language choices to craft a written piece. Pupils will explore writers' word choices, inferring for effect and emulating methods and writing styles. We want pupils to enjoy exploring language and making inferences from different pieces of creative writing and learn about how to use words to build an original and compelling piece of creating writing.</p>	<p>What can monsters teach us about ourselves? Gothic Unit; A Monster Calls Character Study</p> <p>This unit builds on pupils' understanding of the origin of gothic literature, 19th/20th century-modern, and how it has influenced the modern world (texts, films, TV shows etc.: Stranger Things, Twilight, TVD). Pupils will explore a variety of texts ranging from fictional extracts, poems and non-fiction accounts linked to the supernatural. We want pupils to enjoy exploring gothic texts and engage in rich conversation about writers' methods (word choice, punctuation, sentence types) and how they are used to create tension, suspense and interest.</p>	<p>What can monsters teach us about ourselves? Macbeth and the Witches Study</p> <p>This unit builds on pupils' knowledge and understanding of drama texts: Macbeth by William Shakespeare (with a focus upon the witches). Pupils should begin to explore how the social and historical context of a text affects plot and character development, exploring the author in depth. They will also explore writer's craft at word and sentence level.</p>	<p>How can Words Change the World? Non-Fiction Source Analysis</p> <p>This unit builds on pupils' learning at KS2 and Year 7, where pupils have learned writing devices and methods. They will now look at how to make deeper, multiple inferences from a text, and use this to identify a writer's viewpoint on a topic. Link to geography, art, computing and PE through topics used as basis for arguing a point.</p>	<p>How can Words Change the World? Summer Exams and Refugee Week Project</p> <p>This unit builds on the work from Summer 1. Pupils will develop their ability to read in silence and independently annotate nonfiction texts for methods, inferences and viewpoint. They will also explore exam literacy and how to deal with different tasks under timed conditions. After exam week, pupils will take part in our whole school 'Refugee Week' in which they will learn about refugees, their plight and create a poem as a year group to reflect their understanding.</p>					
	<p>KNOWING WHAT...</p> <p>Pupil's will develop their knowledge and understanding of how writers write with a purpose: to persuade, argue, advise and inform in their writing. Also, how to effectively craft sentences, paragraph and punctuate to suit the purpose of a speech. Pupils will explore what it is like to be a refugee and know what methods a writer uses to create an effective speech on this topic.</p>	<p>Pupil's will develop their knowledge and understanding of how to identify methods in creative writing and understand the difference between narrative and descriptive writing. Explore how to identify important/ specific language choices, make inferences to establish what effect on the reader and explain how words have an EFFECT on the reader.</p>	<p>Pupil's will develop their knowledge and understanding of the conventions and origin of gothic literature by exploring a range of key writers from the gothic genre. Also, pupils will know a variety of methods including symbolism and pathetic fallacy and explain the effect of this.</p>	<p>Pupil's will develop their knowledge and understanding of the key contextual events from the Jacobean era and how they influenced Shakespeare's work. They will understand the plot, characters and themes of the play Macbeth and be able to explain the difference between narrative and scripted texts. They will also develop their ability to create descriptive settings and grow their confidence with performing in front of others.</p>	<p>Pupil's will develop their knowledge and understanding of non-fiction texts, where pupils begin to understand how writers have a purpose when they craft a written piece. Pupils will explore the differences between arguing and persuasive texts. We want pupils to enjoy unearthing implicit meaning and making inferences from different non-fiction materials. Pupils will learn about what it means to summarise information from a text.</p>	<p>Pupil's will develop their knowledge and understanding of non-fiction texts, as started in Summer 1. Pupils will know the expectations of the summer examination, and how to approach the different exam questions. Pupils will build on their understanding of how to revise.</p>					

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KNOWING HOW...	<p>Pupils will be able to produce a speech to persuade, argue, advise, or inform, based on a 'big question' of their choice, using the success criteria created from the refugee work.</p>	<p>Pupils will be able to produce a piece a narrative piece of creative writing using 'Exploded Time' and the 'Photograph Method'.</p>	<p>Pupils will be able to effectively annotate extracts for methods and inferences and produce an essay style answer to a 'language' question.</p>	<p>Pupils will be able to create and apply a 'Success Criteria' for an effective drama performance: voice, tone, body language and teamwork.</p>	<p>Pupils will be able to annotate and analyse the viewpoint of a writer. They will be able to identify core language methods within a text, and then comment on the effect these words have on the reader. Pupils will be able to turn their ideas into extended written comments.</p>	<p>Pupils will be able to read a non-fiction text independently and understand it. They will be able to answer all the exam questions articulately and in extended terms. Pupils will be able to write neatly and accurately under timed conditions.</p>
ASSESSMENT	<p>Marked Piece: <i>Speech (transactional writing)</i></p> <p>Summative Piece: Speech and Spoken Language presentation</p>	<p>Marked Piece: <i>Exploded Time Narrative Dystopian</i></p> <p>Summative Piece: Creative writing task [dystopian narrative] using exploded time and photograph method</p>	<p>Marked Piece: <i>How does the writer use Language the Monster in 'A Monster Calls?'</i></p> <p>Summative Piece: 19th/ 20th century summary, synthesis, evaluation task</p>	<p>Marked Piece: <i>Supernatural Setting Description using Top, Drop, Shift, Zoom, Bang.</i></p> <p>Summative Piece: Spoken Language drama performance</p>	<p>Marked Piece: Transactional task – Article Writing</p> <p>Summative Piece: Formative multiple-choice test</p>	<p>Summative piece – SUMMER EXAMS: English Language, Paper 2, Section A (reading)</p>