



CHORLTON HIGH SCHOOL: CURRICULUM

CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 8

SUBJECT	English
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Year Group	8					
Rationale/ Narrative	During Year 8, students will continue to be inspired and engaged with a variety of both fiction and non-fiction, with texts specifically selected to develop passion and enthusiasm for the subject of English. Students will explore a variety of ideas and texts through their analysis, their creativity and through exploratory talk, exploring their opinions and developing personal responses along the way. The rich range of literature that students will work with this year has been selected to ensure students develop their understanding of form as well as use of language and structure for effect.					
	Autumn 1 Novel	Autumn 2 Events and People that Shaped the World	Spring 1 Romeo and Juliet	Spring 2 Poetry - NATURE	Summer 1 An Inspector Calls or Journey's End	Summer 2 Coming of Age followed by Coral Island Project
KNOWLEDGE	<p>Memorable Reading Week *Explore the 9 reading strategies in relation to theme of Space and Adventure *Apply reading strategies to nonfiction and fiction texts</p> <p>Novels *Students will study one of the following: Dracula/ To Kill a Mockingbird/ Northern Lights/ Trash/ Once/ Ghost Stadium. *Characterisation *Overarching themes *Social and historical context *The methods used by the writer to convey key ideas</p>	<p>Fiction & Non-Fiction Extracts *People and events that have shaped the world we now live in. *Linguistic devices within the selection of texts *Purpose/Audience/Form *Styles of non-fiction forms of writing *Appreciation of different 'voices' within texts</p>	<p>Shakespeare Play *Plot *Characterisation *Themes *The methods used by Shakespeare to convey key ideas *Contextual issues surrounding the play *The play as a form</p>	<p>Poetry and Nature *Explore a range of eras and styles of poems within the anthology *Explore other cultures and the theme of nature *Develop appreciation of poetry as a form of expression</p>	<p>Modern Play *Plot *Characterisation *Themes *The methods used by the playwrights to convey key ideas *Contextual issues surrounding the play *The play as a form</p>	<p>Fiction & Non-Fiction Extracts *Linguistic devices within the selection of texts *Purpose/Audience/Form *Styles of non-fiction forms of writing *Appreciation of different 'voices' within texts</p> <p>Creative Writing Project *Constructing a story *Building characterisation *Incorporating linguistic devices into writing *Developing a clear, structured narrative</p>
SKILLS	<p>*Read a full novel *Show an awareness of the writer's methods *Include subject terminology confidently when analysing and writing responses *Embed a range of quotes and references to support their ideas *Plan essays successfully to ensure that they are clearly explained</p>	<p>*Develop an awareness of different styles of non-fiction texts and analyse the impact on the reader *To select and retrieve relevant information from a text *To synthesise pertinent information *To use evidence to ensure arguments are developed and secure</p>	<p>*Explore the play's concepts and themes *Explore the wider messages and how they link to the wider world we live in today *Develop awareness of characterisation and symbols within the play *Show an awareness of Shakespeare's methods</p>	<p>*Appreciate different styles and forms of poetry *Explore different eras and voices within a range of poems *Analyse the form and structure of poems and the deeper messages within these *Include subject terminology confidently</p>	<p>*Explore the play's concepts and themes *Explore the wider messages and how they link to the wider world we live in today *Develop awareness of characterisation and symbols within the play *Show an awareness of the playwright's methods</p>	<p>*To explore non-fiction texts from different eras relating to the idea of growing up. *To analyse the language and structure used in a range of fiction and non-fiction extracts and explore the effects of certain techniques. *To develop their ability to write creatively, thinking</p>



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	<ul style="list-style-type: none"> *Structure a coherent and well-structured essay *Analyse the use of language and its impact on the reader *Explore the contextual background of a text and how that links with the ideas within that text. 	<ul style="list-style-type: none"> *To explore their own 'voice' when writing non-fiction texts *Include linguistic devices to enhance arguments in written responses. *To present their own view on topics covered and present this convincingly both orally and through written work. 	<ul style="list-style-type: none"> *Include subject terminology confidently when analysing and writing responses *Embed a range of quotes and references to support ideas *Plan essays successfully to ensure that they are clearly explained *Structure a coherent and well-structured essay *Analyse the use of language and its impact on the reader *Explore the contextual background of the play and how that links with the ideas within that text 	<ul style="list-style-type: none"> when analysing and writing responses *Plan essays successfully to ensure that they are clearly explained *Analyse the use of language and its impact on the reader *Embed a range of quotes to support their ideas *Create own performance poetry linking to the theme of identity. 	<ul style="list-style-type: none"> *Include subject terminology confidently when analysing and writing responses *Embed a range of quotes and references to support ideas *Plan essays successfully to ensure that they are clearly explained *Structure a coherent and well-structured essay *Analyse the use of language and its impact on the reader *Explore the contextual background of the play and how that links with the ideas within that text 	<ul style="list-style-type: none"> carefully about blending their devices and maintaining the interest of the reader throughout. *To develop their ability to consciously craft a piece of creative writing. *To develop their oracy skills and ability to communicate their ideas effectively through presenting their finished stories to their peers.
ASSESSMENTS	<p><i>Students will complete 5 assessment points across the autumn term. The TWO progress checks within this half term will:</i></p> <ul style="list-style-type: none"> *Check for technical accuracy (QWC) *Assess students' ability to incorporate a range of linguistic techniques in to their own narrative writing. *Assess students' ability to analyse the writer's craft and use of devices for effect. *Check reading skills through GL testing 	<p><i>The THREE progress checks within this half term will:</i></p> <ul style="list-style-type: none"> *Check for technical accuracy (QWC) *Ensure students are able to showcase a range of linguistic devices in their own discursive piece of writing. *Check students are showcasing the oracy protocols in the delivery of their viral campaigns. 	<p><i>Students will complete 5 assessment points across the spring term. The TWO progress checks within this half term will:</i></p> <ul style="list-style-type: none"> *Consolidate the students' awareness of setting, characters and events *Assess students' ability to incorporate a range of linguistic techniques in to their own creative writing *Check for technical accuracy (QWC) *Ensure that students are developing the quality of their analysis. 	<p><i>The THREE progress checks within this half term will:</i></p> <ul style="list-style-type: none"> *Check for technical accuracy (QWC) *Assess students' ability to analyse poetry, how it has been written and the impact it has on readers. *Assess students' ability to incorporate a range of both language and structural features in to their own creative writing. 	<p><i>Students will complete 5 assessment points across the summer term. The TWO progress checks within this half term will:</i></p> <ul style="list-style-type: none"> *Check for technical accuracy (QWC) *Assess students' understanding of how characterisation has been used in the play for effect *Assess students' ability to analyse the language and structure used in the play. 	<p><i>The THREE progress checks within this half term will:</i></p> <ul style="list-style-type: none"> *Check for technical accuracy (QWC) *Assess students' ability to incorporate a range of linguistic techniques in to their own creative writing *Check reading skills through GL testing