



# 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

<b>SUBJECT</b>	<b>English</b>
<b>INTENT</b>	Studying English at Chorlton High School allows learners to be submersed in a vast array of texts that will challenge, inspire and excite them. We aim to provide students with the tools and knowledge needed to learn to appreciate the beauty of language through exploration of the writer's craft. With a huge emphasis on creativity and the discovering and utilising of their voice, opinions and ideas are shared and developed through exploratory talk, which is an integral part of our curriculum. We pride ourselves on our strong moral purpose to prepare students not only for the classroom, but for life beyond – offering opportunity upon opportunity to explore current topics, widening their understanding of the world in which they live. Sharing our passion for this subject helps to ignite a passion for reading, writing and all things English related in our students. Some incredibly challenging texts and concepts are explored through accessible and relatable thematic links, pushing students to think outside of the box and develop their own blossoming opinions on the written word. We aim to inspire, to challenge and to help develop happy, creative and successful learners through our expertly planned, colourful curriculum.



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<b>Year Group</b>	<b>8</b>					
<b>Rationale/ Narrative</b>	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.					
	<b>Autumn 1</b> <b>Coming of Age</b>	<b>Spring 2</b> <b>Poetry - NATURE</b>	<b>Spring 1</b> <b>Events and People that Shaped the World</b>	<b>Spring 2</b> <b>An Inspector Calls or Journey's End</b>	<b>Summer 1</b> <b>Romeo and Juliet</b>	<b>Summer 2</b> <b>Novel</b>
<b>KNOWLEDGE</b>	<b>Fiction &amp; Non-Fiction Extracts</b> *Linguistic devices within the selection of texts *Purpose/Audience/Form *Styles of non-fiction forms of writing *Appreciation of different 'voices' within texts *Opportunities to write their own stories *Building characterisation *Incorporating linguistic devices into writing *Developing a clear, structured narrative	<b>Poetry and Nature</b> *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	<b>Fiction &amp; Non-Fiction Extracts</b> *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	<b>Modern Play</b> *Plot *Characterisation *Themes *The methods used by the playwrights to convey key ideas *Contextual issues surrounding the play *The play as a form	<b>Shakespeare Play</b> *Plot *Characterisation *Themes *The methods used by Shakespeare to convey key ideas *Contextual issues surrounding the play *The play as a form	<b>Novels</b> *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
<b>SKILLS</b>	*To explore fiction (and some 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 carefully about blending their devices and maintaining the	*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 when analysing and writing responses	*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	*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 *Include subject terminology confidently	*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 *Include subject terminology confidently	*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



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	<p>interest of the reader throughout.</p> <p>*To develop their ability to consciously craft a piece of creative writing.</p> <p>*To develop their oracy skills and ability to communicate their ideas effectively through presenting their finished stories to their peers.</p>	<p>*Plan essays successfully to ensure that they are clearly explained</p> <p>*Analyse the use of language and its impact on the reader</p> <p>*Embed a range of quotes to support their ideas</p> <p>*Create own performance poetry linking to the theme of identity.</p>	<p>*To explore their own 'voice' when writing non-fiction texts</p> <p>*Include linguistic devices to enhance arguments in written responses.</p> <p>*To present their own view on topics covered and present this convincingly both orally and through written work.</p>	<p>when analysing and writing responses</p> <p>*Embed a range of quotes and references to support ideas</p> <p>*Plan essays successfully to ensure that they are clearly explained</p> <p>*Structure a coherent and well-structured essay</p> <p>*Analyse the use of language and its impact on the reader</p> <p>*Explore the contextual background of the play and how that links with the ideas within that text</p>	<p>when analysing and writing responses</p> <p>*Embed a range of quotes and references to support ideas</p> <p>*Plan essays successfully to ensure that they are clearly explained</p> <p>*Structure a coherent and well-structured essay</p> <p>*Analyse the use of language and its impact on the reader</p> <p>*Explore the contextual background of the play and how that links with the ideas within that text</p>	<p>*Structure a coherent and well-structured essay</p> <p>*Analyse the use of language and its impact on the reader</p> <p>*Explore the contextual background of a text and how that links with the ideas within that text.</p>
<b>ASSESSMENTS</b>	<p><b>The THREE progress checks within this half term will:</b></p> <p>*Assess students' ability to incorporate a range of linguistic techniques in to their own creative writing</p> <p>*Assess students reading skills through a question based on an extract they have studied</p>	<p><b>The THREE progress checks within this half term will:</b></p> <p>*Check reading skills through GL testing</p> <p>*Assess students' ability to analyse poetry, how it has been written and the impact it has on readers.</p>	<p><b>The THREE progress checks within this half term will:</b></p> <p>*Ensure students are able to showcase a range of linguistic devices in their own discursive piece of writing.</p> <p>*Assess students ability to compare two texts</p> <p>*Check students are showcasing the oracy protocols in the delivery of their viral campaigns.</p>	<p><b>The TWO progress checks within this half term will:</b></p> <p>*Assess students' understanding of how characterisation has been used in the play for effect</p> <p>*Assess students' ability to analyse the language and structure used in the play.</p>	<p><b>The TWO progress checks within this half term will:</b></p> <p>*Consolidate the students' awareness of setting, characters and events</p> <p>*Assess students' ability to incorporate a range of linguistic techniques in to their own creative writing</p> <p>*Ensure that students are developing the quality of their analysis.</p>	<p><b>The TWO progress checks within this half term will:</b></p> <p>*Assess students' ability to incorporate a range of linguistic techniques in to their own narrative writing.</p> <p>*Assess students' ability to analyse the writer's craft and use of devices for effect.</p> <p>*Check reading skills through GL testing</p>