



CHORLTON HIGH SCHOOL: CURRICULUM

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.					
	<u>Autumn 1</u> Coming of Age	<u>Autumn 2</u> Novel	<u>Spring 1</u> An Inspector Calls or Journey's End	<u>Spring 2</u> Events and People that Shaped the World	<u>Summer 1</u> Romeo and Juliet	<u>Summer 2</u> Poetry - NATURE
KNOWLEDGE	<p><u>Fiction & Non-Fiction Extracts</u></p> <ul style="list-style-type: none"> *Exploration of a range of extracts from a variety of time periods and cultures. *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 	<p><u>Novels</u></p> <ul style="list-style-type: none"> *Students will study one of the following: Dracula by Bram Stoker, A Jigsaw of Fire and Stars by Yaba Badoe, Northern Lights by Phillip Pullman, A Pocketful of Stars by Aisha Busby, Once by Morris Gleitzman, You Must Be Layla by Yassmin Abdel-Magied *Characterisation *Overarching themes *Social and historical context *The methods used by the writer to convey key ideas 	<p><u>Modern Play</u></p> <ul style="list-style-type: none"> *Plot *Characterisation *Themes *The methods used by the playwrights to convey key ideas *Contextual issues surrounding the play *The play as a form 	<p><u>Fiction & Non-Fiction Extracts</u></p> <ul style="list-style-type: none"> *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><u>Shakespeare Play</u></p> <ul style="list-style-type: none"> *Plot *Characterisation *Themes *The methods used by Shakespeare to convey key ideas *Contextual issues surrounding the play *The play as a form 	<p><u>Poetry and Nature</u></p> <ul style="list-style-type: none"> *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
SKILLS	<ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *Read a full novel. *Show an awareness of the writer's methods. *Include subject terminology confidently when analysing and writing responses. 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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



CHORLTON HIGH SCHOOL: CURRICULUM

	<p>*To develop their ability to write creatively, thinking carefully about blending their devices and maintaining the 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>*Embed a range of quotes and references to support their 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 a text and how that links with the ideas within that text.</p>	<p>*Show an awareness of the playwright's methods</p> <p>*Include subject terminology confidently 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>*To use evidence to ensure arguments are developed and secure</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>*Show an awareness of Shakespeare's methods</p> <p>*Include subject terminology confidently 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>*Include subject terminology confidently when analysing and writing responses</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>ASSESSMENTS</p>	<p><i>The THREE progress checks within this half term will:</i></p> <p>*Assess students' ability to comment on how Nelson Mandela has used language for effect feeding back with a Whole Class Feedback sheet</p> <p>*Peer assessment of students' writing skills of a fairytale and how well they take inspiration from what they have read.</p> <p>*A final teacher assessed piece on students' ability to incorporate a range of linguistic devices into their creative writing work.</p>	<p><i>The THREE progress checks within this half term will:</i></p> <p>*Assess students' ability to incorporate a range of linguistic techniques into 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>	<p><i>The TWO progress checks within this half term will:</i></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><i>The THREE progress checks within this half term will:</i></p> <p>*Ensure students can 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><i>The THREE progress checks within this half term will:</i></p> <p>*Consolidate the students' awareness of setting, characters and events</p> <p>*Assess students' ability to incorporate a range of linguistic techniques into their own creative writing</p> <p>*Ensure that students are developing the quality of their analysis.</p>	<p><i>The THREE progress checks within this half term will:</i></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>*A peer assessed opportunity to showcase their oracy skills.</p>