



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

ENGLISH

INTENT

Studying English at CHS South 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.



YEAR GROUP

YEAR 8

RATIONAL / 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.

TERM KNOWLEDGE

AUTUMN 1

Celebrating Powerful Voices Fiction & Non-Fiction Extracts

- Students will begin Year 8 by focusing on human achievement across the globe. They will build on knowledge gained from Year 7 around identity and the introduction to social issues of the environment. They will be introduced to a wider array of voices focusing on a diverse range of powerful groups that have prospered in the face of corruption and discrimination. Work around rhetoric and discursive writing will be enhanced further, with a specific focus on speech writing in this half term. People and events that have shaped the world we now live in – both modern and historical

AUTUMN 2

Seminal Literature: Novel

- Students will read a full novel building on their use of reading strategies, critical reading and vocabulary development. The chosen novels provide an increasing level of challenge from Year 7. Students will grapple with challenging themes of class warfare, corruption, discrimination and coming of age. These themes are link to the powerful voices explored in Autumn 1, as writers protested such regimes
- Students will study either *To Kill a Mockingbird* or *Animal Farm*.
- Characterisation of symbolic characters reflecting social issues and historical figures
- Overarching themes of revolution,

SPRING 1

Creative Writing: Writing to Thrill

- Students will build on the knowledge and skills gained from Adventure story writing in Year 7, to now focusing on a new genre: fear. Thematic links between the Autumn 1 novel will be pertinent here. Writing skills will elevate from the classic story mountain model to now challenging students to experiment with structural shifts, sentence forms and varied endings, as well as reading and appreciating a new genre.
- Reading a range of fiction extracts centred around the theme of fear. 19th, 20th and 21st century will be explored. Students will continue to build on the 9 reading

SPRING 2

Shakespeare Play: Julius Caesar

- All students will engage with the reading of Julius Caesar. They will be building on their knowledge of a Shakespearean play from Year 7, with a greater element of challenge in the contextual background and thematic links of Julius Caesar. Students will explore the Roman Empire, political power, corruption and revenge
- The whole plot of the play will be explored, with an appreciation of structural choices Shakespeare has utilised to hook the audience
- Characterisation of key figures, with a deeper exploration of female characters will be established

SUMMER 1

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SUMMER 2

Power and Peace Poetry

- Students will build on their knowledge of poetic devices from the Identity Poetry unit and now will apply their knowledge to a new topic. This unit builds on all the themes from the Year 8 journey culminating ideas of power, corruption, fear and peace in one anthology to read and explore.
- Explore a range of eras and styles of poems within the anthology with reference to key themes of power and peace
- Explore how overarching themes of conflict, peace, nature and community can be used to make a change in the world
- Develop appreciation of poetry as a form of expression, and how



case studies will be explored further building cultural capital Linguistic devices within the selection of texts will be analysed and used for inspiration in the form of speech writing, building on Oracy work and Unlocking Secrets from Year 7A greater appreciation of the purpose/audience/form of a speech than the tone of an article

- Various types of non-fiction forms of writing
- Appreciation of different 'voices' within texts
- Expanding knowledge of linguistic devices for impact through the continued use of CoG
- Enhancing knowledge of grammar and syntax through weekly Ark curriculum lessons with lessons selected to stretch and challenge all students.

corruption, power, prejudice and good vs. evil

- Social and historical contexts of the Russian Revolution or prejudice in Southern America
- The methods and linguistic devices used by the writer to convey messages
- Knowledge of challenging vocabulary to support comprehension through SEEC
- Structural shifts that writers have crafted and the meanings behind these choices
- Enhancing knowledge of grammar and syntax through weekly Ark curriculum lessons with lessons selected to stretch and challenge all students, and to support them when writing analytically.

strategies with explicit focus on relating to their own experiences and visualisation

- Building greater appreciation of the writer's craft and choices when choosing vocabulary, setting, characterisation and the impact of these in relation to fear
- An understanding of What frightens humans and human nature. Where might these fears come from? Why might we like to read/watch texts that scare us? Utilising this knowledge to craft their own writing
- Creative writing skills of effective openings; narrative pacing; use of perspectives; narrative endings and varied story endings will be introduced and explored in depth
- Knowledge of grammar and syntax will be further built on through weekly Ark lessons
- Regular exploration of grammatical choices made by writers through CoG will continue and be replicated in student writing.

- Themes such as power, greed, revenge and corruption will be built on from the study of The Tempest, and now applied to a new context
- The methods used by the playwrights to convey key ideas
- Contextual issues surrounding the play such as Roman / Greek influences, dictatorships (building on from the study of Animal Farm), and morality
- The play as a form and how choices in a play will differ to appeasing a reader of a novel (how building fear in a novel will look different to a play for instance)
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rhetorical devices could be used to perform a powerful poem

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SKILLS

<ul style="list-style-type: none"> • Develop an awareness of different styles of non-fiction texts and analyse the impact on the reader, particularly speeches • To select and retrieve relevant information from a text • To synthesise pertinent information around a given theme • To use evidence to ensure arguments are developed and secure • To develop their own 'voice' when writing non-fiction texts, now with a greater variety of topics than Year 7 (women, refugee/immigration issues, LGBTQ+ etc.) • Enhance the use of linguistic devices to enhance arguments in written responses with the support of CoG slides • To present their own view on topics covered and present this convincingly both orally and through written work • Applying knowledge of Ark curriculum in discursive writing. 	<ul style="list-style-type: none"> • Read a full novel appreciating structural shifts and analysing the impact of this • Show an awareness of the linguistic methods writers use to convey meaning • Include subject terminology confidently when analysing and writing responses to extracts from the novel • Embed a range of quotes and references to support their ideas • Plan essays successfully to ensure that they are clear • 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. • Applying knowledge of Ark curriculum in analytical writing. 	<ul style="list-style-type: none"> • To explore fiction texts relating to the idea of creating 'thrill' or 'fear' • To analyse the language and structure used in a range of fiction extracts and explore the effects of linguistic techniques and choices • To develop their ability to write creatively, thinking 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 • Be able to experiment with narrative structure e.g., chronology, focus shifts when planning the order of ideas to a piece of creative writing • Applying knowledge of Ark curriculum in creative writing 	<ul style="list-style-type: none"> • Explore the play's concepts and themes • Explore the wider messages of power, Republics, revenge etc. 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 and what reaction Shakespeare may have wanted from the audience • 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"> • Explore the play's concepts and themes • Explore the wider messages of power, Republics, revenge etc. 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 and what reaction Shakespeare may have wanted from the audience • 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"> • 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 • 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 your own performance poetry linking to the theme of identity.
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<h2>ASSESSMENT</h2>	<p><i>The THREE progress checkpoints within this half term will:</i></p> <ul style="list-style-type: none"> Ensure students are crafting original openings to speeches that will hook their reader Ensure students can showcase a range of linguistic devices in their own discursive piece of writing. To present and perform a written speech, to be assessed against the oracy framework. 	<p><i>The TWO progress checks within this half term will:</i></p> <ul style="list-style-type: none"> Assess students' ability to analyse the writer's craft and use of devices for effect Check students are showcasing the oracy protocols through the delivery of a presentation based on the novel they read as a class. 	<p><i>The TWO progress checks within this half term will:</i></p> <p>PROGRESS TEST 1</p> <ul style="list-style-type: none"> Students will complete their first Progress Test of the year. They will be assessed on creative writing. Assess students' ability to incorporate a range of linguistic techniques into their own creative writing. 	<ul style="list-style-type: none"> Applying knowledge of Ark curriculum in analytical writing. <p><i>The THREE progress checks within this half term will:</i></p> <ul style="list-style-type: none"> Assess students' understanding of how characterisation has been used in the play for effect To check students, have an informed opinion on the text through the presentation of an Oracy project based on the play so far Assess students' ability to analyse the language and structure used in the play. 	<ul style="list-style-type: none"> Applying knowledge of Ark curriculum in analytical writing. <p><i>The TWO progress checks within this half term will:</i></p> <ul style="list-style-type: none"> Check reading and spelling skills and reading ages through GL testing Assess students' understanding of how characterisation has been used in the play for effect. 	<p><i>The THREE progress checks within this half term will:</i></p> <p>PROGRESS TEST 2</p> <ul style="list-style-type: none"> Students will complete their second Progress Test of the year. They will be assessed on analysing poetry. Check reading and spelling skills through the final GL tests Assess students' ability to analyse poetry and the impact it has on readers. 	
	<h2>HOME LEARNING</h2>	<p>Students will be asked to complete weekly lessons on the vocabulary learning platform Bedrock, aiming for 15-20 points every week.</p>	<p>Students will be asked to complete weekly lessons on the vocabulary learning platform Bedrock, aiming for 15-20 points every week.</p>	<p>Students will be asked to complete weekly lessons on the vocabulary learning platform Bedrock, aiming for 15-20 points every week</p>	<p>Students will be asked to complete weekly lessons on the vocabulary learning platform Bedrock, aiming for 15-20 points every week.</p>	<p>Students will be asked to complete weekly lessons on the vocabulary learning platform Bedrock, aiming for 15-20 points every week.</p>	<p>Students will be asked to complete weekly lessons on the vocabulary learning platform Bedrock, aiming for 15-20 points every week.</p>
	<h2>READING, WRITING, TALK, NUMERACY</h2>	<ul style="list-style-type: none"> Debating skills will be developed as students' work with various texts – students will explore their perspective on key issues and present this through discursive writing Inference skills will be developed whilst exploring a range of texts exploring how vocabulary choices 	<ul style="list-style-type: none"> Variety of different reading strategies developed when reading the novel – asking questions and breaking down information in particular Creative writing opportunities to build empathy and understanding of the writer's craft 	<ul style="list-style-type: none"> Reading strategies will be developed, particularly inference skills in relation to creating fear Creative writing opportunities frequently to hone new skills Crafting our Grammar (CoG) will be explored explicitly looking at ways in which 	<ul style="list-style-type: none"> Characters within the play will be brought to life through drama and role play, particularly through the use of Reader's Theatre Students decode language and debate deeper meanings of themes within the play Creative writing opportunities will be 	<ul style="list-style-type: none"> Characters within the play will be brought to life through drama and role play, particularly through the use of Reader's Theatre Students decode language and debate deeper meanings of themes within the play Creative writing opportunities will be 	<ul style="list-style-type: none"> Visualisation and debating skills will be developed when reading a variety of poems around social issues of peace and power Performance poetry will be explored which will encourage students to be creative through writing and talk



<p>TIER 2 VOCABULARY</p> <p>TIER 3 VOCABULARY</p>	<p>and linguistic devices have been used for impact</p> <ul style="list-style-type: none"> Oracy strategies such as listening and responding will also be focused on to ensure all points of views are explored Writing opportunities will be presented frequently for students to hone their discursive writing skills Crafting our Grammar (CoG) will be explored explicitly looking at ways in which students can develop their discursive writing Weekly Ark lessons will support students' understanding of grammar and syntax. 	<ul style="list-style-type: none"> Oracy strategies used to debate overarching themes, contextual influences and choices made by the author Crafting our Grammar (CoG) will continue to be developed, explicitly looking at ways in which students can develop their analytical writing. Knowledge from weekly Ark lessons will support analytical writing when reading the novel. 	<p>students can develop their creative writing</p> <ul style="list-style-type: none"> Weekly Ark lessons will develop students' writing skills with a focus on grammar and syntax. Use of recall starters to embed knowledge of SEEC vocabulary and language + structure techniques learnt throughout the unit. Explicit unpicking of vocabulary from the older texts. Use of reading starters to support students understanding of topics and improve their reading ages. Oracy strategies used through the opportunities for collaborative group work and project-based learning in this unit. 	<p>presented to help students develop their empathy and understanding of characters / the decisions they make</p> <ul style="list-style-type: none"> Oracy strategies used to debate big ideas explored in these plays Crafting our Grammar (CoG) will be explored explicitly looking at ways in which students can develop their analytical writing Use of reading starters to support students understanding of topics and improve their reading ages Knowledge from weekly Ark lessons will support analytical writing. 	<p>presented to help students develop their empathy and understanding of characters / the decisions they make</p> <ul style="list-style-type: none"> Oracy strategies used to debate big ideas explored in these plays Crafting our Grammar (CoG) will be explored explicitly looking at ways in which students can develop their analytical writing Use of reading starters to support students understanding of topics and improve their reading ages Knowledge from weekly Ark lessons will support analytical writing. 	<ul style="list-style-type: none"> Exploratory talk will be developed as we delve into the anthology and develop our performance poetry Crafting our Grammar (CoG) will be explored explicitly looking at ways in which students can develop their analytical writing when reading poetry Application of grammatical knowledge from weekly Ark lessons.
	<p>Comment Context Criticise Method Debate</p>	<p>Analyse Annotate Context Interpret Method</p>	<p>Contrast Define Describe Examine Structure</p>	<p>Analyse Annotate Context Method Justify</p>	<p>Analyse Annotate Context Method Justify</p>	<p>Analyse Annotate Approach Method Interpret</p>
	<p>Cohesive Justice Accomplishment Progressive Rhetoric</p>	<p>Animal farm: Hierarchy Power Manipulation Revolution Tkam: Marginalised Dialect Narrative</p>	<p>Catharsis Irrational Suspense Perspective Uncanny Foreboding Foreshadowing Unreliable narrator</p>	<p>Warrior conspiracy avenge Loyalty Honourable Noble Foreshadow</p>	<p>Warrior conspiracy avenge Loyalty Honourable Noble Foreshadow</p>	<p>Atmosphere Speaker Structure Extended Metaphor Symbolism</p>



PSPSMC, BRITISH VALUES AND DIVERSITY

	Perspective				
<p>As the unit centres around the human achievement of key figures in history and the events that shaped the world, students will have opportunity to explore the social and cultural impact these people and events have as well as developing their own personal ideas about passions and ideas of their own. As the unit also touches on some marginalised and minority groups, students will explore British Values in the sense that they will explore democracy, mutual respect and tolerance.</p> <p>Diversity: Students will explore a variety of voices including Yusra Mardini, Claudia Jones, Yagoi Kusama and many more. In doing so, a greater appreciation of diverse voices (in terms of race, gender, class, sexual orientation etc.) and experiences will be enhanced, allowing students to reflect on their own experiences.</p>	<p>Both the social and cultural backgrounds of each text will be explored alongside their reading of it to allow students to fully understand the context in which this story sits. As part of our focus on British Values, students will also explore the individual liberty of key characters within each of their stories as well as exploring ideas around respect, equality and empathy.</p> <p>Diversity: Students will develop an appreciation for upholding and accepting diversity in society through the study of TKAM, celebrating differences and reflecting on how far society has come from the 1960s. Students reading Animal Farm will also develop an understanding of inequality amongst social classes and will appreciate how to overcome this.</p>	<p>Students will explore how humans experience fear and how literature cleverly responds to human/societal fears of the time</p> <p>Students will have the opportunity to relate reading to their own experiences and use this to respond to texts in a personal and creative way</p> <p>Spiritual and moral: Students will explore spirituality a great deal when considering how a person's beliefs can shape their fear</p> <p>Cultural/British Values: There will be a chance to read wider using critically acclaimed authors and further access to our British literary heritage</p> <p>Diversity: Students will explore writers and characters from a wide range of cultures and backgrounds to build an appreciation for cultural beliefs/traditions and perspectives.</p>	<p>Students will be given the opportunity to explore the spiritual connection between Julius Caesar as well as looking at the social and cultural reasons of why power was overthrown and how in the Roman empire. They will also have the opportunity to develop a personal response to this play and explore how certain characters and situations have made them feel</p> <p>Questions around democracy and the rule of law will be debated and explored through the choices that characters make in the play</p> <p>Diversity: The impact of a patriarchal society will be explored in relation to the treatment of female characters, their role will be reflected on. Exploration of a Republic in Rome will be compared to our political system exposing students to a range of political climates exposing them to diversity in society and the importance of representation in politics.</p>	<p>Students will be given the opportunity to explore the spiritual connection between Julius Caesar as well as looking at the social and cultural reasons of why power was overthrown and how in the Roman empire. They will also have the opportunity to develop a personal response to this play and explore how certain characters and situations have made them feel</p> <p>Questions around democracy and the rule of law will be debated and explored through the choices that characters make in the play</p> <p>Diversity: The impact of a patriarchal society will be explored in relation to the treatment of female characters, their role will be reflected on. Exploration of a Republic in Rome will be compared to our political system exposing students to a range of political climates exposing them to diversity in society and the importance of representation in politics.</p>	<p>This unit allows for students to develop their personal responses to poetry and spoken word performances by giving them a wide variety of poets and poems from different social, cultural and religious backgrounds. Their spiritual development will also be demonstrated by their ability to see their own and others' perspective on power, conflict and the world around them whilst gaining further respect for different peoples' perspectives on this Diversity: Students will reflect on the range of voices explored through the poetry unit. Students will gain an appreciation of different perspectives on these themes. T They will use these to inform their own writing of poetry.</p>