Curriculum Overview:
Year group: 8

What your child will learn each half term:
This overview shows the key topics, skills, and knowledge your child will be learning in **English** in **Year 8**. It helps families understand what's being taught, how it builds on previous learning, and how you can support your child at home.

- **What we are learning**: The topic or focus for the half term.
- **Key knowledge & skills**: What students should understand and be able to do.
- **How we assess learning**: knowledge checks, practical tasks, written responses and formal assessments.
- **Key words to know**: Vocabulary students will learn and use.

Half term	What we are learning	Key knowledge and key skills	How we will assess learning in this unit	Homework	Key vocabulary for this unit
1	**War & Conflict Poetry**	Students will: • Explore how poets present different perspectives on war and conflict. • Understand how context influences a writer's ideas and message. • Analyse how poets use language, form and structure to create meaning and effects. • Select quotations and use evidence to support interpretations. • Make inferences and explore the connotations of language. • Explain writers' intentions and the impact of their choices on readers. • Compare similarities and differences between poems and viewpoints. • Develop Stage Two analytical writing, including comparison and evaluation. • Understand concepts such as propaganda, bias and patriotism in wartime literature. • Write creatively about conflict using poetic techniques. • Develop confidence in discussion, debate and spoken presentation. • Use accurate spelling, punctuation and grammar to communicate ideas effectively	Assessment is ongoing throughout the unit and includes self-assessment, peer assessment and teacher assessment. Students receive regular feedback through discussion, analytical writing, book reviews and whole-class feedback. **GL Assessments** **Reading Assessment** • Analysis of a range of war and conflict poems. • Exploration of language, imagery, context and writer's intentions. • Comparison of different perspectives on war. • Use of quotations and evidence to support interpretations. • Stage Two analytical	1 x 60 minutes reading per week. 1 x writing, vocabulary, or knowledge recall task. To be completed in homework booklets	Evaluate Analyse Compare Influence Convey Propaganda Bias Context Imagery Irony

			paragraphs that explain how and why writers present ideas. **Writing Assessment** • Comparative analytical writing across multiple poems. • Creative and transactional writing inspired by themes of war and conflict. • Use of subject terminology, evidence and accurate written expression. **Oracy Assessment** • Participation in discussion, debate and collaborative learning activities. • Justifying interpretations using evidence from texts. • Formal spoken presentation of an original war or conflict poem.		
2	**Non-fiction Comprehension: War & Conflict**	Students will: • Develop comprehension skills through the study of a range of non-fiction texts linked to war and conflict. • Select relevant quotations and use evidence to support interpretations.	Assessment is ongoing throughout the unit and includes self-assessment, peer assessment and teacher assessment. Students receive regular feedback through	1 x 60 minutes reading per week. 1 x writing, vocabulary, or knowledge recall task.	Inference Demonstrates Reflects Impressions Convey Evaluate

		• Make inferences and explore implicit meanings within texts. • Analyse how writers use language to influence readers and communicate viewpoints. • Explain writers' intentions and the impact of their choices on readers. • Explore connotations and the effects of carefully chosen language. • Compare viewpoints, experiences and perspectives across different texts. • Understand the differences between tabloid and broadsheet writing. • Develop confidence in responding to a range of comprehension question types, including language analysis, impressions, evaluation and comparison. • Use clear, concise and well-structured written responses. • Develop speaking and listening skills through discussion, debate and persuasive presentation. • Use accurate spelling, punctuation and grammar to communicate effectively.	comprehension practice, discussion, written responses and whole-class feedback. **Reading Assessment** • Analysis of non-fiction texts linked to war and conflict. • Retrieval, inference and language analysis. • Evaluation of viewpoints and writer's methods. • Comparison of ideas and perspectives across texts. • Structured responses to comprehension questions. • Use of quotations and evidence to support interpretations. • Development of clear analytical paragraphs. **Writing Assessment** • Application of accurate spelling, punctuation and grammar. **Oracy Assessment** • Participation in discussion, debate and collaborative activities.	To be completed in homework booklets	Tabloid Broadsheet Connotations

			• Justifying ideas and interpretations using evidence. • Delivery of a persuasive speech on lessons that can be learned from war and conflict.		
3 & 4	**Animal Farm by George Orwell**	Students will: • Explore the plot, characters and themes of *Animal Farm*. • Understand how Orwell uses allegory, symbolism and satire to comment on power, control and society. • Examine themes including conflict, propaganda, corruption, oppression and leadership. • Analyse how characters such as Napoleon, Snowball, Boxer and Squealer are presented and developed. • Select quotations and use evidence to support interpretations. • Make inferences and explore the connotations of language. • Explain Orwell's methods, intentions and the impact on the reader. • Develop Stage Two analytical writing, including comparison and evaluation of characters and ideas. • Explore how language can be used to persuade, manipulate and control. • Create descriptive, transactional and creative writing inspired by the novel. • Develop character and setting descriptions using a range of literary techniques. • Adapt tone, style and register for different audiences and purposes.	Assessment is ongoing throughout the unit and includes self-assessment, peer assessment and teacher assessment. Students receive regular feedback through discussion, analytical writing, creative writing, book reviews and whole-class feedback. **Reading Assessment** • Analysis of key characters, themes and events in *Animal Farm*. • Exploration of language, symbolism, propaganda and Orwell's intentions. • Development of Stage Two analytical writing. • Comparison of characters and ideas across the novel.	1 x 60 minutes reading per week. 1 x writing, vocabulary, or knowledge recall task. To be completed in homework booklets.	Manipulate Oppression Exploit Justify Corrupt Allegory Propaganda Satire Symbolism Totalitarianism

		• Develop confidence in discussion, debate and spoken presentations. • Use accurate spelling, punctuation and grammar to communicate ideas effectively	• Analytical paragraphs exploring power, corruption and control. **Writing Assessment** • Descriptive character and setting writing inspired by the novel. • Transactional writing, including speeches, articles and letters. • Application of accurate spelling, punctuation and grammar. **Oracy Assessment** • Participation in discussion, debate and collaborative activities. • Justifying interpretations using evidence from the text. • Performing and discussing original writing inspired by the novel. • Using subject-specific vocabulary confidently in spoken responses.		
5	**Introduction to Gothic Creative Writing**	Students will: • Explore the origins, conventions and key features of Gothic literature.	Assessment is ongoing throughout the unit and includes self-assessment,	1 x 60 minutes reading per week.	Atmosphere Tension

		• Analyse how writers create atmosphere, tension and suspense through setting and description. • Study extracts from Gothic texts including *Dracula*, *The Woman in Black* and *Frankenstein*. • Explore how writers use sensory imagery, pathetic fallacy, personification and descriptive language to create mood and engage readers. • Analyse the effects of word choices, sentence structure and writer's craft. • Develop Stage Two analytical skills through the study of literary extracts. • Understand how settings can be used as narrative hooks and as a way of revealing character. • Create descriptive Gothic settings and characters using a range of literary techniques. • Develop effective openings to narratives through atmosphere and suspense. • Plan, draft, edit and improve writing for effect. • Adapt language and tone for different audiences and purposes. • Develop confidence in discussion, collaborative research and spoken presentations. • Use accurate spelling, punctuation and grammar to communicate ideas effectively	peer assessment and teacher assessment. Students receive regular feedback through discussion, analytical responses, creative writing, book reviews and whole-class feedback. **Reading Assessment** • Analysis of Gothic extracts from a range of classic texts. • Exploration of writer's craft, language choices and descriptive techniques. • Identification of Gothic conventions and their effects on the reader. • Development of Stage Two analytical skills. **Writing Assessment** • Descriptive writing focused on Gothic settings, characters and atmosphere. • Use of sensory imagery, suspense, pathetic fallacy and personification. • Development of narrative openings	1 x writing, vocabulary, or knowledge recall task. To be completed in homework booklets.	Convey Describe Suspense Gothic Convention Pathetic Fallacy Personification Sensory Imagery

			and effective characterisation. • Planning, drafting, editing and redrafting for improvement. **Oracy Assessment** • Participation in discussion, debate and collaborative activities. • Group research and presentations on the Gothic genre. • Use of subject-specific vocabulary when discussing texts and ideas.		
6	**Romeo & Juliet**	Students will: • Explore how Shakespeare presents different types of conflict throughout *Romeo and Juliet*. • Understand key themes including conflict, fate, loyalty, love, patriarchy and tragedy. • Analyse how language, form and structure create dramatic effects. • Explore Shakespeare's use of dramatic devices such as soliloquy, dramatic irony and foreshadowing. • Understand how Elizabethan beliefs and social expectations influence characters and events. • Track the development of Romeo, Juliet, Tybalt, Mercutio and other key characters. • Select quotations and use evidence to support interpretations. • Make inferences and explore the connotations of words and phrases. • Explain Shakespeare's intentions and the impact of his choices on the audience.	Assessment is ongoing throughout the unit and includes self-assessment, peer assessment and teacher assessment. Students receive regular feedback through discussion, annotation, analytical writing, retrieval activities and whole-class feedback. **Reading Assessment** • Analysis of key extracts from *Romeo and Juliet*. • Exploration of conflict, character development and	1 x 60 minutes reading per week. 1 x writing, vocabulary, or knowledge recall task. To be completed in homework booklets.	· Prologue · Grudge · Tragedy · Iambic Pentameter · Foreshadowing · Soliloquy · Dramatic Irony · Conflict · Fate · Patriarchy · Sonnet

		• Develop Stage Two analytical writing using evidence, analysis and evaluation. • Participate in discussion, debate and reading aloud to explore different interpretations. • Use accurate spelling, punctuation and grammar in analytical writing.	Shakespeare's methods. • Use of quotations to support interpretations. • Analysis of language, structure, form and audience response. • Understanding of context and Shakespeare's intentions. • Stage Two analytical paragraphs. • Written responses exploring conflict, fate, loyalty and tragedy. **Writing Assessment** • Use of evidence, subject terminology and analytical commentary. • Accurate spelling, punctuation and grammar. **Oracy Assessment** • Participation in paired discussions, debates and whole-class questioning. • Reading key scenes aloud.		

			• Justifying interpretations using textual evidence. • Exploring themes and character motivations through discussion and debate.		