

Our Lady Queen of Peace

Catholic Engineering College

Curriculum Overview

YEAR 8 ENGLISH-Writers' Intentions

| | Knowledge & Understanding | | | Subject Specific Literacy Development | | Cultural Capital / Enrichment Opportunities |
|--------|-------------------------------------|---|---|---------------------------------------|---|---|
| | Composites (Bigger Picture) | Components (Key Concepts) | Recall & Retrieval Practice Focus | | Key Vocabulary | |
| Term 1 | Animal Farm Study of a play | <ul style="list-style-type: none"> To study a modernist novel and explore the themes of power, corruption and leadership. To develop an understanding of how the writer creates character and explore the links between the world of the novel and our world. To introduce the concept of an allegory to the students. Understanding concepts of leadership Understanding dictatorship, democracy, tyranny. Understanding of the political context including developing understanding of communism, social and political hierarchies, the idea of revolution and an understating of propaganda. | <p>Connect back to novel study in yr 7. Compare Napoleon and The Governor. Link back to key vocab like Tyranny etc.</p> <p>Regular recall of plot, character, theme and key vocabulary through: Do Now activity Knowledge Check Ups Pupil questioning</p> | | Tyrant Democracy Dictatorship Rebellion Corruption Propaganda Traitor Exploit Hierarchy Naivety | Knowledge of the Russian Revolution. |
| Term 1 | Conflict Poetry Study of poetry. | <ul style="list-style-type: none"> Reading and understanding poems from a variety of poets Exploring the poetic voice/perspective. Exploring the conventions of different poetic styles. Learning about contextual influences that impact the way a poem is written. Exploring non fiction texts on the topic of conflict. Understanding the importance of PAFT in reading and writing. Developing non-fiction writing skills Using knowledge gained to inform purposeful writing choices. | <p>Links back to poetry unit in yr 7 with common literary terms</p> <p>Regular recall of key vocabulary through: Do Now activity Knowledge Check Ups Pupil questioning</p> | | Perspective Discrimination Enjambment Injustice Purpose Voice Intention Extended Metaphor Tone Opposed | Can we get a contemporary poet to visit for free? |

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| Term 2 | Viewpoint Writing | <ul style="list-style-type: none"> Developing an awareness of key vocabulary used to analyse non-fiction texts. Deconstruction of age appropriate non-fiction models exploring the effect of certain language choices. Developing an awareness of effective textual structures. Writing models to support writing of non-fiction. Analysing effectiveness of own writing. | <p>Regular recall of key vocabulary and pre taught key knowledge.</p> <p>Knowledge check.</p> <p>teacher questioning through whole class deconstruction.</p> | | <p>Anecdote</p> <p>Direct address</p> <p>Exclamatory sentence</p> <p>Deconstruct</p> <p>Discourse Marker</p> <p>Circular Structure</p> <p>Idiom</p> <p>Hyperbole</p> | <p>Links to real world debates.</p> <p>Knowledge rich unit which will give students an insight into animal welfare debates/the impact of social media and impacts of a healthy lifestyle.</p> |
| Term 2 | Much Ado About Nothing | <ul style="list-style-type: none"> Developing a greater understanding of Shakespearean plays. Developing analytical skills. Understanding how plays differ from prose. Exploring whole-text themes such as conflict, comedy and love. Developing narrative writing skills using events from the play as stimulus. | <p>Regular recall of key vocabulary and pre taught key knowledge.</p> <p>Knowledge check.</p> <p>teacher questioning through whole class deconstruction.</p> | | <p>Comedy, deception, wit, irony, villainy, resolution, honour, patriarchy/patriarchal, hierarchy, conflict</p> | <p>Link to relationships – real world debates/oracy development.</p> <p>Exploration of how audience responses change over time – exposure to media and adaptations.</p> |
| Terms 3 | Genre Unit/Dystopia | <ul style="list-style-type: none"> Explicitly learning the conventions of twentieth century genres To be able to analyse writer's methods and meanings in short stories/extracts from various genres (twentieth century). To be able to use these texts, and accompanying images, as a | <p>Regular recall of plot, character, theme and key vocabulary through:</p> <p>Do Now activity</p> <p>Knowledge Check Ups</p> <p>Pupil questioning</p> | | <p>Genre, convention, dialogue, narrator, dystopia, omniscient, tension, setting,</p> | <p>Exposure to Gothic movement in literature and other aspects of art.</p> |

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| | | <p>stimulus for their own creative writing.</p> <ul style="list-style-type: none"> To have a more developed understanding of Gothic Literature. Understanding unseen texts. Developing a strong understanding of the conventions and purpose of the Gothic genre. | | | | |
| Term 3 | <p>2 week faster read</p> <p>The Speckled Band</p> | <ul style="list-style-type: none"> Conventions of Crime Genre Context of Victorian London and crime Exploration of character, setting and mood through teacher questioning. | <p>Regular recall of plot, character, theme and key vocabulary through:</p> <p>Do Now activity Knowledge Check Ups Pupil questioning</p> | | <p>Protagonist</p> <p>Exposition</p> <p>Context</p> <p>Genre</p> <p>Climax</p> <p>Conventions</p> <p>Mood</p> | |