

ENGLISH	YEAR 8
	TERM 1 UNIT 1
Unit Title	READING UNIT
Purpose of Unit	Focus on reading a novel written in the 20th and 21st centuries. Pupils will be taught a range of skills to develop their ability in English to read analytically, write a book review and recount a dramatic incident, and to communicate effectively both in group discussions and individually.
Knowledge	<p>Pupils know:</p> <ul style="list-style-type: none"> * how to appreciate the 'narrative voice' of a text * the difference between prose, poetry and drama * the meaning and importance of social and historical context * the importance of the mood and atmosphere of a novel, including how the writer creates tension * the importance of etymology when learning new words.
Skills	<p>Pupils are able to:</p> <ul style="list-style-type: none"> * highlight words and phrases in a text which suggest mood and atmosphere * use quotation marks when using evidence from a text to support their opinion * write an analytical review of a book * use appropriate vocabulary to create mood and tension * engage in a discussion which involves both agreement and disagreement using the correct register. * write using a variety of sentence structures to create particular effects
Assessment Methods	<ul style="list-style-type: none"> * Regular formative assessment * Two summative writing assessments * Two summative reading assessments

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	TERM 2 UNIT 2
Unit Title	HEROES
Purpose of Unit	Focus on how heroes are presented in a variety of fiction, drama and non-fiction texts. Pupils will also be taught a range of skills to develop their ability in English to read analytically, write for a range of styles and purposes, and to communicate effectively both in group discussions and individually.
Knowledge	<p>Pupils know:</p> <ul style="list-style-type: none"> * what is meant by the terms 'classic hero', 'everyman hero', 'tragic hero' and 'anti-hero'. * what a tragic hero is and how this term can relate to a wider variety of literary characters. * how tragic heroes compare and contrast. * how to make inferences from a text. * how to use quotations to support points. * how context can impact upon a text. * how to adapt register for a range of formats and purposes. * how a range of poetic techniques can be used to create meaning within a poem. * how to embed quotations in written analysis.
Skills	<ul style="list-style-type: none"> • Pupils can recognise and explain the potential problematic portrayal of stereotypical 'heroes' in texts. • Pupils can explain how the terms 'hubris' and 'hamartia' relate to a wide variety of characters across texts from different time periods. • Pupils can explain how characters from a range of texts could be defined as a 'tragic hero'. • Compare and contrast the portrayal of tragic heroes. • Show and create empathy in creative writing • Use a range of sentence structures in writing. • Use a variety of ambitious vocabulary to create meaning and effects in writing. • Adapt register and tone in spoken and written tasks. • Discuss texts in relation to their context. • Give informed opinions about a text/ character using evidence from the text. • Explain how meanings and effects are created in poetry. • Decode unfamiliar words in a text/ understand a word in context once they are aware of the definition. • use analysis language with increasing confidence(this reveal, demonstrates, illustrates, portrays etc.)
Keywords	<ul style="list-style-type: none"> <li style="width: 20%;">• hero <li style="width: 20%;">• downfall <li style="width: 20%;">• empathy <li style="width: 20%;">• etymology <li style="width: 20%;">• pathetic fallacy <li style="width: 20%;">• villain <li style="width: 20%;">• context <li style="width: 20%;">• summary <li style="width: 20%;">• conventions <li style="width: 20%;">• metaphor <li style="width: 20%;">• hubris <li style="width: 20%;">• inference <li style="width: 20%;">• overview <li style="width: 20%;">• informal <li style="width: 20%;">• extended metaphor <li style="width: 20%;">• hamartia <li style="width: 20%;">• Aristotle's tragic hero v modern tragic hero <li style="width: 20%;">• fronted adverbial <li style="width: 20%;">• protagonist <li style="width: 20%;">• mood atmosphere <li style="width: 20%;">• empathy <li style="width: 20%;">• connotations

End Point	Pupils can recognise a tragic hero, both in texts and other genres. They understand that the terms 'hero' and 'villain' can vary according to context, narrative perspective and perception.
Assessment Methods	<ul style="list-style-type: none">• Formative assessment regularly (minimum once every third week)• Mid point of unit - summative assessment focusing on keywords, knowledge and skills covered in first half of unit• End of unit - summative assessment focusing on keywords, knowledge and skills covered in second half of unit

ENGLISH	YEAR 8
	TERM 3 UNIT 3
Unit Title	JOURNEYS AND ADVENTURES
Purpose of Unit	Focus on how journeys, adventures and far away places are presented in a variety of fiction, drama and non-fiction texts. Pupils will also be taught a range of skills to develop their ability in English to read analytically, write for a range of styles and purposes, and to communicate effectively both in group discussions and individually.
Knowledge	<p>Pupils know:</p> <ul style="list-style-type: none"> * the significance of Homer's works on literature. * how writers use different techniques to describe journeys and experiences of travel * that writers often use fiction to explain their political views. * how language and identity are closely linked. * the impact of imaginary worlds on our lives.
Skills	<p>Pupils are able to:</p> <ul style="list-style-type: none"> * explain the impact of context on a text. * summarise and give an overview. * make inferences about a character/ text. * justify and defend a response. * create mood and atmosphere in a piece of creative writing. * vary sentences to create effects. * select and comment on relevant textual evidence. * vary vocabulary for audience and purpose.
Assessment Methods	<ul style="list-style-type: none"> * Regular formative assessment * Two summative writing assessments * Two summative reading assessments