

English Curriculum Overview – Year 8

| Sequencing of topics | What knowledge will students develop? (Including key terminology) | What skills will students develop? (Including literacy & numeracy) | Assessment opportunities | Homework opportunities | Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers) | Curriculum links |
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| Autumn Term 1 | | | | | | |
| <p>Poetry – <i>The Natural World</i></p> | <ul style="list-style-type: none"> • Key ideas, themes and perspectives within studied poems • Poetic devices (e.g. <i>imagery, similes, metaphors, personification, symbolism, semantic fields, pathetic fallacy, juxtaposition</i>) • Structural techniques (e.g. <i>free verse, stanzas, enjambment, rhyme, rhythm</i>) • Using the PEEE paragraph format (<i>Point – Evidence – Explain – Explore</i>) comparatively to analyse two poems | <ul style="list-style-type: none"> • Interpreting meaning and tone in poems • Evaluating how poetic methods shape these meanings • Selection of the most effective textual support for arguments • Interpreting wording and demands of set questions • Effective annotation skills • Identifying how key themes are revealed through language choices • Identifying intended authorial purpose and/or message • How to structure a successful analytical response using the PEEE paragraph format • How to successfully compare two poems using the PEEE paragraph format • How to develop personal opinions with group discussions | <p>Regular peer and self-assessment of written work</p> <p>End of unit written comparative reading assessment</p> <p><i>Option for Spoken Language assessment</i></p> | <p>Researching important contextual issues relevant to poems</p> <p>Independent annotation of poems</p> <p>PEEE paragraph practice using provided scaffolds / sentence starters</p> <p>Image prompt based creative writing tasks linked to key ideas within studied poems</p> | <p>Appreciation of different poetic styles and perspectives which reflect the ideas presented and individual poets’ influences.</p> <p>Grateful for culturally diverse writers’ contributions to literature.</p> <p>Care for creation – exploring how the environment can shape our lives and our responsibility for protecting and sharing it.</p> <p>Exploration of how contemporary issues, such as climate change and environmentalism, can impact individuals and how literature can be used as a vehicle for change.</p> <p>Exploration of how rhyme and rhythm shape meaning in poems, which links to Music curriculum.</p> <p>Pupils are taught the importance of English in everyday life and how useful it is in all careers.</p> <p>Spoken Language tasks encourage pupils to speak out and be able to</p> | <p>Basis for techniques to be explored in further Literature texts</p> <p>Basis for analytical skills to be used in both Literature-based units and Language Paper 1 GCSE Paper</p> <p>Basis for Language Paper 1 Creative Writing component</p> |

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| | | <ul style="list-style-type: none"> Using studied poems as a stimulus and reflecting on own cultural diversity to write own poems, emulating the style of studied poets. | | | <p>express their opinions clearly <i>(Interview skills / Public speaking)</i></p> <p>Analysis of evidence to support arguments <i>(Law)</i></p> | |
| Autumn Term 2 | | | | | | |
| <p>Modern Prose</p> <p><u>Text Options:</u> - <i>Welcome to Nowhere</i> - <i>In the Sea There Are Crocodiles</i> - <i>Stone Cold</i></p> | <ul style="list-style-type: none"> Plot, characters, relationships and themes of novel Literary devices frequently used by writer (<i>e.g. similes, metaphors, symbolism, pathetic fallacy, etc.</i>) Structural techniques frequently used by writer (<i>e.g. point of view, dialogue, foreshadowing, cyclical structure etc.</i>) Understanding of success criteria and mark scheme How to plan and structure an exam-style PEEE analytical response How to write for a creative writing task based on a picture linked to a key idea within the text | <ul style="list-style-type: none"> Effective extract annotation skills Identifying how key themes are revealed through a writer's specific language choices Evaluating the presentation of characters and how a reader could respond to these characters Evaluation of writer's intended purpose and/or messages Developing personal opinions and responses to text and key themes Writing analytical PEEE paragraphs in response to a set extract Considering how key extracts relate to the wider ideas in a novel and how these ideas connect Using an author's work as a stimulus for own creative writing, emulating style and methods | <p>Regular peer and self-assessment of written work</p> <p>Creative Writing image-prompt assessment</p> <p>End of unit extract-based written Reading assessment</p> | <p>Independent reading of set chapters</p> <p>Comprehension questions</p> <p>Written reflections on key themes and ideas</p> <p>PEEE paragraph practice using provided scaffolds / sentence starters</p> <p>Perspective-based fiction and non-fiction creative writing tasks</p> <p>Image prompt based creative writing tasks linked to key</p> | <p>Community and Participation (and the common good) / Solidarity – standing up for the less fortunate, such as the homeless, refugees and asylum seekers.</p> <p>Empathy / united in harmony with those who are displaced/ separated from their families.</p> <p>Stewardship – clear reasons as to why empathy is so important</p> <p>Dignity of God's people – discussion of effects of discrimination and oppression.</p> <p>Peace and Reconciliation – discussion of how relationships can overcome conflict.</p> <p>Exploration of how contemporary issues, such as homelessness in the UK and ongoing conflicts around the world, can impact individuals</p> <p>Links to PSHE curriculum, including ESMH, resilience, empathy for others, etc.</p> | <p>Links to GCSE Language Paper 1 – Explorations in Creative Reading and Writing</p> <p>Development of skills which support study of set Literature texts</p> |

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| | | | | ideas within novel | Links to History/ Geography curriculum when looking at the impact of ongoing conflict on the migration of people. Group tasks to build collaborative skills Study of the work of a set author, using genre and style as a stimulus for independent creative writing (<i>Writing & Publishing</i>) Peer teaching of extracts (<i>Teaching</i>) | |
| Spring Term 1 | | | | | | |
| <i>Continuation of previous unit</i> | <i>Continuation of previous unit</i> | <i>Continuation of previous unit</i> | <i>Continuation of previous unit</i> | <i>Continuation of previous unit</i> | <i>Continuation of previous unit</i> | <i>Continuation of previous unit</i> |
| Spring Term 2 | | | | | | |
| Paper 2 Non-Fiction – Feminism | <ul style="list-style-type: none"> Knowledge and understanding of different types of non-fiction texts and their conventions Rhetorical/Persuasive devices frequently used in non-fiction writing (<i>e.g. anecdote, statistics, exaggeration, rhetorical questions, etc.</i>) Structural techniques frequently used by writer (<i>e.g. point of</i> | <ul style="list-style-type: none"> Effective annotation of key extracts from non-fiction writing Identifying the writer’s perspective through specific language choices Evaluation of writer’s intended purpose and/or messages Developing personal opinions and responses to non-fiction writing Responding to Language Paper 2 questions 1 and 3 based on the extract (inference and analysis) | Regular peer and self-assessment of written work Non-fiction writing assessment using a statement as a prompt <i>Option for Spoken Language assessment</i> | Contextual research of feminist history, such as the suffragette movement and feminist issues such as the gender pay gap and girls’ education around the world Comprehension questions | Solidarity / Community and Participation (and the common good) – developing empathy / standing up for the rights of women / united in harmony with those who are affected by sexism Stewardship – exploring why social responsibility is important Widening student knowledge and understanding of gender-based discrimination and its impact on our understanding of the world Exploring ideas around intersectionality to create a more | Links to GCSE Language Paper 2 – Explorations in Non-Fiction Reading and Writing Basis for techniques to be explored unseen Language texts |

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| | <p><i>view, subheadings, letter structure etc.)</i></p> <ul style="list-style-type: none"> • Understanding of success criteria and mark scheme • How to plan and structure responses specifically based on Language Paper 2 questions | <ul style="list-style-type: none"> • Using an author's work as a stimulus for own non-fiction writing, emulating style and methods | | <p>Key quotation close analysis tasks</p> <p>Perspective-based non-fiction writing tasks (i.e. speech)</p> <p>PEEE paragraph practice using provided scaffolds / sentence starters</p> | <p>complex understanding of social injustices and their impact</p> <p>Links to History curriculum through the teaching of feminist history and the suffragette movement</p> <p>Links to PSHE curriculum through the teaching of sex as a protected characteristic under the Equality Act (2010).</p> <p>Focus on public speaking oration skills and ability to answer questions under pressure (<i>Interview skills / Public speaking</i>)</p> <p>Writing of non-fiction articles using rhetorical devices to shape meaning for a specific audience (<i>Journalism</i>)</p> | |
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Summer Term 1

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| <p>Shakespeare</p> <p><u>Text options:</u> - 'Much Ado About Nothing' - 'Twelfth Night' - 'Richard III'</p> | <ul style="list-style-type: none"> • Plot, characters, relationships and themes of set play • Whole text knowledge • Conventions of Shakespearean comedies/ tragedies • Literary devices frequently used by Shakespeare (e.g. <i>dramatic irony, repetition, imperatives, modal verbs, puns, symbolism, etc.</i>) | <ul style="list-style-type: none"> • How to use the side-notes to support understanding of Shakespeare's language • Identifying how key themes are revealed through language choices • Identification of Shakespeare's use of devices to present specific ideas about characters and relationships between characters • Identification of specific conventions of Shakespearean comedies/ tragedies in the play | <p>Regular peer and self-assessment of written work</p> <p>Creative Writing image-prompt assessment</p> <p>End of unit extract-based written Reading assessment</p> | <p>Contextual research of Shakespeare's Globe and key aspects of Elizabethan society</p> <p>Comprehension questions</p> <p>Key quotation close analysis tasks</p> | <p>Dignity of God's people / Peace and Reconciliation – plight of oppressed people (e.g. <i>mistreatment of females</i>)</p> <p>Courageous and resilient / Leading others in the pursuit of justice – celebrating those who stand up for justice</p> <p>Dignity and compassion – the impacts of selfish behaviour</p> <p>Listening and attentive – students challenged to go beyond the explicit</p> | <p>Basis for techniques to be explored in further Literature texts, as well as unseen Language texts</p> <p>Links to dramatic techniques explored during study</p> |
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| | <ul style="list-style-type: none"> Structural techniques frequently used by Shakespeare (<i>e.g. iambic pentameter, foreshadowing, etc.</i>) Dramatic devices used by Shakespeare (<i>e.g. dialogue, monologues, soliloquys, stage directions, asides, etc.</i>) Relevant historical contexts and relation to key ideas, themes and characters (i.e. the role of Elizabethan women etc.) | <ul style="list-style-type: none"> Evaluating presentation of characters and how an audience is meant to respond to these characters Effective annotation skills Identification of Shakespeare's intended purpose and/or message Developing personal opinions and responses to set texts Considering how key scenes relate to the wider ideas in a play Writing analytical PEEE paragraph responses to a set extract Understanding of role of contextual influences upon a writer's work and how a contemporary audience would respond | | <p>PEEE paragraph practice using provided scaffolds / sentence starters</p> <p>Image prompt based creative writing tasks linked to key ideas within play</p> | <p>and explore the implicit ideas in studied play</p> <p>Research opportunities to develop wider knowledge</p> <p>Appreciation of literary heritage and the significance of Shakespeare and the Globe in British culture</p> <p>Trips where possible to watch performances of Shakespeare's play (if on stage)</p> <p>Links to History curriculum through the exploration of life in the Elizabethan era</p> <p>Links to Drama curriculum through exploring the conventions of drama</p> <p>Directing and performing key scenes (<i>Drama and Theatre</i>)</p> <p>Debate and oracy skills (<i>Law</i>)</p> | <p>of Modern Drama Texts</p> <p>Links to GCSE Language Paper 1 – Explorations in Creative Reading and Writing</p> |
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Summer Term 2

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| <p>Modern Drama</p> <p>Text options: - 'Noughts and Crosses' - 'Frankenstein'</p> | <ul style="list-style-type: none"> Plot, characters, relationships and themes of set play Structural and dramatic techniques frequently used by playwright (<i>e.g. dialogue, stage directions, dramatic irony, etc.</i>) | <ul style="list-style-type: none"> Identifying how key themes are revealed through language and imagery choices Evaluating presentation of characters and how an audience is meant to respond Evaluation of writer's intended purpose and/or messages | <p>Regular peer and self-assessment of written work</p> <p>Creative Writing image-prompt assessment</p> <p>End of unit extract-based</p> | <p>Comprehension questions</p> <p>Key quotation close analysis tasks</p> <p>PEEE paragraph practice</p> | <p>Solidarity / Community and Participation (and the common good) – standing up for those who are less fortunate</p> <p>Solidarity - empathy / united in harmony with those who are affected by social injustice including racism</p> | <p>Further consolidation of understanding of drama texts and the role of drama specific devices in shaping meaning</p> |
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| | <ul style="list-style-type: none"> • Understanding of success criteria and mark scheme • How to plan and structure a successful exam-style PEEE analytical response by looking at sample responses as models • Relevant historical contexts, such as the history of systemic racism/ exploration of life in the Victorian era • <i>'Frankenstein'</i> specific – the conventions of the Gothic genre | <ul style="list-style-type: none"> • Developing personal opinions and responses to set texts • Linking appropriate contextual information to selected evidence • Considering how individual scenes relate to the wider ideas in a play • Writing analytical PEEE paragraph responses to a set extract | written Reading assessment | | <p>Stewardship – clear reasons as to why social responsibility is so important</p> <p><i>'Frankenstein'</i> specific – widening student knowledge and understanding of literary conventions of the Gothic genre and how this links to other Gothic texts</p> <p><i>'Frankenstein'</i> specific – links to History curriculum and teaching of the Victorian period</p> <p><i>'Noughts and Crosses'</i> – Reading of key extracts from original prose text to promote wider reading</p> <p>Directing and performing key scenes (<i>Drama and Theatre</i>)</p> <p>Posing and debating ideas regarding law and justice / responsibility using evidence as support (<i>Law</i>)</p> | Opportunity to review same skills used during Shakespeare study |
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