

What are the aims and intentions of this curriculum?

The aim of our Year 8 Curriculum is to continue to promote a love of language and literature among students and inspire a critical voice, in developing their confidence and ability to analyse texts. Our Curriculum also aims to encourage young people to explore a wide variety of texts from different genres, cultures and time periods, that will expose them to diverse range of thematic issues that will help to shape their understanding of the world. Alongside this, we intend to further hone our students' personal written and spoken voices, in being to articulate their ideas clearly and confidently, using a variety of appropriate terminologies and vocabulary.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<p>Modern Prose:</p> <p>An exploration of George Orwell's prose fiction novella <i>Animal Farm</i>.</p> <p>Literary Focus</p> <ul style="list-style-type: none"> Types of sentences (review) (imperative, interrogative, exclamatory, declarative) Auxiliary verbs vs main verbs Tense Consistency Constructing AO3 introductions <p>Weekly spelling tests</p>	<ul style="list-style-type: none"> Exploration of elements of prose including development of setting, character, plot, conflict and themes Investigation of the writer's use of language and structural techniques utilised to establish meaning Consideration of the allegorical form to present societal issues Discuss the context of the text: Soviet Communism, Joseph Stalin and Leon Trotsky; events and impact of World War 2; ideas about rebellion, socialism and freedom. Establish and examine life lessons conveyed by the author through the characters and series of events. 	<ul style="list-style-type: none"> ✓ Be able to make connections with how historical events impact on modern life ✓ Gain insight into the human condition and their pursuit of power and authority ✓ Further develop existing knowledge base of author's techniques and their and effects ✓ Begin to provide evaluation of author's methods and intentions 	<p>Reading: Extract based analysis of a prominent theme in the text.</p> <p>Writing: Newspaper Article based on an aspect of the text's plot.</p> <p>Speaking: Conduct survey and interviews to aid research</p>

Autumn 2

Shakespeare Drama:

An investigation of the fundamentals tragicomedy

Twelfth Night

Lower ability students will use No Fear Shakespeare Version to assist with the Language of the play.

Literary Focus

- Consolidation of Using colon and semi- colon
- Embedding quotations
Differentiating between 'effect/affect', 'advice/advise'
- Use of apostrophe
- Using transitional words and phrases

Weekly spelling tests

- Consolidation of elements of Shakespearean drama including, main plots, sub plots, stage directions and props.
- Emphasis on the conventions of Shakespearean tragicomedy - a blend of humour, romance and tragic elements with endings of forgiveness, reunions and marriages. Themes of suffering and sorrow; love; greed; faith and fortune; family relationships.
- Establish and analyse techniques used by Shakespeare in exploring character and themes, including soliloquies, asides and dramatic irony.
- Determine Shakespeare's message/aims in presenting themes/characters
- Make contextual links to life in Renaissance Venice : the role and perception of women within a patriarchal society; The institute of marriage; perceptions and beliefs about Christians vs Jews; Discrimination in society;
- Tolerance for others.

- ✓ Speak confidently about the differences between comedic and tragicomedy genres.
- ✓ Read the play in its entirety, in Shakespearean English language.
- ✓ expand vocabulary, using sophisticated words and phrases
- ✓ develop the skill and ability to identify and analyse figurative language and other linguistic devices.
- ✓ Develop academic writing, whereby an appropriate and yet challenging structure applied.
- ✓ To utilise discussion and debate effectively, therefore bolstering pupils' oracy levels, alongside their ability to listen and respond using high levels of Standard English

Reading: Analysis of major social issue presented in the text

Writing: Modern adaptation of an Act in the play.

Speaking: Debate on topical issues within the text.

Reading and Writing about Fiction**Reading:** (4 weeks)**Writing:** (2 weeks)

Explore a selection of extracts from the AQA Pack.

- *Boy* by Roald Dahl
- *A Kestrel for a Knave* by Barry Hines
- *Pick you Poison* by Lauren Child
- *Carrie's War* by Nina Bawden

Literary Focus:

- Language features review: Verbs, Adjectives, Adverbs, prepositions
- Using articles in sentences: a, an, the
- Relative pronouns
- Creating adjectives from nouns; adverbs from verbs
- Synonyms/antonyms of commonly used words (happy, sad, angry, start, dark, enjoy)
- Weekly spelling tests

Reading about Fiction:

- Identify explicit and implied information; respond to comprehension questions at literal, inferential, evaluative and critical level.
- Summarise main ideas of a given extract.
- Examine various story elements including character, plot, setting and themes
- Look at how writers use literary and language devices to create and establish meaning: semantic field; zoomorphism; paradox, pun; allusion; euphemism
- Explore structural techniques used to appeal to readers: description of character and setting; flashback; flash forward; shift in focus; en medias res, contrast
- Make inferences based on implicit and explicit information given.

Writing about Fiction:**Forms of writing:***Descriptive Writing (Revision)/Narrative Writing*

- Use the elements of a narrative to creatively construct meaningful and interesting stories, utilizing en medias res, flashback, flash forward and cliff hanger techniques and pathetic Fallacy to enhance writing.
- Establish conflict, rising action, climax, falling action and resolution for stories
- Incorporate descriptive writing techniques such as aural, tactile, gustatory, olfactory and visual imagery to enhance meaning.
- Employ a variety of figurative language devices to add greater depth to writing.
- Use appropriate sentence forms, grammar and spelling to ensure cohesion.
- Aim to add sophistication in vocabulary usage

- ✓ Students to enjoy their reading experience and appreciate a range of text
- ✓ Speak and write fluently using a variety of techniques to appeal to readers
- ✓ Create writing that is engaging and appealing to reader
- ✓ Confidently apply literary and structural techniques to own writing
- ✓ Make connections between texts and their life experiences
- ✓ Engage with texts outside of those studied, in order to generate their own thoughts and opinions.

Reading: Extract based analysis of 19th century fiction**Writing:** Create Short story based on given prompt,**Speaking:** Oral story telling completion

Spring 2

Reading and Writing about Non-Fiction

Reading: (4 weeks)

Writing (2 weeks)

- Explore a selection of articles from magazines and newspapers articles including:
- Forget 101 Dalmatians, 16 are Driving Me Dotty! by David Leafe
- Prison Can Be the Right Pace for Kids by Angela Newsletter
- Why Zoos Are Good by Dr David Hone

Literary Focus:

- Language features: prepositions; interjections
- Types of clauses
- Embedding clauses in sentences
- Sentence Forms: complex, compound-complex
- Spelling accuracy: 'their/there/they're'
- Using articles which, that, whom, who
- Using appropriate affixes
- Weekly spelling tests

Reading about Non-fiction:

- Pinpoint target audience and purpose of various nonfiction forms of writing, including advertisements, newspaper articles and editorials
- Further explore additional techniques including tricolon, repetition of ideas, sarcasm, counter arguments, analogy, and direct address.
- Use a variety of sentence structures and add a wider variation of vocabulary to present ideas

Writing about Non-fiction:

Forms of writing:	Modes of Writing
<i>To persuade</i>	<i>Editorial letters</i>
<i>To argue</i>	<i>Newspaper Articles</i>

- Outline the structure of editorial letters and newspaper articles, including heading and sub-headings; attention grabbing openings; development of the body; closing; anecdotal references;

Create letters and articles, utilising appropriate structures and techniques

Alongside skills garnered studying the fiction unit, students will:

- produce writing that is fluent, which engages and sustains the reader's interest.
- Adapt style of own writing to suit different forms, and purposes
- experiment with a range medium to voice their own opinions and ideas on a range of topics

Reading:

Character analysis

Writing: Create an editorial letter based on given criteria.

Speaking: Oral presentation aimed at persuading an audience.

Summer 1

Poetry: *People and the Natural World Anthology*

Poems from various poets covering themes such as: Nature, Power, War/ The effects of War, Parent-Child Relationships, Guilt, Death

- *Mametz Woods*- Owen Woods
- *This is the Dark time my Love*- Martin Carter
- *The Man He Killed*- Thomas Hardy
- *Hyena*- Edwin Morgan
- *Hawks Roosting*- Ted Hughes
- *Nettles*- Vernon Scannell
- *An African Thunderstorm*- David Rubadiri
- *A Contemplation upon Flowers*- Henry King
- *Forgive my Guilt*- Robert P. Tristram Coffin
- *Little Boy Crying*- Mervyn Morris

Literary Focus

- Verb tenses (past participle forms)
- Hyphens and ellipses
- Using brackets and speech marks correctly
- Quote explosions (ongoing)
- Structuring essays with cohesion between paragraphs

Weekly spelling test

- Introduction to Comparison poetry, building on knowledge of forms studied at year 7, in addition to sonnets and elegies.
- Exposure to additional structural elements including, caesura, Volta, enjambment and rhythm.
- Examine the poets' use of language and structural techniques to create meanings;
- establish tone and mood and explore themes.
- Explore techniques such as irony, sarcasm, pun, paradox, juxtaposition, sibilance mirroring and cyclical structure
- Identify and comment on various images/ ideas and experiences explored by the poet: power of nature; devastating impacts of war; childhood experiences
- Establish and evaluate poet's aims/message in presenting each poem

- ✓ Build on pupils understanding of poetic techniques to develop their ability to analyse and interpret how these techniques contribute to social and cultural meaning.
- ✓ Pupils will enhance a wide variety of speaking and listening skills in exploring poetry, as well as consider how to convey meaning and voice in their own writing.
- ✓ Promote team work and support pupils in becoming better communicators and group participators.

Reading: Analysis of a studied poem

Writing: Create Magazine article based on a theme explored in poem studied.

Speaking: Oral performance poetry presentation

Summer 2

An introduction to Classic Drama:
Dracula Play Script: Adaptation by David Calcut

Inclusion:

Modern Drama: *The Turbulent Term of Tyke Tiler* by Gene Kemp

Literary Focus:

- Direct speech vs paraphrasing
- Using appropriate end marks
- Expanding topic sentences

Weekly spelling test

- Explore elements of modern drama including, protagonist, antagonist, plot, conflict, dramatic irony, stage directions, theme, dialogue, and props.
- Explore the on the gothic genre - use of prologue, symbolism epistolary, crisis, tension, suspense, multiple narratives vs. single narrative
- Discuss Dracula as an allegory with regards to themes of death, danger, love, marriage, family relationships, friendships, attitudes to those in authority, mistaken identity
- Establish and analyse techniques used by the playwright to establish meaning.
- Determine the playwright's message/aims in presenting themes/characters
- Make contextual links to life in Victorian England/ contemporary society: the role and perception of women/ men within a patriarchal society; perceptions and beliefs of the supernatural/magic; violence and death

- ✓ Understand audience and purpose.
- ✓ Read critically to understand how language and dramatic devices have been used to create meaning.
- ✓ Learning the conventions of script writing
- ✓ Performing play scripts.

Reading: Analysis of major character within the play.

Writing: Write a description of Dracula's character

Speaking: Modern adaptation of a monologue within the play