

What are the aims and intentions of this curriculum?

Building on skills garnered at year 7, the KS3 Year 8 Curriculum seeks to further promote enthusiasm for English Language and Literature amongst students and begin to inspire a critical voice, in developing their confidence and ability to read, write and speak about texts. Our Curriculum also aims to continue encouraging young people to explore a wide variety of texts from different genres, cultures and time periods, which will expose them to a diverse range of thematic issues that will help to shape their understanding of the world and themselves. Alongside this, we intend to further hone our students' personal written and spoken voices, in being able to articulate their ideas cogently and assertively, using a variety of appropriate mediums, terminologies and techniques.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<p>Modern Prose:</p> <p>An exploration of John Steinbeck's prose fiction novella <i>Of Mice and Men</i></p>	<ul style="list-style-type: none"> Understand the social realism genre and develop an understanding of reading critically through studying setting, plot and characterisation. Investigate the writer's use of language and structural techniques utilised to establish meaning. Examine how the novel presents societal issues e.g. race, gender, and disability. Examine and analyse the historical and social context of the text: for example, the Wall street Crash, the Great Depression Era, The Dustbowl, Migrant workers and the harsh realities for working-class people, racism and civil rights, feminism, and The American Dream. Examine key themes such as friendship, loyalty, dreams, innocence, isolation, freedom and confinement, violence, justice, man and the natural world. Establish and examine life lessons conveyed by the author through the characters and series of events. PCHE – Friendships, Racism, Civil Rights, Women's Rights Careers – Travel Writers, Historians 	<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 or character in the text.</p> <p>Writing: Analytical essay on a theme or character in the novel.</p> <p>Speaking: Group presentation on a theme or character in the novel.</p>

<p>Autumn 2</p>	<p>Narrative Writing – Characterisation</p>	<ul style="list-style-type: none"> • Develop an understanding of writing fiction texts for specific purposes and audiences, with a specific focus on characterisation. • Understand further the process of narrative writing through researching, planning, drafting, proof-reading and editing our own narratives. • Appreciate and develop the use of descriptive language to enhance characterisation, focusing on, alliteration, adjective, metaphor, repetition, and personification. • Understand the importance of characterisation in enhancing a narrative. • PCHE – Families, Age, Gender • Careers – Novelists, Editors 	<ul style="list-style-type: none"> ✓ Understand how to create a piece of creative writing with effective and developed characterisation. ✓ Plan, draft, proof-read and edit extended writing pieces to produce a character which is fully-fleshed and believable. ✓ Choose vocabulary and linguistic devices to create specific effects in bringing the character to life for the readers. 	<p>Reading: Analysis of a range of extracts, with a focus on characterization.</p> <p>Writing: Compile a collection of narrative extracts, with a focus on characterization.</p> <p>Speaking: Individual presentation of a character.</p>
<p>Spring 1</p>	<p>Literary Canon World War One Poetry</p>	<ul style="list-style-type: none"> • Introduce the idea of comparing poetry, building on knowledge of forms studied at Year 7. • Explore 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 to convey the impacts of war. • Establish and evaluate poet’s aims/message in presenting each poem. • Examine and apply key aspects of social and historical context of World War One and changing attitudes to the conflict, 	<ul style="list-style-type: none"> ✓ Build on understanding of poetic techniques to develop their ability to analyse and compare texts. ✓ Be able to identify a range of poetic conventions and understand how these impact meaning. ✓ Understand how writer’s coin words and phrases to establish meaning and convey the realities of life in world War One. ✓ Explore own creative nature by writing own poems. 	<p>Reading: Analysis of studied poems</p> <p>Writing: Analytical essays comparing two poems.</p> <p>Speaking: Presentation of a World War One poem written by the student.</p>

		<p>such as propaganda, shell shock and trench warfare.</p> <ul style="list-style-type: none"> • Examine and compare key themes such as human and psychological power, internal conflict versus external conflict, the effects of conflict, pride and patriotism. • PCHE – War, Propaganda • Careers – Historians, Poets, Biographers 		
<p>Spring 2</p>	<p>Non-Fiction</p> <p>Speech Writing</p>	<ul style="list-style-type: none"> • Develop a strong understanding of rhetoric in speeches. • Draw on new vocabulary and grammatical construction from reading a diverse range of famous speeches from different eras and contexts, including Winston Churchill, J. F. Kennedy, Martin Luther King, Malala Yousafzai and Greta Thunberg. • Pinpoint target audience and purpose of various famous speeches and further explore additional techniques including tricolon, repetition of ideas, sarcasm, counter arguments, analogy, and direct address. • Understand how to select and use appropriate rhetorical methods, appropriate to political message, purpose and audience, such as, analogy, hyperbole, anaphora, anecdote, imperative verbs and tricolon, ethos, and the Aristotelian triad of pathos, ethos, and logos. • Understand with confidence the difference between spoken and written language, including formal and informal register. • PCHE – A range of ethical issues • Careers – Journalists, Politicians, Speech-Writers 	<ul style="list-style-type: none"> ✓ Write non-fiction texts for specific purposes and audiences. ✓ Plan, draft, proof-read and edit extended writing pieces to produce writing that is fluent, and which engages and sustains the audience's interest. ✓ Adapt style of own writing to suit different audiences and purposes ✓ Choose vocabulary to create specific effects. ✓ Experiment with a range medium to voice their own opinions and ideas on a range of topics ✓ Understand how to select and use appropriate rhetorical methods, appropriate to purpose and audience, to create specific effects. 	<p>Reading: Analysis of a range of speeches.</p> <p>Writing: Compile a formal speech for specific purposes and audiences.</p> <p>Speaking: Individual presentation of research on topic and a formal speech aimed at persuading an audience.</p>

<p>Summer 1</p>	<p>An introduction to Musical Drama: Blood Brothers- Willy Russell</p>	<ul style="list-style-type: none"> • Explore elements of modern drama including, exposition, plot, conflict, climax, rising action, protagonist, antagonist, dramatic irony, stage directions, theme, dialogue, and props, elements of tragedy. • Establish contextual links between unemployment and poverty in Britain during the late 20th century; ideas about social class and identity, Margret Thatcher’s policies on traditional industries and its impact, the role and perception of women, marriage and divorce, superstition, violence and death • Discuss the presentation of characters, using appropriate textual evidence and analysis of authorial methods • Examine major themes such as, friendship, growing up, identity, gender, money and social class, fate and superstition, friendship, marriage/divorce, family relationships • Comment on the effect of methods used by the playwright to shape meanings • Explain the playwright’s intentions or purpose in presenting themes/characters. • PCHE – Families, Marriage, Relationships, Class, Gender • Careers – Directors, Actors/Actresses 	<ul style="list-style-type: none"> • Improve understanding of the dramatic conventions and their purpose in establishing characters and themes. • Establishing multiple interpretations by critically assessing writer’s methods. • Develop a deeper understanding of drama through role playing 	<p>Reading: Analysis of major characters and themes within the play.</p> <p>Writing: Analytical essay on character or theme.</p> <p>Speaking: Constructing a monologue from the POV of the major characters describing the effects that the class division has on them.</p>
<p>Summer 2</p>	<p>Shakespearian Tragedy: An investigation of the Shakespearian tragedy <i>Romeo and Juliet</i>.</p>	<ul style="list-style-type: none"> • Consolidate understanding of elements of Shakespearean drama including, main plots, sub plots, stage directions and props. • Understand the elements of a Tragedy: the tragic hero, the tragic flaw, the tragic “story”, human flaws and responsibility, the abnormal, the supernatural and the role of fate/fortune/chance. • Explore key themes of suffering and sorrow; love; greed; faith and fortune; family relationships. 	<ul style="list-style-type: none"> ✓ 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. 	<p>Reading: Analysis of major social issue presented in the text</p> <p>Writing: Analytical essay on a theme or character</p> <p>Speaking: Debate on topical issues within the text.</p>

- 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
- Explore contextual issues such as the role and the perception of women within a patriarchal society; and the institute of marriage.
- PCHE – Families, Marriage, including forced marriage, Teenage Relationships
- Careers – Directors, Actors/Actresses

- ✓ Develop academic writing, whereby an appropriate and yet challenging structure applied.
- ✓ Utilise discussion and debate effectively, therefore bolstering pupils' oracy levels, alongside their ability to listen and respond using high levels of Standard English.