

English

Year 8

Term	Content	Sequencing	Assessment	Careers links, Experiences & Future Subject Ambition
Autumn 1	<p><u>Theme: War and Conflict</u> <u>Topic: The Bone Sparrow</u> Whole Novel</p>	<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • Real world experiences of refugees and asylum seekers • displacement. • Individual experience • Friendship • identity <p><u>Subject Terminology:</u></p> <ul style="list-style-type: none"> • Protagonists • Plot • Setting • Characterisation • Symbolism • Connotations of words • Metaphor (incl. simile) • Viewpoints and perspective • Tension • Foil characters <p><u>Previous topics built on in this topic:</u> Links to and develops further the writing skills covered in Ghost Boys scheme studied in Yr 7 (Autumn T2) and Oliver scheme studied in Yr 7 (Summer T1)</p>	<p><u>Assessment</u> Writing from a character perspective based on events in chapter 5</p> <p><u>Students will be assessed on:</u></p> <p><u>Writing</u> To write in a style that is well-structured, articulate and carefully planned.</p> <p>To include appropriate and imaginative vocabulary according to task, purpose and audience.</p> <p>To write with technical accuracy - SPAG</p> <p>plan, draft, edit and proof-read</p>	<p><u>Careers links and Experiences</u></p> <p><u>Future Subject Links</u> Key Stage 4 Link to the study of AQA English Literature texts and Language GCSEs.</p>

<p>Autumn 2</p>	<p>Theme: War and Conflict Topic: Poetry - War</p> <ul style="list-style-type: none"> • Dulce et decorum by Wilfred Owen • The Soldier by Rupert Brooke • Flanders Fields by John McCrae • Manhunt by Simon Armitage • War Girls by Jessie Pope 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • Propaganda • Trench Warfare and its role during WW1 information of different wars • Individual Experience of conflict • Expectations of war. • patriotism v nationalism • Sense of duty • Women’s roles during war time <p>Subject Terminology:</p> <p>Form:</p> <ul style="list-style-type: none"> • Monologue • 1st person • Sonnet • Free verse • Stanza <p>Structure:</p> <ul style="list-style-type: none"> • Repetition • Rhyming Couplets • Extended Metaphor • Enjambment • Rhetorical Questions • Sibilance • Alliteration <p>Language:</p> <ul style="list-style-type: none"> • Simile • Pathetic Fallacy • Personification • Colloquial Language • Imagery • Oxymoron 	<p>Assessment</p> <p>How does Armitage present the effects of war in the poem Manhunt?</p> <p>Students will be assessed on:</p> <p>Reading</p> <p>Respond to key ideas and concepts in set texts by developing a more personal response.</p> <p>Use a range of evidence to support interpretations and ideas</p> <p>Comment on writer’s intentions by including a range of appropriate methods.</p> <p>Make wider contextual links and consider the bigger picture.</p>	<p>Careers links and Experiences</p> <p>Future Subject Links</p> <p>Key Stage 4</p> <p>Links to the study of Power and Conflict poetry in AQA English Literature Paper 2</p>
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		<ul style="list-style-type: none"> • Hyperbole • Metaphor • Irony • Sensory Language <p>Previous topics built on in this topic: Links to and develops further the reading skills covered in Yr 7 Love poetry (spring T2).</p>		
Spring 1	<p>Theme: Darkness and Isolation</p> <p>Topic: Gothic Writing</p> <ul style="list-style-type: none"> • Frankenstein - Mary Shelley (1818) • The Tell-Tale Heart - Edgar Allan Poe (1843) • Great Expectations – Charles Dickens (1860) • Dracula - Bram Stoker (1897) • Rebecca - Daphne Du Maurier (1938) 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • Origins of gothic fiction and its continued influence • Setting: wild landscapes, gloomy, decayed, and ruined environments; remote and uninhabited places; volatile and threatening weather. • Identifying and applying gothic conventions: death and darkness • the supernatural • fear & isolation • suspense, mystery & terror <p>Subject Terminology:</p> <ul style="list-style-type: none"> • Characterisation • Mood/atmosphere • Narrative perspective • Tension • Foreshadow/ foreboding • Setting • Pathetic fallacy • Juxtaposition/foil • oxymoron • Sensory language • Word Classes 	<p>Assessment Create your own gothic story.</p> <p>Students will be assessed on:</p> <p>Writing To write in a style that is well-structured, articulate and carefully planned.</p> <p>To include appropriate and imaginative vocabulary according to task, purpose and audience.</p> <p>To write with technical accuracy - SPAG plan, draft, edit and proof-read</p>	<p>Careers links and Experiences</p> <p>Future Subject Links Key Stage 4 Links to the study of AQA English Literature and Language GCSEs.</p>

		<ul style="list-style-type: none"> • Semantic field • Tone • Figurative Language • Symbolism • Connotation <p>Previous topics built on in this topic: Links to and develops further the writing skills covered in Fairy Tales scheme studied in Yr 7 (Autumn T1) and Romeo and Juliet scheme studied in Yr 7 (Spring T1)</p>		
Spring 2	<p><u>Theme: Darkness and Isolation</u> <u>Topic: Heroes</u> Whole novel</p>	<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • Heroism • Identity • Moral Ambiguity • War and its Effects • Guilt and Redemption: • Physical and Psychological Scars • Search for Identity: • Revenge and Forgiveness • Isolation and Connection <p><u>Subject Terminology:</u></p> <ul style="list-style-type: none"> • Protagonist • Antagonist • Narrative Voice. • First-Person Narration • Flashback • Foreshadowing • Symbolism • Motif • Imagery • Tone • mood 	<p><u>Assessment</u> How does the writer present Larry LaSalle in the extract?</p> <p><u>Students will be assessed on:</u> <u>Reading</u> Respond to key ideas and concepts in set texts by developing a more personal response.</p> <p>Use a range of evidence to support interpretations and ideas</p> <p>Comment on writer's intentions by including a range of appropriate methods.</p> <p>Make wider contextual links and consider the bigger picture.</p>	<p><u>Careers links and Experiences</u></p> <p><u>Future Subject Links</u> Link to the study of AQA English Literature texts and Language GCSEs.</p>

		<ul style="list-style-type: none"> • Characterization: <p>Previous topics built on in this topic: Links to and develops further the reading skills studied in Detective Fiction Yr 7 (Summer T2)</p>		
Summer 1	<p>Theme: Heroes and Villains Topic: Shakespeare – Richard III</p>	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • Power and ambition • Manipulation • Deceit • Moral corruption • Fate and free will • Public and private self • Conscience and guilt • Role of women <p>Subject Terminology:</p> <ul style="list-style-type: none"> • Characterisation • Play • Act and scenes • Tragic hero • Soliloquy • Foreshadowing • Symbolism • Dramatic irony • Imagery <p>Previous topics built on in this topic: Links to and develops further the reading skills studied in Romeo and Juliet Yr 7 (Spring T1)</p>	<p>Assessment</p> <p>Students will be assessed on:</p> <p>Reading Respond to key ideas and concepts in set texts by developing a more personal response.</p> <p>Use a range of evidence to support interpretations and ideas</p> <p>Comment on writer’s intentions by including a range of appropriate methods.</p> <p>Make wider contextual links and consider the bigger picture.</p>	<p>Careers links and Experiences</p> <p>Future Subject Links Key Stage 4 Links to the study of Macbeth in AQA English Literature Paper 1</p>

<p>Summer 1b</p>	<p><u>Theme: Heroes and Villains</u> <u>Topic: Truman Show</u> Film Study</p>	<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • Reality Vs illusion • Manipulation • Moral Vs immoral • Freedom and control • Identity and self-discovery • Social conform • Rebellion <p><u>Subject Terminology:</u></p> <ul style="list-style-type: none"> • Characterisation • Plot • Genre • Setting • Symbolism • narrative <p><u>Previous topics built on in this topic:</u> Links to and develops further the writing skills studied in Oliver Twist Yr 7 (Summer T1)</p>	<p><u>Assessment</u> <u>Spoken Language</u></p> <p><u>Students present a speech</u> Reality TV: Entertainment or Exploitation?</p> <p><u>Students will be assessed on:</u> <u>Writing</u> To write in a style that is well-structured, articulate and carefully planned.</p> <p>To include appropriate and imaginative vocabulary according to task, purpose and audience.</p> <p>To write with technical accuracy - SPAG plan, draft, edit and proof-read</p>	<p><u>Careers links and Experiences</u></p> <p><u>Future Subject Links</u> Links to the study of AQA English Language GCSEs Paper 2 Writing</p>
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