Year 8 - English			

| Curriculum intent | The Year 8 English curriculum develops students' curiosity and knowledge through broadening their exposure to differing literary movements and styles. Through continuing the study of whole texts, students' mastery of literary analysis, through tracking narrative structures, themes and characterisation, empowers them to interrogate and analyse writers' intentions and to evaluate how successfully they have brought this to life. By engaging students with compelling literary texts, and through developing powerful knowledge around each core text, students will be inspired to confidently and securely explore the topic area through their own essay writing, imaginative writing and transactional writing. Oracy skills are at the core of the English curriculum.

In Year 8, students are introduced to contemporary literature, explore genres and literary movements through the 19th and 20th Centuries, and Shakespeare to continue their journey through the Literary Canon. Students will develop an in-depth understanding of pivotal movements in English Literature, learning how context, including religion, societal norms and historical events, has influenced the writers' choices and shaped the texts we read today. Alongside the literary texts, the Year 8 English curriculum continues to build mastery of grammar, syntax and rhetorical devices to develop fluency, tone and structure of students' extended writing. | | |

Term	Autumn	Spring	Summer
Scheme	*Refugee Boy* by Benjamin Zephaniah	**Literary Movements Through Time**	*Much Ado About Nothing* by William Shakespeare
Knowledge	• Plot, narrative structure and character development in the novel *Refugee Boy*. • Understanding of context surrounding refugees and asylum seekers and how this influences our understanding of the novel. • Develop understanding of sophisticated syntax rules, punctuation and grammar. • Exploration of writers' choices, the connotations of their language and the impact on readers. • Systematic metaphor, polysemy, ambiguity of meaning	• Understanding the timeline of English Literature and various literary movements, including Romanticism, Realism, Science Fiction, Dystopia, and Modernism. • Understanding the historical context of writing in England over time and how this shaped authorial intent. • Developing knowledge surrounding conventions of literary genres.	• Attitudes and beliefs in Elizabeth England, particularly in relation to family, marriage, and fate. • An understanding of plot and characterisation. • An understanding of language devices used in Shakespeare plays. • A consolidation of form and structure in Shakespeare. • Understanding of the comedy genre. • An understanding of themes, symbolism and motifs. • An understanding on context and its influence on a writer.

	• Understanding a writer's rhetoric and the use of pathos, ethos and logos. • Understanding themes within a novel.		
Skills	• Forming an opinion and writing an argument in response to the text. • Utilising evidence to effectively support that argument. • Evaluating the effectiveness of the narrative voice. • Emulating writing styles: creative writing, essay writing and speech writing. • Making inferences. • Writing and presenting a news report and speech in group presentations.	• Creating mood and atmosphere in writing. • Characterisation. • Clarity and economy in writing – drafting effectively to improve writing. • Reading and decoding unfamiliar language. • Making inferences. • Interpretation of writer's purpose and impact on reader. • Emulating the use of language and structure. • Writing for different purposes and audiences.	• Using a thesis statement to formulate an extended essay response. • Structuring a cohesive extended essay using discourse markers. • Multi-paragraph compositions. • Embedding evidence. • Emulating writing styles: speeches, essay writing and letters. • Adapting understanding of syntax. • Role play and drama
Assessments	• MAT: Use your knowledge of the novel's opening to write a back story for Alem. • MAT: Analyse how Zephaniah presents Alem in the extract. • MAT: Explore how suffering is presented throughout the novel. • MAT: Write a feature article about refugees, using Alem's and Mr. Kelo's stories as inspiration. • Mastery Recall Test.	• MAT: Analyse how Shelley presents the mood in the extract from *Frankenstein*. • MAT: Write a speech from the point of view of the nurse advocating for the welfare of Oliver Twist. • MAT: Analyse how Wells presents the crowd's reactions to the creatures in *War of the Worlds*. • MAT: Write the opening to a Dystopian story, establishing key features of the world you have created. • Mastery Recall Test.	• MAT: Write a letter from Claudio to Leonato, asking for Hero's hand in marriage. • MAT: Write a soliloquy from the perspective of Beatrice showing her changing attitudes towards both Benedick and marriage. • MAT: Analyse how Shakespeare presents Hero's feelings about love. • MAT: Explore how deceit is important in Shakespeare's *Much Ado About Nothing*. • Mastery Recall Test.
Curiosity	• International Literacy Day • National Poetry Day • Additional Reading: Read another novel or poetry written by Benjamin	• National Storytelling week • World Book Day • World Poetry Day	• May - National share a story month.

	Zephaniah surrounding similar themes of identity, race and injustice. .	• Research one of the authors or genres studied in class and read an alternative novel or piece of writing linked. • Competition: Write an imaginative story in the style of any author we have studied in class.	• Read a range of other poems and write your own poem based on your identity.