**English Year 8 Curriculum Overview**

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|  | **Autumn** | | | | | | | | | | | | | **Spring** | | | | | | | | | | | | | | | **Summer** | | | | | | | | | | | | |
| **Topic** | **Rhetoric and Revolution** | | | | | | | | | | | | | **Identity and Belonging** | | | | | | | | | | | | | | | **Fear of the Unknown** | | | | | | | | | | | | |
| Poetry Study –  The Romantics | | | | | | | Non-Fiction  Speaking & Listening | | | | | | Play  Study | | | | | | | | | Non-Fiction  Writing REVIEW | | | | | | Gothic Literature | | | | | | | Short Story  Writing | | | | | |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | | 2 | 3 | 4 | 5 | 1 | | 2 | 3 | 4 | 5 | 6 | 1 | | 2 | 3 | 4 | 5 |
| **Critical Prior Knowledge** | **Expectation from Y7:**   * Explicit and implicit information * Comprehension * Themes and Ideas * Selecting and retrieving quotations * Inference * Developing explanations | | | | | | | **Expectation from Y7:**   * Effective use of persuasive techniques * Writing for purpose * Planning * Proofreading * Genre / audience / purpose * Speech elements | | | | | | **Expectation from Y7 / Y8 Autumn:**   * To be able to retrieve and record information * Plot * Character * Setting * Themes * Explicit and implicit info * Inference | | | | | | | | | **Expectation from Y7 /8:**   * Structuring writing * Combining skills * Writing from perspectives * Writing for purpose | | | | | | **Expectations from Y7:**   * Inference skills * Comprehension * Themes and ideas * Setting * Plot * Character | | | | | | | **Expectations from Y7:**   * Proof reading * Slow zoom * Sensory Lang * Sentence Starters * Figurative language * Show, don't tell * Structuring writing * Combining skills | | | | | |
| **Overall Intent**  **(Big ideas and key concepts)** | To be introduced to the history of the Romantic period and explore a range of poets from the past to the present. Understand how to read and analyse a poem for meaning. | | | | | | | To be able to develop ideas into a persuasive Speaking and Listening presentation through a prepared speech.  Queen Elizabeth I / Malala / Kamala Harris | | | | | | Exploring a whole play, developing our novel study skills from Y7. Looking at key themes of identify and belonging and exploring the presentation and treatment of people. Frankenstein / Noughts and Crosses | | | | | | | | | Developing our non-fiction skills. Focusing on review writing. Looking at inspirations non-fiction from the likes of Sojourner Truth and Benazir Bhutto. | | | | | | Exploring Gothic literature from the 19th Century to today. The uprising of the fad and the foundations of the genre. Exploring the historical and political concepts. | | | | | | | To develop skills learnt in Y7 and be able to write short stories. Develop the story structure skills inspired by the gothic literature we have studied. | | | | | |
| **Essential**  **Knowledge milestones**  **(What students must master)** | **Propositional Knowledge**   * Context (social, historical, literary and biographical) * poetic structure and form * Poetic Features   **Procedural Knowledge**   * Reading for meaning * Selecting and retrieving quotations * Inference | | | | | | | **Propositional Knowledge**   * Genre * Audience * Purpose * Speech elements * Persuasive features * Non-linguistic features   **Procedural Knowledge**   * Structuring writing * Combining skills * Writing for purpose * Planning * Proof reading * Speech delivery | | | | | | **Propositional Knowledge**   * Plot * Character * Setting * Protagonist * Antagonist * Dramatic irony * Themes * Symbolism * Motif * Stage directions * Props   **Procedural Knowledge**   * Reading for meaning * Selecting and retrieving quotations * Inference * Developing explanations * Analysing using terminology | | | | | | | | | **Propositional Knowledge**   * Review features * Writing to inform * Writing for an audience   **Procedural Knowledge**   * Effective use of persuasive techniques * Writing for purpose * Planning * Proof reading * Combining skills | | | | | | **Propositional Knowledge**   * Context of the genre – historical and political * Structural features * Key terminology * Key features   **Procedural Knowledge**   * Reading for meaning * Selecting and retrieving quotations * Inference * Developing opinions * Developing analysis * Developing explanations | | | | | | | **Propositional Knowledge**   * Sensory writing * Sentence starters * Structure * Perspective * Planning * Proofreading * Pathetic fallacy   **Procedural Knowledge**   * Incorporating genre conventions * Combining skills * Writing from perspectives * Planning * Proof reading | | | | | |

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| **Cultural Capita** | Exposure to a range of poets across the Romantic era and the contextual implications of this writing time.  To be introduced to new vocabulary.  Key themes to inspire and motivate. | Life speaking and listening skills. Skills in research.  Exploring inspirational speeches through time and political movement.  The ability to share ideas.  Key themes to inspire and motivate. | Exposure whole play study and staging. Opportunity for trips.  Looking at the big theme of belonging and identity and exploring the treatment of people. | Discussion and exploration rich lessons. Looking at inspirations non-fiction from the likes of Sojourner Truth and Benazir Bhutto. | Gothic literature, key concepts explored throughout the English study and also informing a huge amount of what we read today. | To develop ideas into reality.  Develop creativity and flair. |
| **Mode of Retrieval** | Week 4: Core knowledge quiz  Week 6: End of unit assessment. “How does the writer…”  Additional: KO based homework tasks / self-quizzing | Week 5: End of unit assessment. Speech presentation, live marking  Additional: KO based homework tasks / self-quizzing | Week 4: Core knowledge quiz  Week 6: End of unit assessment.  Additional: KO based homework tasks / self-quizzing | Week 3: Review writing  Additional: KO based homework tasks / self-quizzing | Week 4: Evaluation: how far do you agree...?  Additional: KO based homework tasks / self-quizzing | Week 2: Core knowledge quiz  Week 3: End of unit assessment  Additional: KO based homework tasks / self-quizzing |
| **ECC Student Characteristics** | Empathetic / Aspirational /  Knowledgeable / Reflective | Confident / communication / Resilient / Reflective / Respectful | Respectful / Tolerant / Empathetic  Knowledgeable / Skilled/ | communication / reflective / aspirational / Skilled | Knowledgeable / Reflective | Confident / reflective / skilled / resilient |
| **Connection to future learning**  **(When is this developed / revisited)?** | Propositional knowledge in KS4; Procedural knowledge in Spring term play study and novel study Y9 develops all procedural knowledge.  Knowledge Interleaving: Descriptive Writing skills | Propositional knowledge in KS4. Summer unit builds on core concepts. Procedural knowledge Non-fiction writing in summer term and Y9.  Knowledge Interleaving:  Descriptive Writing skills | Propositional knowledge at year 8 and year 9 non-fiction study.  Procedural knowledge in Summer term and into Year 9 also.  Knowledge Interleaving:  Non-fiction elements | Propositional and knowledge at year 9 novel study.  Procedural knowledge in 9 and KS4..  Knowledge Interleaving: Play study propositional knowledge | Propositional knowledge at year 11 Vic lit study.  Procedural knowledge in reading skills in 9.  Knowledge Interleaving: Non-fiction | Propositional knowledge at year 9 creative writing.  Procedural knowledge in writing skills in 9 and KS4  Knowledge Interleaving: Language techniques and terminology |