**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
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| **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 quizWeek 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 markingAdditional: KO based homework tasks / self-quizzing | Week 4: Core knowledge quizWeek 6: End of unit assessment. Additional: KO based homework tasks / self-quizzing | Week 3: Review writingAdditional: 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 quizWeek 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 KS4Knowledge Interleaving: Language techniques and terminology  |