



YEAR 8 CURRICULUM SUMMARY



When?	Knowledge	Understanding	Unit Assessment/ Key feedback pieces
Autumn Term	<p>The 19th Century Novel: Great Expectations</p> <ul style="list-style-type: none"> ○ Using extracts from the novel ○ 1 fortnightly nonfiction writing workshop lesson <p>Content: Students will gain an understanding of:</p> <ul style="list-style-type: none"> • The conventions of the 19th C novels • Dickensian characters and language • The structure of a Bildungsroman novel • Character development • How writers convey atmosphere through language and structure • Context of Victorian England; the Industrial revolution, the rich/poor divide, gender relations 	<ul style="list-style-type: none"> • Select and synthesise evidence from texts. • Understanding of how characters are developed. • Identify and interpret explicit and implicit information and ideas. • To explain/analyse how a writer uses language and structure for effect. • To be able to explain the importance of contextual factors: historical, social, political. • To be able to write suiting the task: to narrate OR describe. Use literary techniques and structural features to engage a reader. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. • To be able to proofread and edit. 	<p>Write the meeting of Pip and Magwitch on marshes from the perspective of Magwitch, instead of Pip</p> <p>Nonfiction writing piece from writing workshop lesson</p> <p>Article writing – data collection as per school calendar</p> <p>Choose an extract from the booklet and rewrite it in script form using stage directions and dialogue</p> <p>Write a letter from Miss Havisham to Pip, reflecting on your relationship over the years</p>
Spring Term	<p>Diverse Short Stories</p> <ul style="list-style-type: none"> ○ Using the EMC 'Diverse Shorts' stories ○ 1 fortnightly writing workshop lesson <p>Content: Students will gain an understanding of:</p> <ul style="list-style-type: none"> ○ The structure of short stories ○ An appreciation for character voice ○ Building empathy through learning the stories of characters impacted by disability, racial prejudice, bullying. 	<ul style="list-style-type: none"> • Select and synthesise evidence from texts. • Understanding of how characters are developed. • Identify and interpret explicit and implicit information and ideas. • Explain and analyse how writers use language and structure for effect. • To be able to write suiting the task: to narrate OR describe. Use literary techniques and structural features to engage a reader. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. • To be able to proofread and edit 	<p>Write an autobiography about your life so far</p> <p>Research the 2011 London riots. Then, Write a description of a person's experience of the London riots.</p>



	<p>Travel Writing</p> <ul style="list-style-type: none">○ Focus on nonfiction text types: articles, letters, reportage.○ 1 fortnightly writing workshop lesson <p>Content: Students will gain an understanding of:</p> <ul style="list-style-type: none">● How writers adapt their style for purpose, audience and form● How to write to inform, persuade or advice.● How to write to compare two pieces of writing.	<ul style="list-style-type: none">● Select and synthesise evidence from texts.● Understanding of how characters are developed.● Identify and interpret explicit and implicit information and ideas.● Explain and analyse how writers use language and structure for effect.● Explain the importance of cultural background to interpreting a text.● To be able to write suiting the task: to narrate OR describe. Use literary techniques and structural features to engage a reader.● Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.● To be able to proofread and edit	<p>Write an account of your last great food experience - either at a restaurant, take away or home cooked. Include short sentences, alliteration and repetition.</p> <p>Write/continue a description of Victoria Falls using images and videos as stimuli; focus on the power and speed of the water.</p> <p>Unseen language analysis question (data collection)</p>
<p>Summer Term</p>	<p>Romeo and Juliet</p> <ul style="list-style-type: none">○ Students will build on their knowledge of Shakespeare from Year 7 using extracts from Romeo and Juliet <p>Content: Students will gain an understanding of:</p> <ul style="list-style-type: none">● The conventions of tragedy; the structure of Shakespeare's plays● Development of character● Shakespeare's use of language: iambic pentameter, soliloquy, asides.● Elizabethan England context.	<ul style="list-style-type: none">● Select and synthesise evidence from texts.● Understanding of how characters are developed.● Understanding of contextual factors.● Identify and interpret explicit and implicit information and ideas.● Explain and analyse how writers use language and structure for effect.	<p>Re-read the Prince's speech and imagine you are the Prince of Verona. Write a speech to your subjects persuading them the violence amongst young people must stop</p> <p>Romeo is a reckless and thoughtless youth. He should have been smarter and not killed Tybalt. To what extent do you agree or disagree?</p>



- How to write from the perspective of a character.

End of Year Assessment Preparation

- Students will recap skills taught throughout the year: information retrieval, inference, language analysis & writing.

Frankenstein

- Students gain an understanding of the play form through their study of 'Frankenstein' the play script, with elements of the novel.

Content: Students will gain an understanding of:

- The conventions of a play script: stage directions, dialogue, staging/props/lighting/soundscape
- How to effectively read and interpret a play script
- Write scenes in play script format.
- Contextual background of 18th C Gothic fiction.
- How to perform freeze frames; hot seating exercises.

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from texts.
- Use inference skills when writing a summary.
- Explain/analyse how writers use language and structure for effect.
- To be able to write suiting the task: to explain, inform, persuade, argue; use literary techniques and structural features to engage a reader.
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- To be able to proofread and edit.

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from texts.
- Explain/analyse how writers use language, form and structure for effect.
- To be able to write in the form of a playscript. Use literary techniques and structural features to engage a reader.
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- To be able to proofread and edit.

Assessment as per school calendar:
Write a summary including inference; unseen language analysis; nonfiction writing /62

Create a description of a place that is familiar to you without using the sense of sight.

Write a tabloid article on the death of William.



- *To be able to structure and deliver a speech to an audience.*

Speaking & Listening

- *Students will plan, write and deliver a persuasive speech on an inspirational person.*

- Use Standard English accurately in formal and informal contexts
- Deliver succinct and engaging speeches and presentations that use varied and ambitious vocabulary
- Express opinions and arguments, taking part in informal and informal debates, while understanding the importance of rhetoric
- Improvise, rehearse and perform poems and textual extracts using dramatic devices for impact

Write a speech to be delivered in class on an inspirational figure in your life