

Key Stage 3 Overview: English Year 8

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 8	<p>University Challenge:</p> <p>✚ Creative Engineering</p> <p>Modern Drama project</p> <p>Context: Students create a project based on a modern drama. Students will explore the conventions of modern dramas and theatres in London.</p> <p>Skills: To role play and experiment with a variety of sociolects relating to the modern drama.</p> <p>To use PEAL paragraphing effectively making inferred explicit/ implicit links to surrounding modern issues.</p> <p>To Role Play key scenes and interpret characterisation in a convincing way.</p> <p>To use non-verbal modes of communication to express an idea/theme present in the play.</p> <p>To understand and relate text to historical Context surrounding the play.</p> <p>To write effective essays.</p>	<p>University Challenge:</p> <p>✚ Theatre</p> <p>Horror writing Project</p> <p>Context: Students create a project based on analysing the genre of horror, from gothic to modern day horror. Students will then create their own horror story.</p> <p>Skills: To analyse critically the effectiveness of language and structure through PEAL paragraphing.</p> <p>To interpret explicit and implicit meanings of specific extracts taken from horror texts.</p> <p>To apply a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation in creating different text types.</p> <p>To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p>	<p>University Challenge:</p> <p>✚ Recycling</p> <p>Novella Unit: <i>Of Mice and Men</i></p> <p>Context: Students will research the characterisation, themes and historical context in the novella written by John Steinbeck.</p> <p>Skills: To analyse characterisation, themes, language and structure in the novella.</p> <p>To role play and create interpretations of characters.</p> <p>To write effective essays based on specific characters and analyse the development of characterisation.</p> <p>To research the political and historical context of 1930s America.</p> <p>To create formal presentations based on the civil rights movement in America.</p>	<p>University Challenge:</p> <p>✚ Brunel Museum</p> <p>19th century openings</p> <p>Context: Students will be exposed to a range of 19th century texts, in order to prepare them for the English Literature GCSE course. Students will then write their own 19th Century opening, in the style of a specific 19th Century author.</p> <p>Skills: To explain, comment and analyse how writers' use language/structural devices effectively in writing.</p> <p>To interpret explicit and implicit issues relating to the 19th century.</p> <p>To structure presentations and use spoken standard English effectively in presentations based on the industrial revolution.</p> <p>To apply a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation in creating diary entries.</p> <p>To analyse historical 19th century context as presented by Dickens.</p>	<p>University Challenge:</p> <p>✚ Extreme Re-design</p> <p>Love poetry project</p> <p>Context: Students analyse and compare love poetry from Shakespeare to the 21st century.</p> <p>Skills: To explain, compare and analyse how writers' use poetic devices effectively.</p> <p>To interpret explicit and implicit themes pertaining to poetry.</p> <p>To write a comparative essay.</p> <p>To understand the conventions of love poetry.</p> <p>To analyse and understand the poetical forms poets employ- i.e sonnets</p> <p>To be able to identify structural poetic devices effectively in a PEAL paragraph.</p>	<p>University Challenge:</p> <p>✚ Community</p> <p>Political Speeches project</p> <p>Context: Student identify rhetoric conventions pertaining to political speeches. Students analyse historical political speeches then write their own political speech.</p> <p>Skills: To identify rhetorical features in speeches, including multi-modal forms of speeches.</p> <p>To imaginative employ a range of rhetorical techniques in a written speech.</p> <p>To use a range of sentence constructions, sophisticated vocabulary and discourse markers in a written piece.</p> <p>To research political issues affecting London lives,</p> <p>To perform a political speech in vlog form.</p>

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