

Year 8 Curriculum Overview (2019-2020)

Curriculum Intent: To provide a broad and balanced range of knowledge in English Literature and language to allow students to access greater social, academic and professional opportunities in life.

Module 1 Love	Module 2 Horror	Module 3 Prejudism	Module 4 Society	Module 5 Growing up	Module 6 Conflict
Content and Range					
Shakespeare <i>Romeo and Juliet</i>	Gothic Horror	Modern Drama <i>Noughts and Crosses</i> - play version Set 1 <i>Blood Brothers</i>	Non-fiction	Novel Unit- <i>The outsiders</i> Set 1- <i>Lord of the Flies</i>	War Poetry
Overview and knowledge					
<p>Statement: To harness a broader understanding of Shakespeare and to develop analytical writing.</p> <p>Locate and retrieval of:</p> <ul style="list-style-type: none"> -Shakespeare's life -Elizabethan England -The Globe and The Kingsmen -Shakespeare's presentation of love. <p>Knowledge of:</p> <ul style="list-style-type: none"> -Greek tragedies- Aeschylus and Sophocles -Conventions of tragedy (Aristotle) -Shakespeare's influences -Arthur Brooke- 'The Tragical Historie of Romens and Luliet'-1562 -Biblical allusions- marriage and the word of God -Elizabethan courting conventions -Identifying language/structure -PETAL paragraphing 	<p>Statement: To read a range of 19th century fiction. To develop technical accuracy. To build upon imagination and creativity.</p> <p>Locate and retrieval of:</p> <ul style="list-style-type: none"> -Language devices -Parts of speech -Application of punctuation -SPAG -To use evidence -To create valid points -settings and genre <p>Knowledge of:</p> <ul style="list-style-type: none"> -19th century context e.g. Romanticism -19th century writing styles -Gothic conventions -Narrative structure -Adverbial sentences -Discourse markers <p>Extracts: Frankenstein by Mary Shelley (1818) Northanger Abbey by</p>	<p>Statement: To build an awareness of historical issues relating to prejudice in specific contexts. To develop analytical writing. To analyse language and structure.</p> <p>Locate and retrieval of:</p> <ul style="list-style-type: none"> -Soliloquy (Module 1) -Theme -Tragedy (<i>Blood Brothers</i>) -Prologue -PETAL paragraphing (Module 1) <p>Knowledge of:</p> <ul style="list-style-type: none"> <i>Noughts and Crosses</i> -civil right movement - Freytag pyramid- play <i>Blood Brothers</i> -Context of 1980s (Thatcherism, poverty) -Marilyn Monroe-what does she represent? 	<p>Statement: To empower an understanding of social and political issues that surround society- to uncover the big questions. To develop spelling, punctuation and grammar.</p> <p>Locate and retrieval of:</p> <ul style="list-style-type: none"> -Persuasive language devices (Pronouns, emotive language, repetition, statistics and facts, use of authority, alliteration, anecdotes, hyperbole, rhetorical question) -Media conventions <p>Knowledge of:</p> <ul style="list-style-type: none"> -Non-fiction text types -Aristotle: Rhetoric, Pathos, Ethos and Logos 	<p>Statement: To build upon the knowledge of context. To analyse language and structure.</p> <p>Locate and retrieval of:</p> <p><i>The Outsiders</i></p> <ul style="list-style-type: none"> -ideas of prejudice, class and social status (link to module 3) <p>Knowledge of:</p> <ul style="list-style-type: none"> <i>Lord of the Flies</i> -The Prometheus myth -Biblical parallels: Garden of Eden and island, -Philosophy: inherent evil, nature versus nurture <p>Literature links:</p> <ul style="list-style-type: none"> -'Nothing Gold Can Stay' by Robert Frost (<i>The Outsiders</i>) 	<p>Statement: To provide opportunities for evaluating writers' intentions. To provide opportunities for analysis and thematic links. To develop knowledge of poetry and literature.</p> <p>Locate and retrieval of:</p> <ul style="list-style-type: none"> -Poetic techniques <p>Knowledge of:</p> <ul style="list-style-type: none"> -The history of war poetry post 1850 -Alfred Tennyson 'The Charge of the light brigade' -Crimean war World War 1 -Wilfred Owen 'Dulce et decorum est' -'Futility' -Rudyard Kipling 'My Boy Jack' -John Macrae 'In Flanders fields'

	Jane Austen (1817) Wuthering Heights by Emily Bronte (1847) Lockwood's dream • Dracula by Bram Stoker (1897) The Hound of the Baskervilles by Sir Arthur Conan Doyle (1902) (https://filestore.aqa.org.uk/resources/english/AQA-8702-19C-KS3.PDF)	Language Links: Article on Rosa Parks/Little Rock 9/ Martin Luther	-Literature links: 'Give' Simon Armitage- homelessness 'Stealing' Carol Ann Duffy		-Rupert Brooke- 'The solider' -Chinua Achebe 'After a War'
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Literacy, tier two and tier three vocabulary Statement: To actively promote word consciousness

Tier three words: Theme, dramatic irony, foreshadowing, soliloquy, oxymoron, religious metaphors, prologue, tragedy, rhyming couplet Tier two words: unrequited love, patriarchy, fate, conflict, infatuation, dilemma, sin, passionate, loyalty, conventions, foreboding, feud	Tier three words: Pathetic fallacy, genre, sub-genre, personification, abstract nouns, onomatopoeia, setting, atmosphere, antagonist, gothic Tier two words: Ominous, decay, menacing, eerie, gloomy, supernatural, agitated	Tier three words: Contrast, form, political play, dystopia, dialogue, monologue, stage directions, soliloquy, symbolism, connotations derogatory language, supporting characters, playwright, tension, foreshadowing Tier two words Prejudism, bigotry, empathy, discrimination racism, terrorism, segregation, classism, Inferior, social superior, social class, status, apartheid, oppression, freedom fighter, nature, nurture, poverty, left wing, right wing, foreboding, recession	Tier three words: Non-fiction, fiction, audience, purpose, literary non-fiction, formal, informal, content, tone, structure, title, subheading, skimming, scanning, persuade, inform, instruct, entertain, explain, describe, font, biography, autobiography, diary, journal, travel writing, speech, rhetoric,	Tier three words: Coming of Age novel, characterisation , perspective Tier Two Words: Conflict, outsider, civilization, isolated, privilege, innocence, corruption, authority, power, maturing, anarchy, ostracise, outcast, democracy,	Tier three: Poetic terms: rhyme, rhythm, metre, stanza, tone, caesura, enjambment, allusion, alliteration, anaphora, annotations, language, structure, form, theme, comparison Tier two: Comparative discourse markers, Trauma, glory, courage, violence, intense, sacrifice, bleak, sorrow, loss, patriotism, propaganda, conscriptioin
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Oracy- statement: to enable students to be confident in articulation.

The history of Rhetoric	Role play	Accents and dialects	Public speaking	Debate	Performance poetry
<u>Statement:</u> To understand where Rhetoric stems from and how it is used to persuade people in today's society.	<u>Statement:</u> To explore how to create tension and suspense for an immersive horror experience.	<u>Statement:</u> To present the origins of British dialects and explore why people talk differently based on the area they live.	<u>Statement:</u> To empower the students to talk about issues that bother them in a structured and controlled way.	<u>Statement:</u> To develop their ability to argue their point in a formal manner	<u>Statement:</u> To express emotion and empathy through a choice of poets.

Homework opportunities					
<ul style="list-style-type: none"> Newspaper Report on opening, feud between the Montagues and Capulets Diary Entry-Juliet's first meeting with Romeo Character biographies/poster Letter-From the perspective of Juliet's friend, advising her what to do in her situation Writing defence/prosecution for characters (Question: Who is most to blame for Romeo and Juliet's death). Preparation for class debate 	<ul style="list-style-type: none"> Punctuation Worksheet: semi colons, colons, ellipses, exclamation, dashes Varying sentences worksheet: adverb openers, simple, compound and complex Write a police report of an antagonist in a gothic horror text Fill in noun, verb and adjective sheets for gothic image 	<ul style="list-style-type: none"> 'Show don't tell' worksheet Sephy diary/Callum entry after fight Storyboard (using Freytag's pyramid) Write a monologue from the perspective of one of the <i>Little Rock Nine</i> Create a newspaper article on the Dundale Bombing Character mindmap of Mrs Johnstone Make a comic strip summarising Part One, Part Two, Part Three and Part Four Similarities and differences between Mickey and Edward 	<ul style="list-style-type: none"> Write the biography of a famous figure of your choice Using time connectives Worksheet Travel-Writing: Write about a trip that you've been on before Rhetorical question worksheet 	<ul style="list-style-type: none"> Create a wanted poster for either Johnny or Ponyboy (consider how they are viewed by society) Create a newspaper article on the murder of Bob 	<ul style="list-style-type: none"> In their groups, students will choose a poem of their choice, each member will analyse and present on a particular part of the poem (language, structure, form, theme)
Level 2 Formative Assessments					
<ul style="list-style-type: none"> -Diagnostic questioning- -Retrieval quiz-theme/motif ect -PETAL paragraphing (Peer/ Self Assessment) -Responding to feedback: revising work -Technique retrieval quiz 	<ul style="list-style-type: none"> -Creative Writing Tasks -Retrieval -Language Analysis of extracts-using PETAL to comment on effect -Responding to feedback to improve work 	<ul style="list-style-type: none"> -Writing tasks -Retrieval -Feedback on a written task to improve writing -PEAL paragraphs (with peer/self assessment) -Context retrieval quiz 	<ul style="list-style-type: none"> -Extract analysis paragraphs (focus on language and effect) -Writing tasks (with peer and self assessments) -retrieval quiz: language techniques 	<ul style="list-style-type: none"> -Retrieval quiz-theme/motif ect -PETAL paragraphing (Peer/ Self Assessment) 	<ul style="list-style-type: none"> -Strategic questioning -Annotations on poems -Think-Pair-Share -Group work and presentation on a poem of their choice
Level 3 Formative Assessment			Summative Assessment		
Extract Essay- How is the theme of love presented in 'Romeo and Juliet'?	Language Paper 1 style- Creative writing: Write the opening of a gothic horror story (Picture prompt available or can write a setting of their own choice)	Essay- How is the theme of prejudice presented in the novel or play?	Language paper 2-section B Style "Young people who commit crimes have no one but themselves to blame"- Write an article for a newspaper in which you explain your view on this issue.	Essay- Based on a character: How does Ponyboy/Ralph grow and develop from the beginning to the end of the text?	English Literature-Poetry comparison English Language-paper 1- Section B style Compare how the theme of war is presented in [Poem 1] and [Poem 2]