

Curriculum IntentSubject: EnglishYear 8

	What?	Why?	Why When?	NC Aims
Term 1-1	Rights and Wrongs in Journalism <ul style="list-style-type: none"> • Fact/Opinion • Perspective • Writing to Argue: Freytag/9 steps • PEE paragraphs • Roles of media 	<p>An exciting unit to open the new year explore the controversial topic of animals and how they are used in the world, from pets to food to testing to sport. This unit allows pupils to develop personal opinions and the skills needed to put across their views in a mature and well-composed manner. This enables pupils to develop their speaking and listening skills (needed for their GCSE) as well as their ability to write to argue.</p> <p>We begin the year with a unit offering pupils the opportunity to learn through discussion, building the skills to confidently communicate their ideas. Pupils also translate this into writing a range of non-fiction texts.</p>	Building on the year 7 News and Advertising unit, students begin the year exploring the topic of animals in print media and journalism. Their non-fiction students in year 7 give students the fundamentals to analyse media texts, and consider bias and representation.	<ul style="list-style-type: none"> • Are competent in the arts of speaking and listening, making formal presentations to others and participating in debate • Writing for a range of purposes and audiences • Applying their growing knowledge of vocabulary, grammar and text structure to their writing
Term 1-2	Crime Drama <ul style="list-style-type: none"> • Context • Plot • Characters • Themes • Quotations • Language Analysis • Writers' methods 	<p>An exciting range of fictional stories exploring the crime drama genre is available for pupils to engage with and 'get lost in'. Character studies, language analysis and effects on the reader are key skills required at GCSE level that are developed through reading and writing tasks throughout the unit.</p> <p>Pupils explore the crime drama genre, developing an awareness of genre conventions, alongside literary conventions, language and structure. Analysis of a fiction text helps pupils develop their own writing style, and make conscious choices in their own writing.</p>	Having studied a contemporary text in year 7, year 8 pupils have the opportunity to study a second within a set genre: crime. In this unit, pupils progress to considering genre conventions within prose.	<ul style="list-style-type: none"> • Appreciate our rich and varied literary heritage • Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language • Develop the habit of reading widely and often • Reading of a whole text, and studying the author is depth.



Term 2-1	<p>Supernatural</p> <ul style="list-style-type: none"> * Context * Plot * Characters * Themes * Quotations * Language Analysis * Writers' methods 	<p>This is the second Shakespeare based unit that will be studied at KS3 which links directly to the exam at GCSE. Pupils will be expected to explore the language and performance in more detail paying closer attention to the underlying themes and offer insightful interpretations of the text. The text studied for this unit is 'Macbeth'.</p> <p>In year 8, students study the Shakespeare text Macbeth. Pupils focus on the context around Shakespeare and his play, understanding the importance and role of context when analysing a text. Furthermore, this unit continues to build pupils' vocabulary and awareness and literary conventions.</p>	<p>Having recapped learning on writer's methods in the Crime Drama unit, students apply their learning to the Shakespeare text Macbeth. Having already been introduced to Shakespeare in year 7, students use the theme of the supernatural as a guide to begin to make links between context and text.</p>	<ul style="list-style-type: none"> • Study of a Shakespearian text, focusing on the author in depth • Appreciate our rich and varied literary heritage • Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language • Develop the habit of reading widely and often • Understand how the work of dramatists is communicated effectively through performance
Term 2-2	<p>The Moving Image</p> <ul style="list-style-type: none"> • Genre • Conventions • Connotations • Film/Trailers • Advertising • Music Videos • Analysis • Evaluation 	<p>This unit is designed to offer pupils an opportunity to apply their analytical skills to media texts, or 'moving image'. This Moving Image allows pupils to explore their creative side whilst developing skills in evaluation and analysis through the medium of film and advertising.</p> <p>Pupils develop the ability to identify the form, purpose and audience of a range of text types, and construct their own texts dependent on PAF. This unit offers students further opportunity to learn through discussion, and allow students to develop their presentation skills.</p>	<p>Having studied a range of written texts so far this year at the end of term two pupils apply this learning to media texts. They can apply their learning on connotations, symbolism, purpose and audience to a new medium, consolidating and further developing their skill base.</p>	<ul style="list-style-type: none"> • Are competent in the arts of speaking and listening, making formal presentations to others and participating in debate • Use discussion in order to learn
Term 3-1	<p>Cultural Fiction</p> <ul style="list-style-type: none"> * Context * Plot 	<p>This unit it designed to encourage an appreciation of fiction from other cultures and to explore content, style and features of this writing. This will help to</p>	<p>After studying British texts in the first half of year 8, pupils have the</p>	<ul style="list-style-type: none"> • Appreciate our rich and varied literary heritage



	<ul style="list-style-type: none"> * Characters * Themes * Quotations * Language Analysis * Writers' methods 	<p>engage pupils at GCSE levels when exam material might be something culturally based. Pupils will also be developing skills in reading critically commenting on and analysing language devices that are used for effect and responding to fiction with personal writing which is accurate and interesting – all key GCSE skills.</p> <p>Pupils gain an appreciation of texts from around the world. Alongside gaining awareness of different cultures, pupils can discuss a range of language and structural devices used by writers, and how they can apply this to their own writing.</p>	<p>opportunity to explore texts from around the world.</p>	<ul style="list-style-type: none"> • Write clearly, accurately and coherently, adapting to a range of contexts, purposes and audiences. • Develop the habit of reading widely and often
Term 3-2	<p>Literary Heritage</p> <ul style="list-style-type: none"> * Context * Plot * Characters * Themes * Quotations * Language Analysis * Writers' methods 	<p>The focus of this unit is to explore the Literary Heritage of our culture. GCSE skills will be developed in analysis and interpretation while establishing sophisticated writing styles drawing on textual evidence.</p> <p>Pupils end the year studying a pre-nineteenth century text. This unit continues to build pupil's vocabulary when discussing and analysing the choices writers make, and build their confidence writing about these choices in their analysis.</p>	<p>The year ends with pupils studying Literary Heritage. Building on learning from Our British Heritage, pupils will be able to understand the significance of the texts and the differences between literature styles.</p>	<ul style="list-style-type: none"> • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently, adapting to a range of contexts, purposes and audiences • Develop the habit of reading widely and often • Focus on the author in depth