

YEAR 8 ENGLISH CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent: English is the gateway to success and allows students to access all other areas of the curriculum. Our ambition is to ensure all students develop the knowledge and skills to become *reflective readers*, *resilient writers* and *confident communicators* in order to explore the wider world, flourish in the future and achieve their full potential. We nurture a passion and love of literature from a variety of contexts as well as encouraging students to become analytical thinkers so that they are empowered to form their own views about what they see, hear and read. Through the exploration of great writers, we aim to inspire and develop students' ability to communicate creatively and for different forms, audiences and purposes so that they can articulate their ideas effectively within the English classroom and beyond.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme	Finding a Voice		War and Woe		Shakespeare's Complex Characters	
Topic	Novel: <i>Ghost Boys</i>		Gothic Literature: Poe's Short Stories	Poetry: Words at War	Shakespearean Play: <i>Romeo and Juliet</i>	
Core Knowledge / Threshold Concept	Students will know how to analyse language and structure in non-fiction texts thematically linked to the novel and they will consider different layers of meaning. They will also learn how writers use language and structure to convey their views in both fiction and non-fiction.	Students will understand how to use language and structure to convey their own viewpoint in the form of an article.	Students will understand the conventions of gothic literature. They will identify language and structure features in Poe's work and apply his style and conventions to their own writing.	Students will know how to identify and analyse the use of poetic devices in poetry and apply poetic conventions to their own original poetry. They will also explore how writers convey their attitudes and views through their choices of language and structure.	Students will understand how characters present their viewpoints through dramatic methods. They will know how to apply both written and spoken conventions of a monologue script using dramatic methods to convey a character's viewpoint.	Students will know how to make comparisons between a character's presentation at different points in the play as a whole. They will also begin to compare characters' relationships as they develop throughout the play.
Why this learning now?	This builds on prior learning of language analysis of fiction texts in Y7; however,	This links to the previous half term where students explored how writers	This builds on the work completed on writing in Y7 (using symbolism and	Students will explore how images are presented in poetry which builds on their	This builds on prior learning of characterisation from Y7 as students will be	This builds on the Shakespeare unit in Y7. Exploring a Shakespearean

	in Y8 they apply this knowledge to non-fiction as well. This links to Y9 when students will study further non-fiction texts as well as Language Paper 2 in Y11.	convey their views in different texts. It also prepares them for Language Paper 2 in Y11 where they will have to write with a viewpoint.	imagery). Themes of gothic, supernatural, woe and internal conflict will be further explored when students study <i>Macbeth</i> and <i>A Christmas Carol</i> . Last term, they explored contrast and in this unit, they will also identify and apply other structure features such as zoom, providing foundational knowledge for KS4.	prior learning of imagery when studying poetry in Y7. They will apply this learning to an unseen poem by the end of the unit. The theme of conflict links back to previous units in Y8 as well as next term's study of <i>Romeo and Juliet</i> . This will also prepare students for Power and Passion poetry in Y9 and Power and Conflict Poetry in Y10.	expected to convey a character's views and emotions through the form of a monologue. A monologue is a dramatic method that students will also revisit in Y9 (<i>Macbeth</i> and <i>Blood Brothers</i>) and Y10 (<i>An Inspector Calls</i>). Students will build on their speaking and listening skills by planning, writing and performing an original piece.	tragedy will also prepare students for Y9 when they study <i>Macbeth</i> . This term, they will make comparisons within the text before starting to consider links to previous texts.
Assessment Opportunities:	Regular formative assessment takes place through the following: recall tasks to link back to prior learning; targeted questioning; written feedback; whole class feedback; live and verbal feedback.					
	Reading: non-fiction, language analysis (thematically linked to <i>Ghost Boys</i>)	Writing: non-fiction article, viewpoint writing (thematically linked to <i>Ghost Boys</i>)	Writing: fiction, creative writing short story (thematically linked to the gothic genre)	Reading: poetry, analysis of language and structure in an unseen war poem	Speaking and Listening: performance of an original monologue script inspired by the play (<i>Romeo and Juliet</i>)	Reading: drama, analysing the change in a character at different points in the play (<i>Romeo and Juliet</i>)
Learning at Home	Students will complete a home learning booklet throughout each half term thematically linked to the unit. Each booklet will include a variety of tasks including: recall, reading, research, application of learning and spelling, punctuation and grammar practice.					
Key Vocabulary	testimony, segregation, prejudice	racial profiling, marginalisation, bias	pallid, placid, disconcerting	strife, propaganda, futile	tragedy, impulsive, repressive	subvert, discord, quandary

Spiritual, Moral, Social and Cultural concepts covered	<p>Spiritual:</p> <ul style="list-style-type: none"> • knowledge of, and respect for, different people’s faiths, feelings and values • use of imagination and creativity in their learning <p>Moral:</p> <ul style="list-style-type: none"> • interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues <p>Social:</p> <ul style="list-style-type: none"> • acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs • use a range of social skills <p>Cultural:</p> <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity
Links to careers and the world of work	<p>Career pathways include the following: writing (i.e. fictional), performing, screen-writing, politics, motivational speaker, stage director, speech writer, investigator, acting, editor, author</p> <p>Employability skills: how to use a variety of devices within non-fiction writing styles such as an article</p>