

English: **Year 8** Rationale: In year 8, students will study a wide variety of genres and texts which explore the wider world, diversity and experiences. The choice of texts is to teach students about different cultures to widen their understanding of the world and to become empathetic to other people's experiences. This also reflects the diversity within our student body to help students feel proud of their individuality. Students will develop their speaking and listening skills, writing for a purpose, and their analytical skills. Students will develop their strategy planning and self-regulation to build on their skills from year 7.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment, and recommended reading
The Gothic Frankenstein	What/How/Why structure for analysing. What are the key features of a drama text? Collaboration skills. Tracking events and character developments. Learning the how to analyse context	Builds on: students' understanding of drama texts. Develops precision of creativity and creating for a purpose. Developing the analysis of specific texts and allows students to analyse context within their language analysis.	Task 1 – Descriptive writing. Rubric Marked Task 2 – Analysis of character. Whole Class Marked Task 3 – speaking and listening. Task 4 – End of Unit Test. Forms quiz	SPAG and reading for meaning and making inferences. Tolerance of those with differences. Friendships and dealing with conflict.	Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence.) Creating – The ability to generate ideas.	A Monster Calls by Patrick Ness Seneca
Dystopia Maze Runner Hunger Games 1984 Noughts and Crosses	Developing What/How/Why structure for analysing. How to track the themes and characterisation across a genre.	Builds on: The ability to track a theme and characterisation from a genre across different texts. Develops analytical skills.	Task 1 - Analysis of feelings. Rubric Marked. Task 2 - Speaking and Listening. Task 3 – Creative Writing. Non-fiction. Live marked.	SPAG and reading for a purpose. Making inferences from a text. Empathy for others in society. The importance of democracy by	Empathy – concern for society. Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence.)	The Girl of Ink and Stars by Kiran Milwood Hargrave Seneca

	<p>Empathy skills. Non-fiction writing skills.</p>	<p>Develops the use of the what how why structure to develop analysis skills. Leads to: greater understanding of different experiences and empathy. Greater understanding of the features of the gothic genre.</p>	<p>Task 4 – End of Unit Test. Forms quiz</p>	<p>showing the impact of dictatorships. Tolerance of those with different experiences of our own.</p>	<p>Agile – Open-minded. Linking – Generalisation.</p>	
<p>Short Stories of the World</p>	<p>How to craft a piece of creative writing. How to understand context and how it links to the language used within the stories. How to understand other cultures in the community.</p>	<p>Builds on: The ability to strategy plan and self-regulate their creative writing. Develops the creativity of students to make sophisticated language choices to fit their purpose. Lead to: greater understanding of how to craft a piece of creative writing. Developed analysis skills to compare texts.</p>	<p>Task 1 – Analysis of character. Rubric Task 2- Creative Writing.Whole . Task 3 – Speaking and listening. Task 4 – End of Unit Test. Forms quiz</p>	<p>SPAG and reading for meaning and making inferences. Awareness of other cultures around the world. Tolerance of those with different experiences of our own.</p>	<p>Analysing – critical and logical thinking. Empathy – concern for society. Creating – Fluent thinking. Creating – Originality.</p>	<p>Hargrave Fresh Ink: An anthology Edited by Bethany Morrow Seneca</p>

<p>Importance of Rhetoric Julius Caesar</p>	<p>Development of understanding for the Elizabethan era. Understanding of different societies and how past literature links to modern contexts. What/How/ Why structure to analyse texts from different time periods and a play. Understanding the importance of rhetoric and how it can be utilised.</p>	<p>Builds on: The ability to understand texts to develop understanding of a play from a different time. Develops a deeper analysis of texts with historical and social context. The manipulation of language and how word choices affect meaning. Leads to: greater analysis skills with references to historical context. An understanding of how past literature links to current themes.</p>	<p>Task 1 – Non-fiction Creative Writing. Rubric. Task 2- Analysis of theme.Live. Task 3– Speaking and listening. Task 4 – End of Unit Test. Forms quiz</p>	<p>SPAG and reading for meaning and making inferences. Awareness of British History and links to modern life. Learning about the legal system - FBV.</p>	<p>Empathy- Concern for Society. Analysing – Critical and logical thinking. Linking – Connection finding. Meta-thinking – Meta-cognition.</p>	<p>Thirteen Treasures by Michelle Harrison Seneca</p>
<p>Poetry of the World</p>	<p>Understanding of how poetry can be used a voice for everyone. What/How/ Why structure to make comparisons between different poems.</p>	<p>Builds on: Develops the understanding of poetry and the poetic techniques. The ability to understand a story and key themes. Develops their understanding of themes by looking at a different literary medium.</p>	<p>Task 1 – Creative Writing. Rubric Task 2- Analysis of feelings. Whole. Task 3 – Speaking and listening. Task 4 – End of Unit Test. Forms quiz</p>	<p>SPAG and reading for meaning and making inferences. Empathy for those with different experiences than our own. Links to different cultures to show tolerance of others.</p>	<p>Meta-thinking – Meta-cognition. Linking – Connection finding. Analysing – Precision. Agile – Risk-taking.</p>	<p>Run Rebel by Manjeet Mann Seneca</p>

		Leads to: An understanding of how to analyse using different vocabulary and different literary mediums. An understanding of how context can impact interpretations of texts.			Empathy – Concern for Society.	
Literature Through Time	Understanding of how language evolves and influences other mediums. A link to context across history and religions. How is language impacted by culture? How can people's stories impact the world? Independence and resilience with the enrichment project.	Builds on: The ability to to recognise trends across literature. The ability to identify and analysing how actions have impact. Leads to: A holistic understanding of literature across the times. Furthermore, it allows students to make links across texts, themes, and language.	Task 1 – Creative writing Peer Task 2 – Reading task Self. Task 3 – Enrichment Project. Teacher assess. Task 4 – End of Unit Test. Forms quiz	SPAG and reading for meaning and making inferences. Understanding of other experiences of children around the world. The importance of education. Understanding of human rights.	Empathy – Concern for Society. Linking – Big Picture Thinking. Seeing alternative perspectives. Agility – Enquiring and open-minded. Hard-Working-Resilience. Creating – originality and intellectual playfulness. Meta-thinking – Strategy Planning.	I Am Malala by Malala Yousafzai Seneca