



Chellaston Academy

English	Year 8 Curriculum
<p>Intent</p> <p>We aim to deliver a Year 8 English curriculum which is accessible to all students, irrespective of starting points, where students will thrive on their love of learning. Students will build further confidence and demonstrate an ability to critically evaluate the world around them through examining a range of literary and non-literary texts. We will provide opportunities for an enriched understanding and appreciation of our literary heritage and cultural diversity. This should lead to a respect for all through a deeper compassion and empathy with different identities. Through exposure to different texts, students will develop a critical mindset which will engender an appreciation of the wider world and learning outside of English.</p>	
<p>Implementation</p> <p>We want to develop independent learners; students will discover how to establish a personal line of enquiry and how to equip themselves with the skills which build resilience. We will give students the opportunity to work on their own, in pairs and in groups. We expect students to continue to facilitate the learning of others by contributing to class discussions, group tasks and work in a productive and ambitious manner. We will provide structure and frameworks to support students in their development as readers and writers, ensuring learning is differentiated to enable all students to make excellent progress. Clear and precise communication skills are important to us and will become more refined as students grow in confidence. We will use agreed pedagogy to help students craft their responses to texts and become fluent readers. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study. Long term memory will be further developed through retrieval practice and knowledge organisers.</p>	
<p>Impact</p> <p>A strong grasp of English will enable students to succeed in later life and we envisage them having a thorough understanding of how the curriculum links to potential future careers. We will enable our students to be the best versions of themselves through understanding and appreciating differences in others. Regular assessments will take place in year 8 to check students' progress. These will identify where students are experiencing success and where the curriculum may need to be adjusted. Students will move into year 9 as more confident readers and writers who have made good progress towards their end of Key Stage academic targets.</p>	
<p>Links to prior learning</p> <p>The year 8 curriculum builds on the skills learned in year 7 English by further consolidating and reinforcing the understanding of words, sentences, and text level grammatical features, linking ideas across paragraphs using a wider range of cohesive devices and grammatical connections. Students will continue to extend their use of punctuation to develop a more sophisticated writing structure. Students will also further develop their ability to accurately infer and to source quotations from a text to support the inferences that they have made.</p>	
<p>Links to future learning</p> <p>The year 8 curriculum directly addresses key concepts/ideas/historical viewpoints that are prevalent in the key stage four texts. Students will cover initial ideas surrounding themes such as conflict, identify, love, and differences between cultures and social class differences. Understanding of themes will be further developed in the year 9 curriculum, where learners will be encouraged to consider more abstract, critical, and detailed viewpoints of the broad themes which are addressed in year 8.</p>	
<p>Links to other subjects and the wider curriculum</p> <p>The year 8 curriculum links to other subjects through developing a broad awareness and understanding of the wider curriculum. Development of literacy will support the study of other text-based subjects. Study of historical novels and world texts will support an understanding of chronology and appreciation of different countries and cultures. We will build on written skills and oracy through all schemes of work and encourage students to critically question and interpret information available to them.</p>	



Topics

<p><u>Autumn 1 – Dystopian Writing</u></p> <p>Reading Inference - To discover and investigate the meaning of the dystopian genre. Annotation - To annotate for purpose and understanding. Writers' methods - To explore purposes of how writers specifically shape and create both meaning and impact.</p> <p>Writing Nouns - Using nouns to create imagery in description; using noun phrases to create imagery; creating appositive phrases to develop an idea or image Adjectives - Positioning for emphasis, using adjectives to create personification. Subordinate clauses - Using clauses to develop an argument. Prepositions - Using phrases to organise descriptions. Colons - Identifying and using colons.</p> <p>Home Learning DIRT tasks from writing which has been done in school time. Research into the dystopian genre and its literature. Independent reading</p>									
<p>Learning content: Students will build on the writing skills that they learned in year 7 during the Forensic Linguist and Crime Writing scheme. They will prepare for descriptive writing tasks and ensure that sentences are varied as well as grammatically accurate. Students will focus on vocabulary building and the dystopian genre as all year 8 schemes are based on the theme of 'conflict' in readiness for the KS4 Power and Conflict Anthology.</p>									
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<p><u>Autumn 2 - Shakespeare's Men (Villains)</u></p> <p>Reading Inference - To develop accurate predictions using context. Context - Identify connections with historical and societal context. Writer's intention and impact - To critique the writer's attitudes and intent, challenging modern and contemporary audiences.</p> <p>Writing Colons - Using colons to introduce evidence in discursive writing. Semi-colons - using semi-colons to list in discursive writing. Dashes - Identifying and using dashes, using dashes to emphasise, using dashes to create journalistic asides. Verbs - Using academic verbs to analyse.</p> <p>Home Learning Research Shakespearean context Portfolio of Shakespeare's men or characterisation. Independent reading</p>									



Learning Content Students are exposed to Shakespeare's writing and hone their reading skills as well as building on the critical inferences as per the Gothic reading scheme of work which was set for year 7. Students should be critical and able to talk readily about gender expectations and context to prepare term for KS4 study.			
Assessment			
Warm	Language reading question planned as a whole class.		
Hot	Language reading question independently completed.		
Wider curriculum			
Literacy Reading/writing skills Exposure to high level fiction Deeper understanding of Shakespearean English	Numeracy Counting beats/rhythm Comparison tables Character graph	British Values Integrity Understanding different beliefs and cultures Tolerance	Employability Critical thinking Effectively working with others Responding to feedback
SMSC Recognising right and wrong Investigating moral issues Appreciating differences	Cultural Capital Exploring Shakespeare Examining historical contexts Understanding notable literary characters	Character Education Morality Showing compassion and empathy for others Reflecting	Personal Development Confidence (oracy) Empathy skills Being challenged Resilience



<p>Spring 1 and 2 - The Dead Ways (Novel)</p> <p>Reading Inference - To validate accurate predictions using evidence. Plot - To begin to understand how novel and characters are created. Understand - some critical perspective of the author and how the modern day impacts the themes of the novel. Structure - how character and tension develops over time.</p> <p>Writing Fragments - Identifying and writing fragments. Speech - Identifying and writing speech. Verbs - Using academic verbs to analyse. Relative Clause - Using relative clauses to create an emotive tone. Coordinating conjunctions - Using coordinating conjunctions to create a character's voice.</p> <p>Home Learning Language development - vocabulary. Nando's homework grid.</p> <p>Learning Content: Students are to become familiar with GCSE annotation style and comprehension of full novels. Students are exposed to themes of violence, betrayal, humanity and the supernatural in readiness for KS4 learning. Students will work on both Reading and Writing skills as a part of this scheme, both to embed prior learning as well as to hone skills such as planning for writing and making accurate inferences.</p>	
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Assessment: As students have already demonstrated their reading skills, there is no need for a cold task within this scheme.

Warm	'How does the writer explore the theme of fear?' Planned and modelled as a class
Hot	'How does the writer explore the themes of pain and fear?' Independent

Wider curriculum

<p>Literacy Reading/writing skills Reading comprehension Language analysis Improving vocabulary</p>	<p>Numeracy Page references Plot/action graphs Timings</p>	<p>British Values Respect for different cultures Tolerance</p>	<p>Employability Critical thinking Cultural capital Confidence in reading Information retrieval</p>
<p>SMSC Understanding others' perspectives Empathy for others Investigating morality</p>	<p>Cultural Capital Novel study Understanding of different culture/traditions</p>	<p>Character Education Questioning Challenge Debating Being objective</p>	<p>Personal Development Confidence Literary awareness Showing respect Concentration</p>



Summer 1 – Frankenstein Writing

Reading

Inferences - to craft independent opinions using explicit and implicit evidence.

Context - establish links between key themes and ideas.

Writer's intentions and impact - acknowledge how writers challenge societal perspective.

Intertextuality - to begin to identify connections between texts.

Writing

Transactional writing - using semi colons, dashes, and relative clauses in discursive writing.

Adverbs - using adverbials to create modality.

Verbs - using academic verbs to analyse, repeating verbs to create anaphora.

Passive voice - identifying and using the passive voice, using the passive voice to create suspense.

Home Learning

Research projects

DIRT opportunity

Creative writing opportunity

Learning Content:

This unit provides students an opportunity to continue their studies of 19th century literature as well as dedicated focus to writing skills. This will use spaced retrieval to embed the writing skills focussed on in the first term as well as to practise the use of new vocabulary and language features from the previous schemes. The assessments are based on descriptive writing which allows both staff and students to see progress that has been made and maintained over the course of the terms and prepares students for the Y9 curriculum.

Assessment

Warm	Descriptive writing - planned and modelled as class.
Hot	Descriptive writing - independently completed.

Wider curriculum

Literacy Reading strategies Critical thinking Exposure to higher level vocabulary	Numeracy Word/theme frequency Surveys Timings	British Values Respect for different beliefs Understanding rule of law Individual liberty	Employability Critical thinking Independence Questioning Reflection
SMSC Questioning morality Respecting the views of others Listening	Cultural Capital British history Historical context- links with science and technology	Character Education Morality Leading a team Constructive learning Desire to be a good person	Personal Development Confidence (oracy) Active listening Resilience Accepting challenge



Summer 2 – Poetry from Other Cultures

Reading

Exam question planning - understanding how to plan for and approach an exam question
 Inference - to expand on independent ideas.
 Analytical paragraph - to introduce academic language in a formal written response.
 Annotation - to annotate effectively and clearly to assist planning.
 Structure - To comment on the use of form, rhythm, style, voice, and context

Writing

Verbs - using academic verbs to analyse.
 Participles - using participle phrases to develop analysis.

Homework Learning:

Poetry Nando's grid
 Research of notable poets and their work
 DIRT opportunities
 Independent poetry reading

Learning Content:

This scheme of work will prepare students for studying poetry in year 9 as well as for their KS4 literature work. It is based on the GCSE poetry anthology from previous years and so challenges the top end while being accessible to all. Students will focus on reading skills, critical interpretations, and accurate inferences. At the top end, some students may begin to compare poems using themes or writers' methods as per the GCSE scheme.

Wider curriculum

Literacy Reading/writing skills Understanding form and structure Understanding implicit and explicit ideas	Numeracy Counting beats and syllables Word frequency Surveys Venn diagrams Tables	British Values Respect Integrity Appreciation for others' viewpoints	Employability Research skills Critical thinking and application Information retrieval Knowledge application
SMSC Explore different beliefs and experiences Reflecting Appreciate diverse viewpoints	Cultural Capital Exposure to different races and cultures from around the world Appreciating cultural influences	Character Education Understanding Confidence (oracy) Developing critical opinion Exploring emotional reaction to language Mutual respect	Personal Development Literary awareness Empathy Growth mindset Resilience Challenging the opinions of others