

Subject: Year 8 English

Year 8 Curriculum Intent: The English department aims to provide students with challenge and diverse curriculum that embeds and develops conceptual level thinking through our thematic approach. Our commitment is to inspire our students to use their study of reading and writing as a stimulus to question and explore big ideas and societal issues in the world around them. The Yr 8 'Big Philosophical and Thematic' question is: 'How do stories of conflict and identity help us to understand the world around us?' All study of reading and writing allows students to link concepts to explore and engage with this big question. For reading, students will study a play 'Noughts and Crosses', a novel 'The Hunger Games', Shakespeare's 'Romeo and Juliet', Maya Angelou poetry anthology, and a range of non-fiction articles, all which allow students to make intertextual links across the texts and consider how conflict and identity are universal themes across our literary heritage. Students will understand how literary texts are designed to mirror real-world experiences and will consider how these texts highlight issues of racism, prejudice and discrimination across our history and present day. Students will therefore use their reading curriculum to question the world around them and explore how big ideas of marginalisation and inequality are prevalent today. For writing, students will study a range of speeches from powerful female figures, learning the genre, style and conventions of a 'protest speech'. Students will develop their understanding and use of the Aristotelian triad, implementing pathos, ethos and logos effectively for their intended audience. Students will be able to select and integrate extensive and ambitious vocabulary, as well as manipulate persuasive devices to craft a powerful message and elicit an emotive response from their audience. Students will draw on their reading curriculum to inspire their own writing.

	Scheme 1: 'Noughts and Crosses'	Scheme 2: 'The Hunger Games'	Scheme 3: Aristotelian Triad and Powerful Female Speeches	Scheme 4: Aristotelian Triad and Writing own protest speeches	Scheme 5: Romeo and Juliet
Acquire	Plot, characters and themes in the novel. Contextual factors of Apartheid and segregation. Conventions of the dystopian genre. Concepts of racism, justice and star-crossed lovers and how they impact conflict and identity in the play.	Plot, characters and themes in the novel. Conventions of a modern dystopian novel. Contextual factors of the Greek mythology of Artemis and the history of dystopian fiction. Concepts of segregation, hierarchy, abuse of power, uprisings, sacrifice and star-crossed lovers and how they link to conflict and identity in the novel.	The history of Aristotelian triad. Identify the Aristotelian triad in use. How female speakers have been influenced by the triad in their protest speeches – Emmeline Pankhurst, Sojourner Truth, Michele Obama. How a range of articles have been influenced by the triad. How writers use language and structural features of the triad in their writing to achieve different effects.	Identify the Aristotelian triad in use. How female speakers have been influenced by the triad in their protest speeches – Emmeline Pankhurst, Sojourner Truth, Michele Obama. Identify and apply non-fiction language features: similes, metaphors, anaphora, hyperbole and vague language. Use a full range of punctuation accurately. Use a full range of sentence forms accurately.	Plot, characters and themes in the play. Contextual factors of patriarchal society, familial honour, love, fate and destiny in Elizabethan England. Conventions of a Greek tragedy and a tragic hero. Concepts of conflict, identity, love, familial relationships and honour, fate and destiny, and star-crossed lovers explored through the play.
Apply	Use comprehension to make accurate predictions of plot and character development. Understand how characters and themes are presented and identify specific examples.	Use comprehension to make accurate predictions of plot and character development. Understand how characters and themes are presented and identify specific examples.	Use comprehension to make accurate inferences of writers' language and structural choices.	Can make specific and purposeful choices with vocabulary, punctuation, sentence structure and language devices.	Use comprehension to make accurate predictions of plot and character development. Understand how characters and themes are presented and identify specific examples.

	Make accurate inferences based on these examples.	Make accurate inferences based on these examples. Identify word classes, language features and structural choices accurately. Write about what these features suggest and what their effects are.	Identify word classes, language features and structural choices accurately. Write about what these features suggest and what their effects are.	Apply genre conventions to establish credibility and incorporate the triad. Use cohesive techniques to build argument and point of view.	Make accurate inferences based on these examples. Identify word classes, language features and structural choices accurately. Write about what these features suggest and what their effects are. Articulate why plot, characters and themes develop over a text and how these reveal deeper meanings.
Vocabulary	Dystopian Oppression Juxtaposition Prejudice Empathy Marginalisation Segregation	Totalitarianism Dehumanisation Oppression Rebellion Uprising Sacrifice Symbolism	Rhetoric Pathos Ethos Logos Stereotypes Equality Subjugated	Rhetoric Pathos Ethos Logos Stereotypes Equality Subjugated	Hamartia Familial Transient Patriarchal Peripeteia Subservient Star-crossed
Assessment	Comprehension, inference and prediction questions to assess understanding of the plot, characters, themes and concepts.	Comprehension, inference and prediction question. Analysis question to assess ability to analyse language and structure.	Comprehension, inference and prediction question. Analysis question to assess ability to analyse language and structure.	Speech persuasive writing. Descriptive writing.	Essay to assess: comprehension; inference; analysis of language and structure and ability to link to context and evaluate a writer's purpose