

## 2022-2023 Year 8 Curriculum and Assessment Plan for English

<p><b>The curriculum and assessment of pupils at this stage of education has been carefully designed to give students the opportunity to explore the conventions of a wide range of different forms of literature.</b></p> <p>The emphasis this year is on offering students a broad range of opportunities to study and understand the work of others with texts chosen with elevating student engagement in mind. By the end of this year, all students should be able to appreciate that when approaching both fiction and non-fiction texts many of the skills are similar and that carefully considering the form of a text can give insight into the conscious choices of its creator.</p>			
<p><b>Half Term 1 &amp; 2: Drama Text: 'Blood Brothers'</b></p> <p><b>All pupils will know:</b></p> <ul style="list-style-type: none"> <li>The plot, themes and characters found within the play</li> <li>How the context of a play shapes how and why it has been written</li> <li>How to analyse a play text including considering structure and language</li> <li>How social attitudes towards social class are created and sometimes used to reinforce stereotypes</li> </ul> <p><b>All pupils will be assessed by:</b> Regular knowledge quizzes Produce an analytical response based on an extract from the play for either theme or character</p> <p><b>Impact- Why do we teach this?</b> This unit offers students the opportunity to explore an entire modern drama text utilising and building upon the skills acquired and developed from year 7. It facilitates discussion of the differences between a play text and a novel. The exploration of the political context at the time the play was set, (1950s-1970s), further encourages students to understand the motivations behind the author. This unit helps us to continue to offer a diverse curriculum by exploring the impact social class may have upon someone's life opportunities.</p>	<p><b>Subject specific skills being developed:</b></p> <ul style="list-style-type: none"> <li>Selecting judicious quotations</li> <li>Explaining/analysing writers' methods</li> <li>Crafting topic sentences</li> </ul> <p><b>Reading Skills needed for this unit:</b></p> <ul style="list-style-type: none"> <li>Reading for meaning and inference</li> <li>Identifying implicit and explicit ideas</li> <li>Questioning</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Narrator</li> <li>Context</li> <li>social exclusion</li> <li>dialect</li> <li>idiolects</li> </ul> <p><b>Opportunity for cross-curricular skill development</b></p> <ul style="list-style-type: none"> <li>Drama</li> <li>Film Studies</li> <li>RE</li> <li>PSHE</li> </ul>	<p><b>Half Term 3: Media &amp; Film Unit</b></p> <p><b>All pupils will know:</b></p> <ul style="list-style-type: none"> <li>How to analyse a piece of media text applying a new framework of analytical methods (including camera shots and sound)</li> <li>How characters, genre and narratives are established in order to influence an audience's emotional reaction.</li> </ul> <p><b>All pupils will be assessed:</b> Regular knowledge quizzes Produce an analytical response about the methods used by a director to shape meaning</p> <p><b>Impact - Why do we teach this?</b> This unit allows students to draw links between the analytical skills found on the written page and the screen. It provides students with the opportunity to deconstruct the methods used to convey meaning in a different medium. This unit focuses on set texts that explore how individuals from different backgrounds, including those with disabilities and marginalised individuals in society, are viewed and treated.</p>	<p><b>Subject specific skills being developed:</b></p> <ul style="list-style-type: none"> <li>Interpreting big ideas</li> <li>Analysing writer's methods</li> </ul> <p><b>Reading Skills needed for this unit:</b></p> <ul style="list-style-type: none"> <li>Inference</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Mise-en-scene</li> <li>Linear</li> <li>Non-linear</li> </ul> <p><b>Opportunity for cross-curricular skill development</b></p> <ul style="list-style-type: none"> <li>Film Studies</li> <li>Drama</li> <li>Computer Science</li> <li>PSHE</li> </ul>
<p><b>Half Term 4: Rhetoric</b></p> <p><b>All pupils will know:</b></p> <ul style="list-style-type: none"> <li>What rhetoric is and the persuasive appeals described by Aristotle</li> <li>The methods used by writers to convey meaning transactionally</li> <li>The conventions associated with specific transactional forms</li> </ul> <p><b>All pupils will be assessed:</b> Regular knowledge quizzes Produce an article, employing the techniques introduced over the course of this unit</p> <p><b>Impact - Why do we teach this?</b> This topic provides students with the opportunity to explore the conventions associated with different transactional forms, including letters, speeches and articles. Students will be exposed to a range of effective examples as well as creating their own rhetorical pieces. The texts that students will examine in this topic are written by writers from a range of diverse context and exploring a range of social and human rights issues. These topics are important for helping students to engage with the society that they live in and to feel confident building and conveying their views.</p>	<p><b>Subject specific skills being developed:</b></p> <ul style="list-style-type: none"> <li>Analysing writer's methods</li> <li>Crafting transactional responses</li> <li>Evaluating</li> </ul> <p><b>Reading Skills needed for this unit:</b></p> <ul style="list-style-type: none"> <li>Reading for meaning and inference</li> <li>Identifying implicit and explicit ideas</li> <li>Questioning</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Perspective</li> <li>Rhetoric</li> <li>Pathos</li> <li>Ethos</li> <li>Logos</li> </ul> <p><b>Opportunity for cross-curricular skill development</b></p> <ul style="list-style-type: none"> <li>History</li> <li>PSHE</li> <li>Geography</li> <li>Science</li> </ul>	<p><b>Half Term 5 &amp; 6: Genre</b></p> <p><b>All pupils will know:</b></p> <ul style="list-style-type: none"> <li>The conventions and techniques found in gothic, crime and science Fiction literature</li> <li>How writers use methods to convey meanings and effects for their audience</li> </ul> <p><b>All pupils will be assessed:</b> Regular knowledge quizzes Produce their own creative responses incorporating genre conventions Analysis of the genre conventions and methods used by writers</p> <p><b>Impact - Why do we teach this?</b> This unit provides students with an opportunity to read and analyse a wide range of texts from three distinct genres and explore how each one adheres to or, in some cases, subverts established conventions. The scheme is designed to ensure students are able to access resources from a broad range of writers and time periods – many of whom they will be unfamiliar with. We hope to encourage students to identify a genre which they enjoy with the aim that they are more informed to select reading choices ready for their summer holiday.</p>	<p><b>Subject specific skills being developed:</b></p> <ul style="list-style-type: none"> <li>Explain/ analyse writers' methods</li> <li>Evaluate texts critically</li> </ul> <p><b>Reading Skills needed for this unit:</b></p> <ul style="list-style-type: none"> <li>Reading for meaning</li> <li>Identify implicit and explicit ideas</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Genre</li> <li>Conventions</li> </ul> <p><b>Opportunity for cross-curricular skill development</b></p> <ul style="list-style-type: none"> <li>History</li> <li>RE</li> <li>PSHE</li> <li>Film Studies</li> <li>Science</li> </ul>
<p><b>Ensuring this curriculum meets the needs of all pupils:</b> this curriculum has been designed to ensure pupils from all starting points will develop the key curriculum skills and knowledge identified. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. Whole Academy policies and practices are followed to tailor the delivery of the curriculum for individuals and groups of students. For example SEND students have individual learning profiles that outline needs/strategies to be used, Whole group RIPs are in place to identify key teaching strategies that will be used with individual teaching groups. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.</p>			
<p><b>Enrichment opportunities:</b></p> <ul style="list-style-type: none"> <li>Theatre Trips to see texts studied or performances which support the themes, ideas and age of the students studying</li> <li>Creative Writing Club</li> <li>Drama Club</li> <li>Poetry Writing Competitions</li> </ul>			
<p><b>Career opportunities/ links:</b></p> <ul style="list-style-type: none"> <li>Journalism, teaching, law, public relations, advertising, translation, marketing, consultancy, business, performing arts, academia, government, linguistics, media, design.</li> </ul>			