

## Year 8 English Curriculum Overview

HALF TERM 1		
<p><b>TENSION IN TEXT</b></p> <p>How do writers create tension?</p>	<p><b>Students will know/learn:</b></p> <ul style="list-style-type: none"> <li>- The origins of the gothic genre.</li> <li>- Generic conventions of gothic literature</li> <li>- Where it fits in to the literary tradition and canon</li> <li>- The social and historical context of the era</li> <li>- The plot, style and characterisation of a complete Gothic novel</li> <li>- Gothic concepts such as 'the other' and relation to mental illness and how gothic has evolved into the modern day</li> </ul>	<p><b>This scheme develops</b> knowledge and understanding of the context, features and significance of Gothic literature, introducing students to a range of increasingly challenging seminal texts. Additionally, students will read a complete novel inspired by the genre to experience and explore authorial method.</p> <p><b>This unit is taught now because</b> it builds on prior knowledge of the 19<sup>th</sup> century texts from Y7, develops reading and writing skills through the study of key extracts, improving understanding of style and genre; creating a foundation for the study of the 19<sup>th</sup> century novel for GCSE.</p>
HALF TERM 2		
<p><b>CONFLICT POETRY</b></p> <p>Why do poets feel the need to write about war and conflict?</p>	<p><b>Students will know/learn:</b></p> <ul style="list-style-type: none"> <li>- The historical and social context of conflict poems</li> <li>- How to read a poem and explain first impressions</li> <li>- Key poetic devices</li> <li>- How to pick out key quotations and complete quotation analysis</li> <li>- How to compare different poems from different eras</li> </ul>	<p><b>This scheme develops</b> knowledge and understanding of the power and purpose of conflict poetry and how to identify and explore the use of poetic features.</p> <p><b>This unit is taught now because</b> it follows on logically/chronologically from the study of Poetry in Y7 and offers opportunities to enhance skills of inference, empathy, evaluation and comparison. Foundational knowledge is consolidated ahead of the study of Diverse poetry in Y9 and GCSE Poetry.</p>
HALF TERM 3 & 4		
<p><b>THE ART OF RHETORIC</b></p> <p>How can I change the world?</p>	<p><b>Students will know/learn:</b></p> <ul style="list-style-type: none"> <li>- The origins of rhetoric</li> <li>- Aristotelian Triad – ethos, logos, pathos</li> <li>- Key conventions of persuasive writing</li> <li>- How writers use rhetoric successfully</li> <li>- How Orwell uses rhetorical devices through plot and character in <b>Animal Farm</b></li> <li>- How writers use language to impact the reader/listener</li> <li>- How metre, tone and gesture can influence an audience</li> </ul>	<p><b>This scheme develops</b> knowledge and understanding of the context and development of how language can be manipulated to impact the reader/listener and seeks to enhance skills of critical reading and oracy. The scheme also develops students' novel reading skills and experience through the whole text study of <i>Animal Farm</i>.</p> <p><b>This unit is taught now because</b> it builds on students' ability to recognise how rhetoric underpins a range of texts (including famous historical speeches/adverts/modern texts) and use linguistic features of rhetoric in their own speaking and writing. It provides learners with the insight into a range of texts and how writers choose language, tone and structure for effect. Thus building on their reading experience so far and helping to prepare them for the study of dystopian fiction and <i>Global Voices</i> in Y9 and authorial intent in GCSE English/Literature.</p>
HALF TERM 5 & 6		
<p><b>MAKE 'EM LAUGH</b></p> <p>How do playwrights make people laugh?</p>	<p><b>Students will know/learn:</b></p> <ul style="list-style-type: none"> <li>- The historical and cultural context of Shakespeare's writing</li> <li>- The conventions of Shakespearean theatre</li> <li>- An introduction to the genre of comedy – satire, farce, mistaken identity, sarcasm, irony</li> <li>- The key plot details in Shakespeare's <b>A Midsummer Night's Dream</b> and Russell's <b>Our Day Out</b></li> <li>- How writers use language to create comedy</li> <li>- How metre, tone and gesture can influence an audience</li> </ul>	<p><b>This scheme develops</b> knowledge and understanding of the context/genre/features of drama texts through the study of Shakespeare and Russell's comedy plays as well as developing students' ability to improve vocabulary and oracy skills through performance.</p> <p><b>This unit is taught now because</b> it builds on prior knowledge of Shakespeare (Y7) by focusing on the comedy genre in particular helping students to make comparisons across eras. Students will learn how drama and comedy can provide social commentary (e.g. gender and social class) in all contexts and how language and form develops over time. The unit caters for the progression of oracy skills from Y7 and creates a strong foundation for the study <i>Romeo and Juliet</i> in Y8 and the study of drama for GCSE Literature.</p>

