**Gateacre English Department Year 8 Curriculum 2021/22**

**NB. The key concept of knowledge of grammar and vocabulary underpins all teaching units.**

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|  | Autumn term 1 | Autumn term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
| Concept  (knowledge) | **Narrative strategy** | **Craft**  (construction of meaning) | **Craft**  (construction of meaning) | **Argument** | **Craft**  (construction of meaning) | **Argument** |
| Unit Title | Genre study: Ghost stories  Text: In-house anthology of prose fiction from the ghost/gothic horror genre | Studying poetry: language, symbolism and meaning  Texts :In-house anthology of poems about growing up | Studying Drama: Developing characters and relationships  Text: *Much Ado About Nothing,* William Shakespeare | Studying non-fiction: *Movements for Change. Non-fiction* reading strategies and developing viewpoint in writing  Texts: a range of non-fiction including information texts and journalism | Studying prose: The relationship between character and theme  Text: *A Monster Calls* by Patrick Ness | Using spoken language effectively: The art of persuasion  Texts: A range of television and print advertisements. |
| Knowledge | Understanding of genre  Conventions of ghost stories  The role of setting and atmosphere in narrative  The recognition and application of figurative devices  Sentence structures and beginning to using them creatively for effect  Understanding & application of relevant & related vocabulary | Understanding of the key ideas in a range of poetry about growing up  How poetry is used to develop thematic ideas  Appreciation of a range of poetic devices and how they create meaning  Understanding & application of relevant & related vocabulary | Plot, themes and characters in *Much Ado About Nothing*  Accessing subtext and analysing meaning  Dramatic techniques,  stage craft and their effects.  The purpose of humour to explore wider, more serious issues.  Understanding & application of relevant & related vocabulary. | The influence of purpose, form and audience on how a text is constructed, read and received.  The effective application of a range of persuasive and rhetorical devices in writing.  Effective linguistic features to engage a specific target audience.  Understanding & application of relevant & related vocabulary | Understanding the novel’s plot development, key themes and use of characterisation.  The effects of narrative voice and dual narrative structures.  Prose techniques and genre conventions  Understanding & application of relevant & related vocabulary | Advertising strategies.  Persuasive linguistic devices and how they are employed in television and print advertising  The effective structure of an argument.  Effective presentation devices  Understanding & application of relevant & related vocabulary |
| Skills | Effectively structuring a narrative to meet the requirements of genre conventions  Using a range of descriptive techniques  Understanding and using figurative devices for effect  Adopting genre conventions when developing setting and atmosphere | Writing an academic essay in response to poetry.  The ability to explore poetry using ‘TO SMILE’ with some development.  Using evidence to support ideas and developing the ability to articulate clearly why in speech and writing.  Analysis of literary and poetic techniques and how language is used to construct meaning. | Writing an academic essay in response to a play  Using well-chosen evidence to support ideas  Analysis of dramatic techniques and their effects.  Exploring how language is used to construct meaning. | Developing clarity in informative writing.  Building an effective argument in writing  Analysing the effect of language and word choices on the reader.  Identifying viewpoint in informative/ persuasive writing | Writing an academic essay in response to a novel  Using well-chosen evidence to support ideas  Analysis of literary techniques and how language is used to construct meaning. | Recognising persuasive features.  Using persuasive devices in speech and writing.  Researching a topic and making a judicious selection of material to suit intended purpose and audience.  Showing good awareness of purpose and audience in presenting  Constructing an effective oral presentation  Responding to questions effectively |
| Teacher assessment | Write a prose narrative using the genre conventions of ghost stories/gothic horror. | An essay analysing the exploration of the theme of growing up in Carol Ann Duffy’s poem, *In Mrs Tilscher’s Class*. | An essay on how Shakespeare presents the relationship between Beatrice and Benedick | Write a lively article for a teenage magazine or blog about a movement for social change. | An essay exploring how the theme of Loss is explored through the character of Connor. | Devise an advertising campaign for a cleaning product and then present a sales pitch for investment on *Dragon’s Den.* |
| Interleaving | From Y7:  Knowledge of VSSPS  Understanding the effect of a range of descriptive techniques & figurative devices  Narrative structures  The importance of structure to the construction of meaning  Awareness of genre conventions from the study of *The Good Thieves* | Knowledge of VSSPS  Understanding the effect of a range of descriptive techniques & figurative devices  The importance of structure to the construction of meaning  From Y7:  The effect of poetic devices and structures  Essay writing skills | Knowledge of VSSPS  Understanding the effect of a range of descriptive techniques & figurative devices  The importance of structure to the construction of meaning  The development of an idea across a text.  Rhetorical devices and their application  The effect of dramatic devices  How contextual knowledge of social, historical and literary factors can illuminate our understanding  Essay writing skills | Knowledge of VSSPS  Understanding the effect of a range of descriptive techniques & figurative devices  The importance of structure to the construction of meaning  The development of an idea across a text.  The application of literary devices to non-fiction texts  From Y7:  Skimming and scanning to locate information in non-fiction texts | Knowledge of VSSPS  Understanding the effect of a range of descriptive techniques & figurative devices  The importance of structure to the construction of meaning  The development of theme across a text  The effect of literary devices and structures  Essay writing skills  From Y7:  The effect of narrative view point | Knowledge of VSSPS  Understanding of the effect of figurative devices  The effect of poetic devices  The importance of structure to the construction of meaning  The effect of dramatic devices  Use of rhetorical features and persuasive devices and their effects  From Y7:  Organisation and structure of oral presentations. |
| Rationale & sequencing | A narrative writing module brings together and revisits the work done in year 7 on beginning to understand the craft of the writer. Through analysis of a range of prose texts we explore and model effective narrative. Progression of skills is further developed by introducing a detailed focus on genre. Here students gain a deeper understanding of literary traditions and the contexts which influence writing. Gothic horror was introduced in the Y7 *Cirque Du Freak* unit. The study of C.19th texts deepens understanding of its origins.  In-house anthology presents a range of texts from different writers and periods to further broaden students’ experiences of literature. | The descriptive and figurative devices studied in the ghost genre unit provide a sound base on which to develop the exploration of poetic language and symbolic/metaphorical meaning.  The topic area of growing up relates to the issues facing Y8 students. This demonstrates the pertinence of poetry to our lives and its power to reveal to us that our feelings and longings are universal. This is essential for engagement. | Study of Shakespeare brings together the knowledge and skills developed across the year in narrative, poetry and looks towards the study of rhetoric to demonstrate the breadth of their applications and the genius of Shakespeare, reinforcing his relevance and importance to the English curriculum.  Continued development of formal academic essay writing skills. | Units 2-4 have focused on developing reading and writing skills across literary and imaginative texts. This unit develops the application of these skills into non-fiction texts to demonstrate their importance in a range of contexts and the necessity of imagination and creativity in all forms of written communication  Figurative and descriptive techniques are used for different purposes and audiences with a development of rhetoric and persuasive devices taught in Y7. | Prose techniques studied in the ghost stories unit for application in own writing create links with exploring what makes effective prose writing in a novel.  The techniques studied across the narrative, poetry and Shakespeare units make links between prose and poetry as art forms. | Brings together the knowledge and skills developed across the year but applied in spoken contexts to further develop oracy and demonstrate how it is underpinned by skills in writing. |
| Personal development | Using narrative to explore thoughts, feelings and ideas about the world. | Thematic exploration develops discussion of dealing with peer pressure, friendship issues, relationship issues and familial relationships | Exploration of romantic relationships, friendships and family conflict | Evaluating the impact of lifestyle choices on ourselves and others.  Making informed lifestyle choices based on synthesising information from a range of sources. | Examination of the experiences of the loss develops empathy and awareness of societal issues.  The theme of domestic violence raises awareness and identifies the characteristics of coercive control. | Understanding how the media targets and influences us. |
| Cultural capital | The texts studied are taken from the English literary cannon and so provide opportunities to experience our heritage. The supernatural and gothic horror are genres that have influenced some of the greatest writers of English Literature. The genre continues to have an influence on popular culture through film and television. In exploring its conventions students are able to begin to recognise the intertextuality of different creative medias. | Considered the highest literary form, the study of poetry develops an appreciation of the art form. The ability to deconstruct the meaning of challenging texts develops confidence that is empowering and raises self-esteem. | Develops understanding of contemporary relevance of Shakespeare’s insight into human behaviour and motivation and his immense skill as a writer. | Knowledge about social issues develops socially and politically engaged young people with knowledge and understanding of world issues and current affairs.  Understanding rhetoric supports the development of an elaborate code and ability to articulate ideas clearly and effectively. | The novel explores key issues in our society relating to trauma and its effects. In exploring social problems we recognise where there are problems in our culture and explore how we address them. | Advertising is a central part of popular and consumer culture. It has a great influence on what is popular in our society. Awareness of how it works and its persuasive strategies helps to develop critical thinking skills to make for more discerning and informed consumers. |