

Subject: ENGLISH **Year** 8 **Ability** All

Term / Date(s)	Half-term 1-2	Half-term 2-3	Half-term 3-4	Half-term 5	Half-term 6
Topic	Post 1914 Novel: Of Mice and Men by John Steinbeck	Non-fiction reading: Natural Disasters	Modern Play: Oliver Twist	Fiction writing: Arthurian Legends	'Henry V' by William Shakespeare
Topic overview Pupils will learn...	To engage with a modern novel interleaved with thematic poetry and explore difficult themes. How to analyse a writer's creation of character, use of language and construction of plot.	To use a range of non-fiction texts as a platform to develop their own transactional writing skills. How to identify and interpret information and ideas from a range of non-fiction extracts. They will also develop their ability to analyse language and structure to understand how writers' choices influence the reader.	Students will read the play adaptation of 'Oliver Twist' and interleaved thematic poetry in depth so that they are able to discuss and explain their understanding and ideas about characters, themes and context.	How to use language creatively and imaginatively to create effective descriptions in the fantasy genre.	Students will read, analyse and critically explore the character development, themes and context of 'Henry V' and linked thematic poetry.
Components	<p>Students will read the novel 'Of Mice and Men', to see how the narrative is structured.</p> <p>Students will explore linked thematic poems to explore challenging themes in a wider context.</p> <p>Students will explore 1930s American society and how this is portrayed within the novel, in order to understand the influences on the writer's choices.</p> <p>Students will develop their exploration of characters and how they develop or change within a novel, in order to embed the ability to show consideration of how structure is used to influence the reader</p> <p>Students will explore the events and ideas in the novel</p>	<p>Students will participate in the reading of a wider variety of non-fiction texts on different natural disasters to support engagement and enjoyment of non-fiction texts.</p> <p>Students will read and understand a wider variety of non-fiction texts in order to make accurate inferences.</p> <p>Students will embed the ability to accurately identify language and structural features in order to comment on the effect of this on the reader.</p> <p>Students will use these features to develop their ability to write their own composition.</p> <p>Students will compare writers' ideas and perspectives across two non-fiction texts to enable a foundational understanding of writing from a viewpoint.</p>	<p>Students will understand the difference between a novel and a play in order to appreciate different forms and styles of literature and to broaden reading knowledge.</p> <p>Students will develop their understanding of the relationships between texts and the contexts in which they were written to embed an understanding of the meanings and ideas. Context should focus on Victorian London, the poor law and Dickens' views.</p> <p>Students will use linked thematic poetry to explore the wider contextual idea of morality Vs criminality, in order to understand the influences on the characters and the writer's choices within the play.</p> <p>Students will use relevant, concise quotations and textual reference when writing about</p>	<p>Students will develop their use of descriptive language in order to create effective descriptions and characterisations.</p> <p>Students will use a wider variety of language techniques and structural devices to support showing, not telling in order to engage a reader in narrative writing.</p> <p>Students will use varied sentence types, sentence structures and paragraphing to support cohesion and ambition, and to engage and sustain the reader's interest.</p> <p>Students will use accurate spelling, punctuation and grammar in order to write with clarity and precision.</p> <p>Students will use linked, thematic poetry to explore wider conventions of the genre and improve their own writing.</p>	<p>Students will further develop their understanding and exploration of the relationships between texts and the contexts in which they were written to develop a deeper understanding of the meanings and ideas. Context should focus on kingship, 100 years war and the historical Henry V.</p> <p>Students will embed their ability to read, understand and respond to the play in order to confidently analyse a text independently.</p> <p>Students will embed their ability to textual references, including quotations, to support and illustrate their own interpretations.</p> <p>Students will embed their ability to analyse the language, form and structure used by a writer in plays and poetry in order to explore meanings and effects,</p>

	<p>in order to develop their ability to understand, describe, and interpret information, events or ideas and use quotations when writing about the novel.</p> <p>Students will develop their ability to use relevant, concise quotations and textual reference when writing about the stories to support and develop an interpretation in an extended analysis.</p> <p>Students will embed their skills in the use of a critical style in order to structure and develop an effective argument.</p>	<p>Students will begin to synthesise information from texts to show the ability to retrieve implicit and explicit details.</p> <p>Students will compare and contrast implicit and explicit information from two non-fiction texts to identify links and connections.</p> <p>Students will revisit and develop their knowledge of the conventions of different types of non-fiction texts in preparation for own writing and future studies.</p>	<p>the play and poems to support and develop an interpretation in an extended analysis.</p> <p>Students will begin to explore the writer's craft through close language analysis in order to identify and comment on language, tone and structural techniques used by Dickens.</p> <p>Students will explore the events and ideas in the play in order to understand, describe, and interpret information, events or ideas from the play and to be able to use quotations confidently when writing about the play to support a viewpoint.</p> <p>Students will explore the creation of character and how characters develop or change across the stories in order to develop their ability to show consideration of how structure is used to influence the reader.</p> <p>Students will develop their use of Standard English in order to talk confidently in a range of formal and informal contexts to express own ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content.</p> <p>Students will begin to develop their skills in spoken debates.</p> <p>Students will understand the range and uses of spoken language in order to comment on meaning and impact and draw on this when talking to others.</p>		<p>using relevant subject terminology where appropriate.</p> <p>Students will develop their ability to understand how to identify and analyse a theme in order to develop a relevant interpretation of the writer's intentions.</p> <p>Students will be able to develop an informed personal response in order to express a considered point of view and thoughts on a text.</p> <p>Students will know how to use a range of vocabulary and sentence structures to ensure written work has clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Students will develop their ability to explore the writer's craft through close language analysis in order to identify and comment on language, tone and structural techniques used by Shakespeare.</p>
What pupils should already know (prior learning components)	Reading and analysing My Sister Lives on the Mantelpiece and thematic poetry in Year 7.	Students should be able to select relevant quotes to support a viewpoint; this skill was covered when studying 'Of	Reading and analysing modern novels and extracts from Shakespeare plays in Year 7 as well as Of Mice and Men and poetry in Year 8. At this point,	How to use language to create an effective setting. (Fiction writing year 7).	Reading and analysing modern (Oliver Twist) and Shakespearean plays (Romeo and Juliet) in order to understand how a play is constructed.

	<p>Exploring plot and characterisation in less challenging texts</p>	<p>Mice and Men' and across Year 7.</p> <p>Students should be able to comment on the effect of writer's techniques on the reader.</p> <p>Students should be able to identify and compare the presentation of implicit ideas. Students should have a foundational ability to write from a viewpoint as studied in The Dragon's Den unit.</p>	<p>also using quotes and considering relevant context.</p> <p>Exploring plot and characterisation in simpler texts.</p>	<p>How to use sentence types, sentence structures and paragraphing to support cohesion across paragraphs. (Gothic Writing Y7).</p> <p>How to use spelling rules, punctuation and grammar in order to write with clarity and precision.</p> <p>The purpose and use of mythology by ancient cultures (Y8)</p>	<p>How to select relevant quotes to support an interpretation from learning throughout Years 7 and 8.</p> <p>Students should know how to analyse characters and their development through plays and fiction</p> <p>Students should know how to analyse themes and imagery through poetry.</p> <p>Students should know some of the history of the 100 year war (Y7 history)</p>
Transferrable knowledge (skills)	<p>Students should be able to understand, information, events or ideas from texts and use quotation and reference.</p> <p>Students should be able to deduce, infer and interpret information, events or ideas from a range of texts.</p> <p>Students should be able to explain and comment on writer's use of language, structure and form.</p> <p>Students should be able to understand and comment on the themes within the novel.</p> <p>Students should be able to identify and comment on writer's purposes and viewpoints, and the overall effect of the text on the reader.</p>	<p>This topic will build on students' ability to make accurate inferences and select textual reference to support their viewpoint.</p> <p>This topic will build on students' ability to retrieve explicit and implicit information from a text.</p> <p>Students will build on their ability to analyse and compare features of a non-fiction text and use to support their own writing of nonfiction.</p> <p>The topic will expose students to a wider variety of more challenging non-fiction texts to further develop their appreciation and love of reading.</p>	<p>Students should be able to understand, information, events or ideas from texts and use quotation and reference.</p> <p>Students should be able to deduce, infer and interpret information, events or ideas from a range of texts.</p> <p>Students should begin be able to explain and comment on writer's use of language, structure and form. This will be returned to and explored in 'Romeo and Juliet.'</p> <p>The Victorian context will be explored in more detail in 'Sherlock Holmes' in Y9.</p> <p>Students should be able to identify and comment on writer's purposes and</p>	<p>It further develops students' skills in organising information and ideas by developing confidence in their use of structural and grammatical structures to support cohesion and coherence.</p> <p>It also serves to further embed students' technical accuracy.</p> <p>Exposure to a new genre of fictional literature with more challenging texts will further support the development of an appreciation and love of reading.</p>	<p>Through reading 'Henry V', students will develop their cultural and contextual knowledge of the world. They will further develop their confidence with reading, understanding and responding to a text.</p> <p>Students will further develop their use of textual references to support and illustrate interpretations.</p> <p>Students will be able to apply their knowledge of how to analyse the language, form and structure used by a writer to create meanings and effects to a range of texts across subjects and in further study.</p>

	Students should be able to relate texts to their social, cultural and historical traditions.		viewpoints, and the overall effect of the text on the reader. Students should be able to relate texts to their social, cultural and historical traditions		
Key skills students will explore and use	Characterisation, textual reference, foreshadowing, tension	Tone, structure, comparison, formal tone, rhetorical devices	Characterisation, textual reference, debate, counter argument, rebuttal, intonation	Use of simile, metaphor, characterisation, setting, and sensory imagery, show not tell.	Characterisation, textual reference, inference, close language analysis
Key vocabulary pupil will know and learn	<ul style="list-style-type: none"> Disparity Superiority Marginalisation Contemplate Pugnacious 	<ul style="list-style-type: none"> Disastrous (KS2) Inimical Refuge Perish Suffering 	<ul style="list-style-type: none"> Antithesis Fallacious Welfare Morality Criminality 	<ul style="list-style-type: none"> Idyllic Bastion Gallant Virtuous Acquiescent 	<ul style="list-style-type: none"> Esteem Glory Sacrifice Onslaught Deference
Assessment activities	<p><u>Formative assessment:</u> How far does Steinbeck present Crooks as a marginalised character? (45 minutes) In-class assessment.</p> <p><u>Summative assessment:</u> How far does Steinbeck present Curley's Wife as an unlikeable character? (45 minutes)</p>	<p><u>Formative Assessment:</u> Write a persuasive letter to the headteacher asking them to reassess their decision to arrange a school visit to Chernobyl. In-class assessment</p> <p><u>Summative Assessment</u> Write a formal letter to the local council to ask for support after you have been affected by flooding. (40 minutes)</p>	<p><u>Summative Assessment: S&L</u> You will be assigned a role to take part in a courtroom debate which will decide whether Fagin was a criminal or a child saviour. A range of characters will present their views and opinions in order to reach a verdict.</p>	<p><u>Formative Assessment:</u> Write an extended description of an Arthurian setting.</p> <p><u>Summative Assessment:</u> Write an extended description of an Arthurian setting based on a picture stimulus such as the Renaissance painting 'The Lady of Shallot'.</p>	<p>No formal assessment</p> <p>Skills all assessed through AFL</p>
Resources available	<p>Of Mice and Men novella</p> <p>Shared common scheme and lessons with example assessments within.</p> <p>Youtube video version of the text studied</p>	<p>Shared common scheme and lessons. Unit includes exemplar materials of good practice.</p> <p>Research on natural disasters – earthquakes, floods, hurricanes, Chernobyl.</p>	<p>The Oliver Twist play text</p> <p>Shared common scheme and lessons. Unit includes exemplar materials of good practice.</p>	<p>Shared common scheme and lessons</p> <p>Exemplar responses.</p>	<p>BBC Bitesize</p> <p>Sparknotes</p> <p>Youtube summary</p> <p>Resources in staff shared area</p>
Notes Why this topic is important...	It allows pupils to practise and explore writing about character and themes in a text.	<p>This topic focuses on an element of the future GCSE language exam.</p> <p>Through studying language, students will improve their</p>	<p>This topic is important because it hones and builds on text, character and context analysis skills needed in order to successfully analyse texts at GCSE and in later plays in KS3.</p>	<p>This topic focuses on basic components of Creative Prose skills which will be on the GCSE Language exam in future years.</p>	<p>This topic provides an important bridge to studying 'Macbeth' at GCSE level (Shakespeare play).</p>

	<p>It also allows pupils to practise and refine writing about writers' methods in a text.</p> <p>It exposes students to literature from other cultures.</p> <p>It develops the inferential and critical comprehension skills developed in Year 7.</p> <p>It explores the wider contextual issues of discrimination, prejudice and inequality.</p>	<p>ability to analyse non-fiction texts. It will provide them with the skills required to analyse both fiction and non-fiction.</p> <p>This will also support students with analysing extracts within the KS3 Literature texts.</p>		<p>Through exploring their own creative writing, students will practise using language, form and structure to create meaning and effects in order to engage a reader which aids their study of other writers' methods in the literature units.</p>	<p>It also allows pupils to practise and refine writing about writers' methods in a text.</p> <p>Exploring the challenging, sometimes archaic, language used in this play prepares them for the rigour of GCSE when they have to analyse texts written in the 1600s for English Literature GCSE.</p>
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