

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: <i>The Hunger Games</i>	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 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</p>	<p>Students will participate in the reading of a variety of narrative extracts from a literary text to support engagement and enjoyment of 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 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</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 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 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, 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>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>two 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>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>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>
<p>What pupils should already know (prior learning components)</p>	<p>Reading and analysing My Sister Lives on the Mantelpiece and thematic poetry in Year 7. Exploring plot and characterisation in less challenging texts</p>	<p>Students should be able to select relevant quotes to support a viewpoint; this skill was covered when studying 'Of 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>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, also using quotes and considering relevant context.</p> <p>Exploring plot and characterisation in simpler texts</p>	<p>How to use language to create an effective setting. (Fiction writing year 7).</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>Reading and analysing modern (Oliver Twist) and Shakespearean plays (Romeo and Juliet) in order to understand how a play is constructed.</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>

					Students should know some of the history of the 100 year war (Y7 history)
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