

ENGLISH: Curriculum Overview

Year 8

Half Term	Topic studied	What will I learn?	How will I be assessed?
Year 8 Autumn 1	Class novel – <i>Refugee Boy</i> by Benjamin Zephaniah    	To examine the Big Questions: ★ What are the conventions of story openings? ★ How does the text present the refugee experience? You will also learn to: • analyse the narrative conventions used by the writer • read and enjoy a novel as a whole class • explore character and themes in a variety of ways including a range of speaking and listening activities	You will write the opening to a story titled: The Darkness is upon our Land You will be assessed on your use of: • The conventions of the opening of a story • Your use of creative writing methods
Year 8 Autumn 2	Romeo and Juliet William Shakespeare   	To examine the Big Questions: ★ What ideas about honour is Shakespeare presenting? ★ How does Shakespeare present these? ★ Why does Shakespeare present honour in this way? You will also learn: • To read and respond with understanding to a Shakespeare play • To have fun with Shakespeare's language through speaking and listening activities • To complete a range of 'choice' home works to respond in creatively to the play • To analyse the language and methods that Shakespeare uses • To use WHAT/HOW/WHY paragraphs when writing about literature • To begin to think about the relevance of social and historical context	You will write an analytical essay about honour in the play: How does Shakespeare present the theme of honour in <i>Romeo and Juliet</i> You will be assessed on your ability to: • Use WHAT/HOW/WHY paragraphs • examine the effects of the methods that Shakespeare uses.

Year 8 Spring 1	Drama text. This will be one of the following: • <i>Noughts and Crosses</i> • <i>The Curious Incident of the Dog in the Night</i> • <i>His Dark Materials</i>  	To examine the Big Questions: ★ What are the Big Ideas in the play? ★ How does the dramatist present these? ★ Why does the dramatist present the ideas in this way? You will also learn to: • read and perform a section of a play • understand the conventions of a drama script • explore through discussion and written work the ideas and characters within the play	You will write an analytical essay exploring the presentation of one character in the play You will be assessed on your ability to: • Use WHAT/HOW/WHY paragraphs • examine the methods that a writer uses to present character and themes.
Year 8 Spring 2	‘The Suspense is Killing me!’ An introduction to Section B of GCSE Language Paper 1  	To examine the Big Question: ★ What are the conventions of suspense writing? You will also learn: • To understand how Section B of the exam paper is structured and what is assessed • To identify the key elements of Suspense writing • To read a range of extracts that build suspense • To write creatively and build suspense	You will write a piece of descriptive writing that builds suspense. You will be assessed on your ability to use the conventions of suspense writing effectively
Year 8 Summer 1	Voices in Poetry – poetry that explores the use of accent and dialect  	To examine the Big Questions: ★ What do we mean by accent and dialect? ★ How can dialect be used to explore ideas about prejudice in poetry? You will also learn to: • read and engage with meaning in poetry • analyse the methods a poet uses read a range of poetry exploring attitudes to accent and dialect	You will write a short analytical essay on John Agard’s <i>Mr Oxford Don</i>. You will be assessed on your ability to : • Use WHAT/HOW/WHY paragraphs • Examine the theme of prejudice within a poem
Year 8 Summer 2	The Manosphere    	To examine the Big Questions: ★ What is a man? ★ How is masculinity presented in literature? ★ What do we mean by toxic masculinity? You will also learn to: • Examine the presentation of masculinity across the ages • To discuss ideas about masculinity	You will make a group presentation on the theme of masculinity. You will be assessed on your ability to • Used standard English • Present your ideas in a structured manner

		• To work effectively in a group	• To engage your audience
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