ulum (Content I	Мар						Sub	ject: English						Year 8
				Term 1		1		Term					Term 3		
Month			September	October	November	December	January	Februa	ary	March	April		May	June	July
	Unit of Work		'Stone Cold'			Crime Poetry and Gap Filling	Dystopias and Utopias		Inspirin	g Female Voices	Romeo and Juliet		Frankenstein: The Play		
	National Curriculum area – KS3		knowledge to support comprehension " choice, grammar, and organisational presents meaning, range of poetic co			"Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning, Recognising a range of poetic conventions and understanding how these have	increasingly challenging material independently through: - Reading a wide range of fiction and non-fiction, - Short stories with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality		Pupils should be taught to: develop an appreciation and love of reading, and read increasingly challenging material including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: English literature, both pre-1914 and contemporary, including prose, poetry and drama		"Improvising, rehearsing and performing play scripts and d poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact."		"improvising, rehearsing and performing play scripts and poetry in order to generate langua and discuss language use and meaning, using role, intonation, tone, volume, mood, silenc stillness and action to add impact.		
_	Substantive Knowledge	The What! Students will be introduced to further analytical skills to help them to understand the themes in the novel. Students will look at what the effect of figurative language a writer uses has on a reader and why it is effective. Students will then apply this into their own analysis of characters and themes. built of the set in the writing well-chosen' quotes ar their own words why the been used. During gap			Students will look at the influences that affect poetry and why they are important. Students will be able to find these in the writing through well-choser' quotes and explain in their own words why they have been used. During gap filing, students will revisit these skills.	to Students will look at reading, comprehension, analysis, interpretation		Students will read, analyse and debate fiction and non- fiction produced by inspirational women in the 19th, 20th and 21st century. Students will learn about the need for		Students will read Shakespeare's Romen and Juliet		Students will read Patrick Sanford's adaptation of Frankenstein and perofrm the play within cla to their peers. Students will learn about the plot of Frankenstein and discuss how Victor and th monster are affected by his decision to create life.			
	Disciplinary knowledge	The How!	Students will need to explore the analysis by drawing on real experiences. What is homlessness? Why is it so ride in the world. Students will be looking at the meaning behind the words of writers an how they create meaning. How can they link these ideas to ideas of society. The How!			Students will learn about the effects of social disaffection, gender inequality and debate morals as they learn to link context with analysis. During gap filling, students will revise poetic techniques and successfully apply them to redrafts of their	through comprehension and cr the conventions of dystopia and use this knowledge to create th writing. Students will form a ba- through interpretation of text an	eir own dystopian creative se understanding of conventions ad film, whilst looking at the	fiction texts considering social change. Stude writing linked to the the their ideas, spelling, put	exts considering the power of language in creating looking in depth at the rhythm and tone of a Shakespearean could be staged. Studengts will prace		ngts will practice using their voice	s of stage lines before considering in small groups how the pla ill practice using their voice, body and the space around them t create an engaging peformance.		
	Sequencing	Builds upon Students will build on their understanding and skills of novels by furthe using their analytical tool kit. They will begin to make more in depth interpretations. Is further developed in Students will further develop the skills they have looked at here in the novel The Hunger Games' making inferences based on the novel and looking at comparisons between the novel and the film.			have learnt in year 7 as they extend their analysis of poetry to consider the poet's message in more detail. Is further developed in	I film. This is further developed in the 'Important Female Voices' unit where they further explore non-fiction pieces and interpret the meanings behind the persuasive conventions used in extracts. I dim. This unit will provide them with a foundation to consider whether women currently have or have not achieved gender equality and how they can use their voice to champion women. I dim. This unit will provide them with a foundation to consider whether women currently have or have not achieved In year nine students will look at various where they will need their analytical skill		Students will use the skills they have learnt in a	challenging spearean texts d inferences in	ing literature.					
-									AP2: N	on-Fiction writing.	AP3 Unseen Extract Analysis				
	Summative Assessment	AP1: Reading comprehension test on Sky Hawk. Gap filling will revisit AP1 to ensure students have sucessfully embedded skills.			Creative writing piece based on Dystopia. Assesing AO5 and AO6						Speaking and Listening				
/irtue	Virtue	ly and	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gra	atitude	Good te	mper and humour	Self-Mastery	Self	Mastery	Compassion	Good Sense
	Link to Virtue	The opportunity to reflect, think deep critically about an issue.	civility through the	whether there is a sense of justice in his life choices of g justice in his life before he	r the characters	Students will understand how a lack of generosity in society can lead to increased crime. Students will feel generous when they complete gap filling activities and learn ohjw to refine their knowledge for more success.	can be found in places of dark will see if it is possible for the	at gralitude means and where it ness, primarily in dystopias. They re to be gratitude in a world that d under totalitarian control.	rhetorical devices and	r how they can use a range of paralinguistic devices to engage nce in good speech.	Students will demonstrate self-mastery when Shakespearean language; students will dem they are able to show resilience and focus wh with a difficult text.	onstrate that		Students will demonstrate compassion when they are listening to their peers perform; they will show them that they are avid listeneres who give constructive feedback.	Students will demonstrate go sense when they are acting o their performances in front of peers.
	Skill	ils	Listening	Leadership	Problem- Solving	Creativity	Staying	g Positive	G	ood Speech	Aiming High	Aim	I ing High	Speaking	Teamwork
Link to Skill Skill	2	Transferable sk	Students will examine how Link to control to lead his own life and life decisions. Students will listen to each other as they discuss the issues and themes studied in this novel. Skills to analyse the characters, themes and relationships in the novel.		Students will analyse how poets demonstrate creativity in the metaphors they choose in their poetry. Students will be creative during gap filling as they learn new approaches to taking assessments	can still find positivity. They will is and how it can be used a to how positive they can stay as sto				Students will demonstrate speaking skills when performing in from of their peers and when practising lines. Students will demonstrate tear work as they share dialogue with their peers.					
	SMSC & British Values	nt issues	Individual liberty Mutual respect Tolerance		Democracy, The Rule of Law and Individual liberty Democracy, Individual Liberty, Mutual Respect		Tolerance		The rule of law						
	unk to SMSC & British Values	Developing opinions on curer	Students will be reminded of what individial liberty is and how it connects to the character of Link. How was his liberties been removed? Is individual liberty personal choice? Students will make connections between past experiences and link to the rules we follow in society.		of tolerance for external factors can impact how individuals act in			Students will explore how the voices of inspirational women have positively changed British society. Students will consider why it is important for evyone to be treated with mutual respect and how everyone has the right to exist in a democratic space.				Students will consider how Victor Frankenstein disrupts the rule of law by creating life. Stude will consider why it is important to abide by laws in society.			

		Year 8							
Term 3									
	June	July							
Frankenstein: The Play									
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will read Patrick Sanford's adaptation of Frankenstein and perofrm the play within class evers. Students will learn about the plot of Frankenstein and discuss how Victor and the monster are affected by his decision to create life.									
Its will conduct analysis of stage lines before considering in small groups how the play e staged. Studengts will practice using their voice, body and the space around them to create an engaging peformance.									
upon: students studied 19th century poetry in Year 7 and so already have some priorir dge of the context. Is furhter developed in: Year 9 when students study a unit on Gothic literature.									
Speaking and Listening									
	Compassion	Good Sense							
will ate self- n the way they neir lines in eir peers.	Students will demonstrate compassion when they are listening to their peers perform; they will show them that they are avid listeneres who give constructive feedback.	Students will demonstrate good sense when they are acting out their performances in front of their peers.							
	Speaking	Teamwork							
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