



Topic Overview

Faculty/Subject: **English**


Year Group: **8**

Topic: **A Monster Calls Reading**

English

BIG IDEAS	Key concepts, knowledge and terms	
<p>You will be studying your second complete novel, exploring characters, motivations, themes and ideas. You will be applying your inference and analysis skills to help you to evaluate ideas within the text.</p> <ul style="list-style-type: none"> • Select evidence which is increasingly relevant and effective. • Make evaluative statements about a character (I agree that... because...) • Support and develop ideas by using language analysis. • Explain and explore how the writer's choices affect the reader's interpretation and understanding. 	<ul style="list-style-type: none"> • Students will understand what it means to evaluate. • Themes and ideas <ul style="list-style-type: none"> ◦ Loss ◦ Regret ◦ Guilt ◦ Remorse ◦ Resilience • Language analysis terms: <ul style="list-style-type: none"> ◦ Word classes (noun, verb, adjective, adverb) ◦ Key figurative techniques (metaphor, simile, personification, zoomorphism, symbolism, pathetic fallacy) ◦ Juxtaposition ◦ Semantic field 	<ul style="list-style-type: none"> • Revisit key narrative structural features <ul style="list-style-type: none"> ◦ Conflict ◦ Climax ◦ Withhold ◦ Reveal ◦ Resolution ◦ Cliff-hanger ◦ Tension ◦ Flashback ◦ Foreshadowing ◦ Cyclical structure • Other key terms <ul style="list-style-type: none"> ◦ Evaluate ◦ Understatement ◦ Retrieve ◦ Implicit ◦ Explicit ◦ Summarise ◦ Stereotype
Prior knowledge and prior learning?	Assessment:	
<p>Last year you studied Darkside at the end of the year. You had worked on making inferences based on evidence and had begun to zoom in on words to think about connotations and effects. YOU will be developing these skills and using them to help you explore some complex issues and idea and evaluate (or weigh up) a considered opinion. This novel deals with more themes and ideas than the last one which was more plot driven. It is a novel with more complex issues that may affect you or your friends.</p>	<ul style="list-style-type: none"> • You will do a reading assessment at the end of the unit. • You will do other tasks that follow the same pattern on the build up to this assessment, so you have lots of opportunities to show your abilities and to practise. 	
Learning and lesson focus		
<p>The beginning of the novel</p> <ul style="list-style-type: none"> • Title • Author's note • Chapter 1 <p>A Monster Calls</p>	<ol style="list-style-type: none"> 1. Revisit analysis skills considering the effects of word choice, particularly in engaging and hooking the reader 2. Track the main events in a text and the development of a character 3. Select evidence to support ideas 4. Explain your thoughts based on evidence 	
<p>Chapter 2 and 3</p> <p>Breakfast School</p>	<ol style="list-style-type: none"> 1. Revisit the terms adjective, simile, metaphor and semantic field 2. Develop analysis skills considering the effects of word choice 3. Track the main events and the development of a character considering the term resilience 4. Select evidence to support ideas 5. Explain your thoughts based on evidence 	
<p>Chapter 4</p> <p>Life Writing</p>	<ol style="list-style-type: none"> 1. Track the main events and the development of a character 2. Select evidence to support ideas when evaluating an idea 3. Explain your thoughts based on evidence and evaluate considering the possible responses and explaining your preferred interpretation 	
<p>Chapter 5, 6, 7 and 8</p> <p>Life Writing Three Stories Grandma The Wildness of Stories</p>	<ol style="list-style-type: none"> 1. Define and identify examples of nouns, abstract nouns, noun phrases, symbolism, minor sentences, metaphor and semantic fields 2. Explore features of fairy tales 3. Track the main events and the development of a characters 4. Select evidence to support ideas 5. Develop analysis skills considering the effects of word choice 6. Explain your thoughts based on evidence 	
<p>Chapter 9</p> <p>The Rest of the First Tale</p>	<ol style="list-style-type: none"> 1. Understand what a withhold and reveal are 2. Identify ideas that are withheld and revealed in the text 3. Explain the writer's message and explore themes 	
<p>Chapter 10, 11, 12</p> <p>Understanding A Little Talk Grandma's house</p>	<ol style="list-style-type: none"> 1. Track the main events and the development of a character 2. Revisit structural terms for explaining the development of the chapter 3. Select evidence to support ideas when evaluating an idea 4. Explain your thoughts based on evidence and evaluate considering the possible responses and explaining your preferred interpretation 5. Develop your skills in writing an extended paragraph of evaluation including your key idea, evidence, analysis and your final evaluation 	
<p>Chapter 13</p> <p>Champ</p>	<ol style="list-style-type: none"> 1. Understand and explain what a cyclical structure is 2. Track the main events and the development of a character 3. Select evidence to support ideas when evaluating an idea 	
<p>Chapter 14</p> <p>Americans don't get much holiday</p>	<ol style="list-style-type: none"> 1. Select evidence to support ideas 2. Explain your thoughts based on evidence and evaluate considering the possible responses and explaining your preferred interpretation 3. Develop analysis skills considering the effects of word choice 4. Develop your skills in writing an extended paragraph of evaluation including your key 	

	idea, evidence, analysis and your final evaluation
Chapter 15 and 16 The Second Tale The rest of the Second Tale	<ol style="list-style-type: none"> 1. Exploring themes and ideas present in a story 2. Discussing theme and purpose 3. Identify examples of language techniques 4. Select evidence to support ideas 5. Identify language techniques and word classes 6. Develop analysis skills by zooming in and explaining the effect of powerful word choices within phrases.
Chapter 17 Destruction	<ol style="list-style-type: none"> 1. Exploring characterisation and motivation 2. Tracking the development of a narrative 3. Explaining the structure using structural terminology
Chapter 18 Invisible	<ol style="list-style-type: none"> 1. Revisit the terms Metaphor, verb, adverbial phrase, juxtaposition 2. Develop analysis skills by zooming in and explaining the effect of powerful word choices and language techniques. 3. Evaluate analysis and arrive at a balanced conclusion.
Chapter 19 and 20 Yew trees Could it be?	<ol style="list-style-type: none"> 1. Revisit learn and demonstrate understanding of the terms pathetic fallacy, metaphor and foreshadowing 2. Explain the effect of the writer's choices on the reader
Practice assessment Final Assessment	You will complete a practice assessment that will look the same as your final assessment. It will assess the knowledge and skills you have been working on all term.
Chapter 21-end	<ol style="list-style-type: none"> 1. Provide evidence to support ideas 2. Learn to consider theme and issues within a novel 3. Consider the motivation and development of characters 4. Learn to ask relevant questions about themes and issues 5. Learn to discuss complex issues exploring different opinions 6. Learn to have a personal response to a novel

	<h2 style="margin: 0;">Topic Overview</h2> <p style="margin: 0;">Faculty/Subject: English</p> <p style="margin: 0;">Year Group: 8</p> <p style="margin: 0;">Topic: HT1 and 2 Writing Descriptively</p>	<h2 style="margin: 0;">English</h2>
<p>BIG IDEAS</p> <p>You will be developing your descriptive writing skills building on your work from last year. You will be working on improving your use of vocabulary, sentence structures and punctuation. You will also be learning to use a zooming in method to develop your description. You will be basing your writing on still images and developing atmosphere and interest, perhaps building to a reveal.</p> <p>Content and organisation</p> <ul style="list-style-type: none"> • Use a range of vocabulary and devices to craft writing for effect. • Can create an effective opening paragraph which establishes a description. • Can develop a description by using a zooming in structure. <p>Technical Accuracy:</p> <ul style="list-style-type: none"> • Can vary sentence starters by using a verb opening. • Can accurately craft and punctuate a complex sentence • Can use a range of punctuation (full stops, commas, semicolons, dashes) 	<p>Key concepts, knowledge and terms</p> <ul style="list-style-type: none"> • Content and organisation <ul style="list-style-type: none"> ○ "Specific" noun ○ "Specific" verb ○ Use of senses ○ Simile ○ Personification ○ Zooming in as a structural technique • Technical accuracy: <ul style="list-style-type: none"> ○ Main clause ○ Subordinate clause ○ Commas ○ Sentence openers (verb focus) ○ Semicolons ○ 'Ing' verb accuracy ○ Dashes 	
<p>Prior knowledge and prior learning?</p> <p>You have done plenty of work on writing before. However, writing is a complicated process and requires lots of practice and rehearsal. We will be building on the work you did last year, but also focussing on specific elements of writing such as particular classes of words and considering how they could contribute to your writing. We will be increasingly working on developing your descriptions over 2 paragraphs or possibly 3 if you are excelling.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> • You will do a writing assessment based on an image at the end of the unit. • Each piece of writing you do along the way could also be considered for assessment and you will complete regular pieces where you can show what you can do. 	
<p>Learning and lesson focus</p>		
<p>Lessons 1 and 2 The Stillness in the Church</p>	<ol style="list-style-type: none"> 1. Synonyms for light 2. Using specific nouns for effect 3. Using specific and effective verbs for effect 4. Beginning sentences with verbs. Flipping sentences for variety 5. Planning and writing a description based on an image 	
<p>Lessons 3 and 4 The Lake and the Mountains</p>	<ol style="list-style-type: none"> 1. Synonyms for dark 2. Using the senses effectively 	

	<ol style="list-style-type: none"> Using commas correctly to divide clauses Planning and writing a description based on an image
Lessons 5 and 6 The morning sun	<ol style="list-style-type: none"> Synonyms for big Using similes effectively Using semicolons correctly Planning and writing a description based on an image
Lessons 7 and 8 The heat of the desert sun	<ol style="list-style-type: none"> Synonyms for hot Creating effective personification Using 'ing' verbs correctly in sentences (was/were, is/are, main clauses) Planning and writing a description based on an image
Lessons 9 and 10 The frozen landscape	<ol style="list-style-type: none"> Synonyms for small Using a 3 part zooming in technique in description Using the dash Planning and writing a description based on an image
Lessons 11 and 12 There must be an end: Autumn and Winter	<ol style="list-style-type: none"> Synonyms for yellow and cold Practice assessment - review of all techniques Assessment - Plan and write a description based on an image using the techniques you have been learning about this term Self-assess - use the checklist to judge how well you have engaged with the task and the learning



Topic Overview

Faculty/Subject: **English**

Year Group: **8**

Topic: **Poetry (War and Conflict)**

English

BIG IDEAS	Key concepts, knowledge and terms	
During this topic, you will explore how poets express attitudes towards war and conflict. You will consider contrasting attitudes towards fighting and to the presentation of the experience of fighting in war.	<p>Language features: Imagery; Simile; metaphor; personification; zoomorphism; symbolism Alliteration; onomatopoeia; repetition; juxtaposition</p> <p>Structural features: Syllables; rhythm; rhyme; enjambement; caesura</p>	<p>Functional terms Annotation; content; context; inference; analysis</p> <p>Topic Terminology Honoured; Glorified; Idealised; patriotism Duty; sacrifice; respect; legitimise Propaganda; Bias Dehumanise; desensitise; Devalue; Traumatise; Futile Ambiguous; suspicion;</p>
Relevant prior learning and how this topic fits into the English curriculum plan	Assessment:	
<p>Prior learning:</p> <ul style="list-style-type: none"> You explored poetry in year 7, exploring ideas of identity and belonging. We considered the performative aspects of those poems as well as the use of language and structure. You will use these skills to help you to explore these poems. You will need to develop the skills of annotation, analysis and explanation that you have been working on consistently. Your work on perspective in the last scheme will be significant as these poems come from very different perspectives. <p>English curriculum plan</p> <ul style="list-style-type: none"> This unit will give you some crucial foundational knowledge that will prepare you for studying the power and conflict poetry that you will tackle in year 10 and 11. 	<ul style="list-style-type: none"> You will complete an analytical paragraph which will demonstrate your ability to make a clear point, support it with evidence, analyse the elements of the quotation and explain the writer's message 	
Learning and lesson focus		
<p>Unit 1 'Who's for the Game?'</p> <p>This poem will explore some traditional ideas of the brave soldier, but also begin to question the point at which poetry can become propaganda.</p>	1. Revision of key Functional terms	
	2. Exploring context through WW1 posters - introducing analysis skills	
	3. Application of topic Terminology	
	4. Annotate, discuss and explore the content and ideas in a poem	
	5. Annotate the language features in the poem exploring connotations and further ideas	
	6. Annotate and explore the structural features of the poem and how the reinforce the ideas	
	7. Apply your knowledge of the poem to writing analytical paragraphs exploring how the writer presents war	
<p>Unit 2 Dulce et decorum est</p> <p>This poem will explore an alternative contrasting idea of conflict. It is a</p>	1. Revision of key Functional terms	
	2. Exploring alternative perspectives of the context of WW1	
	3. Application of topic Terminology	

poem that brings the reader closer to the experienced reality of a soldier in WW1.	4. Annotate, discuss and explore the content and ideas in a poem
	5. Annotate the language features in the poem exploring connotations and further ideas
	6. Annotate and explore the structural features of the poem and how the reinforce the ideas
	7. Apply your knowledge of the poem to writing analytical paragraphs exploring how the writer presents war
Unit 3 The Right Word This poem will explore the idea of conflict from a different perspective and ask us to consider the power of language in creating conflict and potentially in avoiding it.	1. Revision of key Functional terms
	2. Application of topic Terminology
	3. Annotate, discuss and explore the content and ideas in a poem
	4. Annotate the language features in the poem exploring connotations and further ideas
	5. Annotate and explore the structural features of the poem and how the reinforce the ideas
	6. Apply your knowledge of the poem to writing analytical paragraphs exploring how the writer presents the effects of conflict. Develop your analysis skills to consider more than one piece of evidence.



Topic Overview

Faculty/Subject: **English**

Year Group: **8**

Topic: **Writing Descriptively**

English

BIG IDEAS

You will be developing your descriptive writing skills building on your work from last year. You will be working on improving your use of vocabulary, sentence structures and punctuation. You will also be learning to use a zooming in method to develop your description. You will be basing your writing on still images and developing atmosphere and interest, perhaps building to a reveal.

Content and organisation

- Use a range of vocabulary and devices to craft writing for effect.
- Can create an effective opening paragraph which establishes a description.
- Can develop a description by using a zooming in structure.

Technical Accuracy:

- Can vary sentence starters by using a verb opening.
- Can accurately craft and punctuate a complex sentence
- Can use a range of punctuation (full stops, commas, semicolons, dashes)

Key concepts, knowledge and terms

- Content and organisation
 - "Specific" noun
 - "Specific" verb
 - Use of senses
 - Simile
 - Personification
 - Zooming in as a structural technique
- Technical accuracy:
 - Main clause
 - Subordinate clause
 - Commas
 - Sentence openers (verb focus)
 - Semicolons
 - 'Ing' verb accuracy
 - Dashes

Prior knowledge and prior learning?

You have done plenty of work on writing before. However, writing is a complicated process and requires lots of practice and rehearsal. We will be building on the work you did last year, but also focussing on specific elements of writing such as particular classes of words and considering how they could contribute to your writing. We will be increasingly working on developing your descriptions over 2 paragraphs or possibly 3 if you are excelling.

Assessment:

- You will do a writing assessment based on an image at the end of the unit.
- Each piece of writing you do along the way could also be considered for assessment and you will complete regular pieces where you can show what you can do.

Learning and lesson focus

Lessons 1 and 2 The Stillness in the Church	<ol style="list-style-type: none"> 1. Synonyms for light 2. Using specific nouns for effect 3. Using specific and effective verbs for effect 4. Beginning sentences with verbs. Flipping sentences for variety 5. Planning and writing a description based on an image
Lessons 3 and 4 The Lake and the Mountains	<ol style="list-style-type: none"> 1. Synonyms for dark 2. Using the senses effectively 3. Using commas correctly to divide clauses 4. Planning and writing a description based on an image
Lessons 5 and 6 The morning sun	<ol style="list-style-type: none"> 1. Synonyms for big 2. Using similes effectively 3. Using semicolons correctly 4. Planning and writing a description based on an image
Lessons 7 and 8 The heat of the desert sun	<ol style="list-style-type: none"> 1. Synonyms for hot 2. Creating effective personification 3. Using 'ing' verbs correctly in sentences (was/were, is/are, main clauses) 4. Planning and writing a description based on an image

Lessons 9 and 10 The frozen landscape	<ol style="list-style-type: none"> 1. Synonyms for small 2. Using a 3 part zooming in technique in description 3. Using the dash 4. Planning and writing a description based on an image
Lessons 11 and 12 There must be an end: Autumn and Winter	<ol style="list-style-type: none"> 1. Synonyms for yellow and cold 2. Practice assessment - review of all techniques 3. Assessment - Plan and write a description based on an image using the techniques you have been learning about this term 4. Self-assess - use the checklist to judge how well you have engaged with the task and the learning



Topic Overview

Faculty/Subject: **English**

Year Group: **8**

Topic: **Romeo and Juliet**

English

BIG IDEAS	Key concepts, knowledge and terms	
<p>Reading the play Romeo and Juliet. Students will:</p> <p>Appreciate some of the key themes in the play, particularly regarding:</p> <ul style="list-style-type: none"> • Social hierarchy • Gender • Violence • Love, marriage and romance 	<ul style="list-style-type: none"> • Students will know and be able to define the terms: <ul style="list-style-type: none"> ○ Dramatic tragedy ○ Prologue ○ Iambic pentameter ○ Oxymoron ○ Metaphor, simile ○ Motif ○ Semantic field ○ Sonnet 	<p>Creative Writing:</p> <ul style="list-style-type: none"> • The great chain of being • Patriarchy • Masculinity, femininity • Objectification
<p>Relevant prior learning and how this topic fits into the English curriculum plan</p> <p>Prior learning:</p> <ul style="list-style-type: none"> • Analysis skills and English subject terminology such as word classes and language features • This fifth topic in year 8 is an introduction to the works of William Shakespeare. It also develops your ability to apply the key skills of selecting evidence, explaining yourself and applying analysis to prove your ideas. <p>Future learning:</p> <ul style="list-style-type: none"> • This unit will give you some crucial foundational knowledge that will prepare you for studying a play by William Shakespeare which you will do again in year 9 and as part of your English Literature GCSE 	<p>Assessment:</p> <ul style="list-style-type: none"> • You will complete an assessment based on an extract from the play which assesses your ability to analyse language writer's methods, messages and ideas. 	
Learning and lesson focus		
Week 1	<ol style="list-style-type: none"> 1. Historical and literary context: Shakespeare, the Globe Theatre, Romeo and Juliet, 2. The prologue: Exploring tragedy and iambic pentameter 	
Week 2	<ol style="list-style-type: none"> 1. Act one, scene one: Exploring masculinity, violence and love 2. Historical context: The great chain of being, Terminology: Oxymoron 	
Week 3	<ol style="list-style-type: none"> 1. Act One, Scene two: Exploring femininity, patriarchy and gender expectations 2. Historical Context: 16th Century attitudes to women and love and marriage. 	
Week 4	<ol style="list-style-type: none"> 1. Act one, scene four: Exploring the character of Mercutio 2. Act one, scene five: Analysing metaphor and simile, new terminology: sonnet, semantic field, motif, crafting a response. 	
Week 5	<ol style="list-style-type: none"> 1. Act two, scene one - two: further exploration of metaphor and simile 2. Act two, scene three: Hamartia, different views of love, mastery analysis practise 	
Week 6	<ol style="list-style-type: none"> 1. Act three: Masculinity, violence and bravado 2. Mastery practice - language analysis 	
Week 7	<ol style="list-style-type: none"> 1. Act three: Character emotions and responses 	

	2. Revisiting attitudes to women: patriarchy and objectification
<u>Week 8</u>	1. Practice Assessment
	2. Assessment
<u>Week 9</u>	1. Act four: Exploring theme
	2. Assessment DIRT
<u>Week 10</u>	1. Act five: Exploring the end of the play.