



Learning Aims and Curriculum Intent:

Pupils in Year 8 English continue to explore literary and non-literary texts from a wide variety of authors, time periods and contexts. Building on the foundations established in Year 7, students are expected to analyse with greater depth, write with greater fluency and communicate with more sophistication. Students will be taught a range of poetry, prose and drama and they will be tasked with considering character is created and how themes are explored. They will write essay responses, persuasive speeches, and other forms of creative writing.

As with Year 7, students will have regular reading lessons in class. Here, they will be challenged to read a broader range of texts and genres.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p>1. Novel Study</p> <p>This unit aims to provide a bridge between the study of the novel in Year 7 and the study of the novel in Year 9 – moving away from the study of character into the study of themes and ideas. The texts studied are by writers from a range of cultures including ‘Bone Talk’ by Candy Gourlay; ‘I Am Thunder’ by Muhammad Khan, by Khan; ‘In the Sea There are Crocodiles’ by Fabio Geda. Texts are chosen by individual teachers.</p> <p>Students will explore:</p> <ul style="list-style-type: none"> Plot and structural features Characterisation Themes and motif Text in relation to the relevant context, dependent on the text chosen <p>2. Shakespeare</p> <p>In this unit, students will study a Shakespearean comedy. Texts are selected by individual teachers, many including ‘Much Ado About Nothing’ and ‘Twelfth Night’. This unit enables pupils to gain more of a sense of literary heritage and to hone their understanding of Shakespeare’s craft.</p> <p>Students will explore:</p> <ul style="list-style-type: none"> The context of Shakespeare’s world, Elizabethan England, and how it affects his writing The conventions of comedy including asides and puns Structure and structural shifts across the play The literary techniques Shakespeare uses to present ideas about characters and themes 	<p>Analysis of how characters are created</p> <p>Exploration of themes and how different readers might experience them differently</p> <p>Exploration of cultural contexts and their influence on the writing</p> <p>Evaluation of how contexts influence our reading and understanding of texts</p> <p>Creative writing skills, including vocabulary, grammar, style and voice</p> <p>Evaluation of aspects of performance and how directorial decisions influence the audience</p>	<p>Empathic Writing</p> <p>Compose a piece of writing from the perspective of a character from the novel.</p> <p>Essay Response</p> <p>Detailed analysis of a key scene, with comment and consideration as to how it relates to the wider play.</p>

Lent	<p>3. Poetry</p> <p>This unit moves beyond the narrative poetry taught in Year 7 and takes on the idea that poetry often presents the reader with more abstract concepts. Pupils experience a wide range of poetry in this unit. Teachers choose a theme (for example, childhood experiences, the presentation of women) and pupils study a selection of poetry relating to that theme.</p> <p>Students will explore:</p> <ul style="list-style-type: none"> Form (dramatic monologues, sonnets, free verse, blank verse, quatrains) Structural aspects, including how writers manipulate their punctuation and Aural aspects Figurative language Lexical and semantic fields <p>4. Drama</p> <p>This unit tasks students with exploring and analysing a piece of modern drama. So far in Lower School English, they have explored Shakespearean drama, so this unit offers an interesting, challenging perspective on how modern playwrights approach their work. Texts could include ‘An Inspector Calls’, or ‘The Crucible’.</p> <p>Students will explore:</p> <ul style="list-style-type: none"> Conventions of modern drama, including stage directions and stage craft How characters evolve and are used to convey specific ideas or messages Key themes and motifs including representation of women, marriage and society, community Plot and structure Text in relation to the specific context in which it was written and first performed, with discussion as to how this compares to present day 	<p>Analysis of poetic techniques and different poetic forms</p> <p>Exploration of themes and how different writers might present them differently</p> <p>Comparison of poems and how writers present different ideas</p> <p>Poetry writing skills, including structural features, meter, and form</p> <p>Analysis of dramatic techniques, including staging, proxemics</p> <p>Exploration of elements of performance</p> <p>Comparison of different performances and their effects on different audiences</p> <p>Evaluation of texts in relation to their contexts</p>	<p>Poetry Writing & Commentary</p> <p>Compose a piece of poetry and write a short commentary explaining and analysing your creative choices.</p> <p>Speech Writing</p> <p>Write a speech about a topic relating to one of the key themes from the play.</p>
Trinity	<p>4. Drama – end of year examination</p> <p>The end of Year 8 examination will assess analysis of a short passage from the play pupils have studied. Pupils will be given a short passage from the play they have studied to read and analyse.</p> <p>Pupils will be given a simple essay question to answer (“How does X present the character of Y/the theme of Z in this extract and elsewhere in the play? You should refer to the context of the play in your answer.”) which will test their comprehension skills, their ability to select and interpret evidence and their ability to analyse the author’s craft. They will need to make reference to the rest of the play and evaluate the significance of its context to show their wider understanding.</p> <p>5. 19th Century Prose</p> <p>Students will read a range of nineteenth century fiction with a specific focus on texts in contexts. Key passages from texts will be analysed closely to consider how the writer uses their novel to make a comment on the world around them. This unit also allows pupils to have had some experience of the demands of texts written before 1900 before they commence their GCSE course.</p> <p>Students will explore:</p> <ul style="list-style-type: none"> The style and syntax of pre-twentieth-century prose The ways characters are presented through differing registers and dialogue The way the text relates to context A range of linguistic and literary techniques There will likely be some consideration as to how these texts compare to the novel studied at the start of Year 8 	<p>Analysis of language, form and structure within the extract</p> <p>Analysis of extract in relation to the wider play</p> <p>Comparison of the extract in relation to the wider work</p> <p>Evaluation of texts in relation to context</p> <p>Vocabulary choices, grammatical accuracy, register and form, basic punctuation, punctuation for emphasis and style</p>	<p>Extract Analysis</p> <p>Analyse how a key theme / character is presented in an extract, making reference to historical context in your answer.</p> <p>Creative Writing inspired by the themes or ideas within the novel</p>

Examples of Homework	<p>For writing: creating the next chapter of the novel, or the next stanza of the poem; composing a speech from the perspective of a character or related theme; writing a diary entry or monologue to expand upon ideas from the text.</p> <p>For analysis: practice analytical paragraph writing; creating word banks to help with analytical vocabulary; logging key quotations for future reference; further research into historical context.</p>
Key terminology	<p>Genre, context, audience, purpose, form; narrative voice, lexical field, semantic field, imagery, structure, rhyme, alliteration, persuasive features, proxemics, stage directions, juxtaposition, antithesis; protagonist, antagonist, chorus; identity, culture, diversity; Elizabethan England, Victorian England, Edwardian England.</p>

Super-curricular enrichment and scholarly extension	<ul style="list-style-type: none"> • Read: See department reading lists and consult the library website. • Watch: Access the National Theatre Online resources via the library website; watch Shakespeare productions using Drama Online. • Listen: BBC Word of Mouth Podcast; Frank Skinner's poetry podcast; e-books via Audible • Visit: Your local library; the Globe Theatre; the National Theatre; Victoria and Albert Museum; Stratford-Upon-Avon; the British Museum; become a member of the British Library. 	
Useful websites	The School library website; Lit Charts; BBC Bitesize; No Fear Shakespeare; Common Lit; No Red Ink	
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	Teachers	