# Curriculum Overview

Subject: English

Year Group: 8

## CHASE HIGH
### Aspirations, Character & Excellence

The theme of this year is morality: Students will develop their understanding of the theme through the study of poetry, non-fiction and drama. Initially they will build on their analysis of poetry and knowledge of poetic devices in exploring the way poetry is used to construct a moral voice that carries across the globe. Reading poetry from cultures across the world, they will study poems from Imtiaz Dharker, Grace Nicholls and Akala. Students will learn to compare poems focusing on how poetic devices are used to create meaning and impact. They will also learn about events that shook the world, creating a speech on one of the themes. Following their work in Year 7 on the novels from imagined worlds, students will engage with a non-fiction text along the theme of morality. Students will read "I am Malala" and will develop their questioning skills, their inference skills and their analysis of narrative. Building on their developing construction of voice, students will also be writing and delivering a speech inspired by the story. Concluding the year, students will read Shakespeare's Macbeth with the focus on analysing Shakespeare's construction of character, use of language and presentation of morality within the Elizabethan context. Students will complete 2 Bedrock vocabulary sessions per week and will read a Class AR book. All Year 8 will be reading "Bone Sparrow" as their form time guided reading novel to correspond with the theme of morals and resilience in the LORIC strands.

| TERM 1 | TERM 2 | TERM 3 |
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| KNOWLEDGE/SKILLS<br>**Protest Poetry - Voices from across the world &**<br>**"Make a change":** Context: Aboriginal land ownership; immigration; geography of developing countries; Hillsborough. Poetry conventions: imagery; cultural references; structural devices; language and connotations; voice and perspective. Skills: essay writing; comparison of poems; PETAL structure; oracy; speech writing; creating a voice; structuring using Ethos, Logos and Pathos; confident spoken presentation. | KNOWLEDGE/SKILLS<br>**Politics and Morals-"I am Malala"**<br>Context: Afghanistan under Taliban regime; females in society; education; moral questions. Writer's methods: narrative construct; structural devices. Skills: Essay writing; inference; embedding quotations; questioning; interpretation and inference; writing to argue; speech crafting; oracy; Ethos, Logos, Pathos. | KNOWLEDGE/SKILLS<br>**Shakespeare and Morality**<br>Elizabethan context: Chain of being; regicide; James 1 witch trials; classical allusions; psychoanalysis. Shakespeare's writer's methods: iambic pentameter; imagery; character dialogue; spells and incantations; characterisation; stage craft. Themes: morality. Skills: Essay writing; embedding quotations; PETAL structure; thesis statements; knowledge of extracts; knowledge of plot; integrating context. |
| KEY ASSESSMENTS<br>**Half term 1**: Key Piece: Analysis of Island Man<br>End of Unit Assessment: Compare Island Man and Blessing<br>**Half term 2:** Key Piece: write a speech on a chosen moral question.<br>Key Piece: Deliver speech and assessed on Jack Petchey/QPG oracy framework. | KEY ASSESSMENTS<br>**Half term 1:** Key Piece: what does education mean to students? Complete an article for "First News" in which you write to inform.<br>Key Piece: Humanitarian crisis: persuasive letter on the issue of immigrants putting their lives at risk for safety.<br>**Half term 2:** Key Piece: Write a speech: Would you rather put your life at risk for something you believe in, or live in safety but without a voice?<br>End of Unit Assessment: Deliver your speech | KEY ASSESSMENTS<br>**Half term 1:** Key Piece: How is Lady Macbeth presented in this extract?<br>Key Piece: Essay - Who is to blame for Macbeth's downfall?<br>**Half term 2:** End of unit assessment: Oral Debate: Who do you think is responsible for Macbeth's downfall? |
| Extended reading suggestions and external resources: Blessing; Island Man; Night of the Scorpion; Standing Rock; Bone Sparrow; Anthology of poems from other cultures; Macbeth theatrical productions; Massolit lectures; | | |

# English Year 8 Assessment Criteria

| English | Bronze | Silver | Gold | Platinum |
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| **Reading Skills** | I understand the simple meaning of a range of texts. **I include simple quotations in my answer.** I explain the simple meaning of a range of quotations. **I use simple subject terminology when writing about texts.** I make simple links between two or more texts. | I attempt to interpret layers of meaning in a text. **I use quotes in a structured way to support my points.** I comment on the effect of language or structure when writing about texts. **I use subject terminology to comment on writer's methods.** I comment on the similarities and differences between texts. | I interpret deeper meaning in a range of texts. **I select relevant quotations and analyse them in a way that is relevant to the question.** I explain the effects of a range of language and structure features and I explain clearly the effect on the reader. **I use some subject terminology in a clear and accurate way when I analyse writer's methods.** I compare writers' ideas across a range of texts. | I make original and high level inferences from a range of texts. **I embed a range of carefully chosen quotations into my analytical points.** I analyse a variety of writer's methods and I can interpret their impact on the reader. **I refer to a range of suitable subject terminology to analyse writer's methods.** I make convincing comments about the differences between challenging texts. |
| **Writing Skills** | My writing is simple and suitable. **I use limited simple vocabulary.** The overall structure of my writing is basic. **I can control my sentences.** I write in Standard English. **I can spell common words accurately.** I use suitable punctuation marks. | My writing has a purpose and I have tried to target the audience. **I consciously use a range of vocabulary.** I structure my writing with paragraphs. **I can construct different sentence types and use them accurately in my writing.** I use Standard English with some control of agreement. **My spelling of words is usually accurate.** I control my punctuation. | I plan my writing to ensure it matches the audience and purpose. **I have a wide vocabulary that I choose for specific effect.** I use coherent paragraphs to structure my text. **I use a range of accurate sentence constructions in my writing for specific effect.** I use Standard English accurately in my writing. **My spelling is generally accurate, including complex and irregular words.** I use a range of accurate punctuation. | I plan and shape my writing to target the audience and purpose. **I use an extensive and ambitious range of vocabulary.** I create fluently linked paragraphs to structure a coherent piece of writing. **I use imaginative and precise sentence structure for specific effect.** I use Standard English consistently in my writing. **My spelling is accurate across a range of simple and ambitious vocabulary.** I deploy a wide range of punctuation used accurately. |
| **Speaking and Listening Skills** | I express simple views, ideas and information. **I organise my speech/presentation in a simple way.** | I express clear views, ideas and information. **I organise and structure my speech/presentation in a clear way.** | I express a wide range of views, ideas and information. **I organise and structure my speech/presentation in a relevant way to meet the needs of the audience.** | I express a wide range of sophisticated views, ideas and information. **I organise and structure my speech/presentation in a relevant way to engage the audience.** |

| | I use some appropriate vocabulary and use some relevant non-verbal features such as eye contact and gestures. **I interact with a group and play a part in it.** I attempt to engage the audience. **I provide simple responses to questions and feedback.** | I use some appropriate vocabulary and use relevant non-verbal features such as eye contact and gestures. **I interact with a group clearly and usefully.** I attempt to engage the audience with simple DAFOREST persuasive techniques. **I provide clear responses to questions and feedback.** | I use appropriate and broad vocabulary and use a range of non-verbal features such as eye contact, gestures and body movement. **I interact with a group confidently.** I can engage the audience with some meaningful DAFOREST persuasive techniques. **I provide relevant and clear responses to questions and feedback.** | I use appropriate and ambitious vocabulary and grammar and use a range of sophisticated non-verbal features such as voice intonation, eye contact, facial expressions, gestures, body movement and posture. **I interact with the group in a meaningful way, inspiring and supporting others.** I can engage the audience with a range of meaningful DAFOREST persuasive techniques and strategies. **I provide relevant and in-depth responses to questions and feedback.** |
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| Green Sticker Assessment Student Response Examples: | | |
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| **Reading Skills** | **Writing Skills** | **Speaking & Listening** |

| **WWW:**     **TEACHER** | **WWW:**     **TEACHER** | **WWW:**     **TEACHER** |
|---|---|---|
| **EBI:** **Student Response:** I will include a range of quotations when I edit my work and explain their meanings. I will analyse a variety of writer's methods and explain their impact on the reader. | **EBI:** **Student Response:** I will try to use a variation of simple, compound and complex sentences in my writing. I will use an extensive and ambitious range of vocabulary. | **EBI:** **Student Response:** I will interact with others during group discussions to put my point of view across. I will use a range of sophisticated non-verbal features such as voice intonation and eye contact. |