

# Curriculum Overview

Subject: English

Year Group: 8



The theme of this year is morality: Students will develop their understanding of the theme through the study of poetry, novel and drama. They will explore the way poetry is used to construct a voice across the globe, with students developing cultural capital. Students will engage with a classic novel, developing contextual insights, analysing the construction of character and the development of the theme of morality. Students will read a full Shakespeare play with the focus on analysing Shakespeare’s construction of character and morality within the Elizabethan context.

TERM 1	TERM 2	TERM 3
<p>KNOWLEDGE/SKILLS</p> <p><b>Protest Poetry—voices from across the world:</b> A unit that builds upon students’ work on developing a “voice” in Year 7, and responding to key global issues. This unit embeds skills of analysis and inference in comparing poems.</p> <p><b>Politics and Morals-Novel:</b> This unit develops on the controversial global issues discussed in the previous half term. Students will read a key historical novel and learn about the historical context, the crafting of characters in this context, and the political and moral themes it presents.</p>	<p>KNOWLEDGE/SKILLS</p> <p><b>Politics and Morals—Novel:</b> Continued from Term 1</p> <p><b>Argument Writing—Morality:</b> This half term concludes with a piece of writing inspired by a complex moral issue that is found in the book chosen for study. It must be a journalistic article form with the purpose to argue.</p> <p><b>Creative Writing Inspired by a moral issue</b> Students will be learning how to refine their skills in creative writing, building techniques to advance their craft. The writing must be inspired by the theme of morality.</p>	<p>KNOWLEDGE/SKILLS</p> <p><b>Shakespeare and Morality</b> Students will be introduced to Shakespeare’s play via the theme of morality. Students will read the whole play in its original form and interpret the behaviour of the characters in light of the theme of morality, understanding how Shakespeare used language and structure to construct those characters within the Elizabethan context.</p>
<p>KEY ASSESSMENTS</p> <p><b>Half term 1:</b> Key Piece: Analysis of Island Man End of Unit Assessment: Compare Island Man and Blessing</p> <p><b>Half term 2:</b> Key Piece: Analysis of character Key Piece: Analysis of writer’s craft</p>	<p>KEY ASSESSMENTS</p> <p><b>Half term 1:</b> End of Unit Assessment: Literature style essay on theme or character. End of Unit Assessment: Write a journalistic article to argue on a complex moral issue.</p> <p><b>Half term 2:</b> Key Piece: Write an opening to a story inspired by this image. End of Unit Assessment: Write a creative piece inspired by a moral theme discussed in the previous chapter.</p>	<p>KEY ASSESSMENTS</p> <p><b>Half term 1:</b> Key Piece: How is Lady Macbeth presented in this extract? Key Piece: Starting with the extract, how does Shakespeare present Macbeth as a man in control?</p> <p><b>Half term 2:</b> End of unit assessment: Who do you think is responsible for Macbeth’s downfall?</p>
<p>Extended reading suggestions and external resources: Blessing; Island Man; Night of the Scorpion; Standing Rock Of Mice and Men; Boy in the Striped Pyjamas; Animal Farm; Of Mice and Men; Boy in the Striped Pyjamas; Animal Farm; Macbeth.</p>		