

<b>OVERVIEW</b>	<p>The purpose of our English curriculum is to provide pupils with both the skills and the knowledge to access and interact successfully with the world around them. A high-quality English education allows students to become confident in expressing themselves as speakers, writers and interpreters of our information dense world.</p> <p>In English at Year 8, we build on the knowledge and skills introduced in Year 7. Most importantly, in Year 8 students will again encounter our four core themes of power, class, gender and social justice and further develop their critical understanding.</p>		
<b>AUTUMN</b>	<p><b>Component 1 (Prose Dracula)</b> Students will cover the whole text through a mixture of chapter summaries and focused key moments. Students will develop their knowledge of gender and will consider expectations around female characters. <b>Writing:</b> Narrative writing linked to the gothic genre.</p> <p><b>Component 2 (Shakespeare: Richard III)</b> Students will develop their knowledge and experience of Shakespeare. Pupils will be introduced to another of our core themes, power. Study of the full play will be undertaken through a combination of summaries and key moments. <b>Writing:</b> Narrative writing with a focus on characterisation, as pupils describe their own villainous character.</p>	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Big Write: Dracula.</b> Pupils will analyse a section of the text linked to the core themes of gender and power.</p> <p><b>Big Write: Richard III.</b> Pupils will analyse a section of the text linked to the core theme of power.</p>	<p style="text-align: center;"><b>Personal Development</b></p> <p>Alongside Dracula, we ask pupils to consider the inequality of the genders through both the novel and non-fiction extracts.</p> <p>Through Richard III pupils consider the monarchy and its history.</p> <p>Richard III also allows for an in-depth study of morality.</p>
<b>SPRING</b>	<p><b>Component 3 (Non-fiction Social Justice: I am Malala)</b> Students will be introduced to another of our core themes, social justice, through a non-fiction anthology of significant extracts and accounts. This topic will also see pupils building further on their knowledge of the core theme of gender. <b>Writing:</b> Transactional writing with a focus on crafting a powerful and persuasive speech.</p> <p><b>Component 4 (Prose Dystopian Fiction)</b> Students will be introduced to the dystopian genre through an anthology of exciting short stories. Through this, pupils will develop their understanding of the core theme of power. <b>Writing:</b> Narrative writing with a focus on creating their own dystopian short story.</p>	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Mid-year Assessments:</b> This will consist of a reading question based on <i>Richard III</i> and a piece of narrative writing. <b>Big Write: Social Justice.</b> Pupils will analyse a section of the text linked to the core themes of social justice and gender. <b>Big Write: Dystopian Fiction.</b> Pupils will analyse a section of the text linked to the core theme of power.</p>	<p style="text-align: center;"><b>Personal Development</b></p> <p>Malala and the non-fiction studied alongside it, allows pupils to investigate the lives of people in other cultures. This unit also considers the inequality experienced by various groups.</p> <p>Through dystopian fiction, pupils explore the lessons posed by the writers and consider how they might apply to our current society.</p>
<b>SUMMER</b>	<p><b>Component 5 (Poetry: Social Justice)</b> Students will return to the theme of social justice through a carefully selected anthology of poems designed to deepen their understanding of the wider world and the people in it. <b>Writing:</b> Narrative writing under the theme of social justice and with a focus on how structure can be used for effect.</p> <p><b>Component 6 (20th Century Drama: Pygmalion)</b> Students will read the full text and will be introduced to the final core theme of class. Through this challenging play, we will be asking pupils to consider the expectations society puts on the lower classes. <b>Writing:</b> Transactional writing with a focus on class and the creation of effective arguments.</p>	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Big Write: Social Justice.</b> Pupils will analyse a section of the text linked to the core themes of social justice and gender.</p> <p><b>Big Write: Pygmalion.</b> Pupils will analyse a section of the text linked to the core themes of gender and class.</p>	<p style="text-align: center;"><b>Personal Development</b></p> <p>The poems covered in this unit span a range of cultures and identities and ask pupils to question the world around them and the way that it treats certain groups..</p> <p>Pygmalion tackles issues of class and gender and through this text, pupils are asked to look again at the modern world and consider how much, or how little has changed..</p>
<p style="text-align: center;"><b>Useful resources for supporting your child at home:</b></p> <p style="text-align: center;">The Pearson revision website.</p> <p style="text-align: center;">Bedrock.</p> <p>Online platforms: Seneca, Oak Academy, Mr Bruff, BBC Bitesize.</p> <p style="text-align: center;">Completing any homework set by their teacher</p>		<p style="text-align: center;"><b>Homework</b></p> <p>Students will be set a self-quizzing revision activity each week. They will then use this knowledge in a class vocabulary quiz at the beginning of each week.</p>	