



Year 8 Curriculum Overview

Year 8 builds on the previous year with an opening focus on 'Prejudice and Discrimination'. Here students study the whole book 'The Edge' by Alan Gibbons in depth, as well a variety of non-fiction texts which get students reading for information in order to develop their knowledge of the injustices, past and present, within our society. Students will think deeply and debate about how people treat each other, this ability to verbalise their ideas through discussion means that when they draft their own non-fiction responses they have plenty of ideas to utilise. Students will be taught how to further develop writing in a variety of forms and audiences while ensuring that they craft for content (linguistic/ vocabulary choices), organisation as well as their use of Standard English. Also to further develop the students' knowledge and skill of grammar there are recall/ practise opportunities integrated into all schemes as part of the retrieval practise in lessons. Through drama workshops students are exposed to key scenes/ concepts from 'The Tempest' prior to their literary study to allow students to appreciate it as a performance. Shakespeare's play, as part of the 'Power' scheme, continues to teaches students how writers are influenced by their context as well as furthering their understanding of play scripts ready for the future study of Shakespeare's tragedies. This engagement with the overarching ideas of power brings students to their genre study of dystopia. Students will use dystopian fiction extracts as they develop their ability to discuss language and structural features to create their own compelling imaginative writing which adheres to the conventions of the genre as they develop their resilience to write at length. Our final scheme 'Minority Voices' promotes an understanding of how writers utilise characterisation voice, setting and structure (amongst other things) to achieve the effects they desire. Our text 'Long Way Down' (Jason Reynolds) is an exciting text, which through its' unique structure and form, offers the opportunity for meaningful discussions about humanity, ethical issues and the world around us. The year ends with students speaking and writing consciously writing a speech in which they contemplate *how we make a better world for future generations*. Across the year students continue to be expected to read for pleasure as part of the homework policy where through the Accelerated Reader programme they will be challenged to read widely and in depth.

Term/Length of Time	Outline Brief information about specific knowledge, skills and experiences the students will have	Assessment/Teacher Feedback Opportunities This should link to your G4Smarkbook	Homework and Literacy resources This needs to include compulsory and optional tasks Should include books as well as vocab/speaking/listening resources. These can either be optional or part of your SL.
Autumn 1	Prejudice and Discrimination: Reading The unit focusses on developing students' ability to read for meaning and identify	Feedback/Action/ Response Marking: Students will complete a multiple choice set of questions based on their reading of the text so far. The mini reading assessment is then based on a character from our central text 'The Edge' where students can draw their ideas from an extract.	Minimum homework expectation - to be set on G4S 30 minutes of compulsory homework per week that will include: <ul style="list-style-type: none"> Students are to read a book of their choosing (using their ZPD score generated from the Accelerated Reader Programme) for a minimum of 15 minutes every week.

	<p>how writers draw from real life injustices in order to emotionally involve the reader in their narrative. Our central text 'The Edge' centres on the themes of racism and sexism which allows us to engage with mature real world debates. During the study of our novel students will have the opportunity to:</p> <ul style="list-style-type: none"> • Read the novel 'The Edge' by Alan Gibbons • Discuss writer's methods and what he was trying to achieve • Explore characters and themes that are developed throughout the text. • Comparing how poets present these universal themes in their work and which methods they 	<p><i>An example: Starting with this moment in the novel, explore how Gibbons presents the character of Chris Kane.</i></p> <p>End of Unit Assessment: The assessment builds from the previous mini assessment. Students will be given an extract and attempt a character based question. Students will be able to make links across the whole text as well as engage with the bigger ideas on the theme of the unit (prejudice and discrimination).</p> <p>This assessment will be marked on: Assessment Object 1: Response to task and using references in response. Assessment Objective 2: Explaining writer's methods using subject terminology, and discussing their effects to create meaning.</p>	<ul style="list-style-type: none"> • Research and prepare responses to unseen poems ('Halfe Caste' by John Agard and 'Nothing's Changed' by Tatamkhulu Afrika). • Completing Accelerated Reader quizzes on the books they have finished. • Pre reading and preparing an extract from Shakespeare's 'Romeo and Juliet' Act 3 Scene 5. • Respond to a series of controversial statements and short fiction extracts about prejudice and discrimination within our society. <p>Optional homework tasks and Literacy resources</p> <ul style="list-style-type: none"> • https://ukhosted90.renlearn.co.uk/3280294/ • Reading widely around the topic: <ol style="list-style-type: none"> 1. Poetry: <ul style="list-style-type: none"> - Benjamin Zephaniah (performance poetry)- 'White Comedy' or 'Race Industry' - Grace Nicholls- 'Hurricane hits England' 2. Novels: <ul style="list-style-type: none"> - Angie Thomas- 'The Hate U Give' - Brian F Walker- 'Black Boy White School' - Malorie Blackman- 'Noughts and Crosses' - Watson & Hagan- 'Watch Us Rise'
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	utilise to communicate their meaning.		
Autumn 2	<p>Prejudice and Discrimination: Non-fiction Writing</p> <p>Students will complement their study of 'The Edge' with an exploration of non-fiction texts which explore the themes of prejudice and discrimination. Through this study students will learn which methods writers adopt in order to present a convincing viewpoint or perspective, this allows students to then craft their own non-fiction responses to a provocative statement with confidence.</p> <p>Students will have the opportunity to:</p> <ul style="list-style-type: none"> • Explore non-fiction texts such as 	<p>Feedback/Action/ Response Marking: Students are to write an anecdote based on a statement which clearly shows their viewpoint.</p> <p>End of Unit Assessment: Students will be given a statement which they must respond to in the form of a speech. Students are able to adapt/ use the anecdote that was previously marked within their response. This non-fiction writing is supported by the reading and research from across the prejudice and discrimination unit.</p> <p><i>For example. Society has done enough to combat the inequalities of the past. Write a speech to be delivered at school whereby you justify your point of view on the statement.</i></p> <p>This assessment will be marked on:</p> <p>Assessment Objective 5a and b: Effective use of language and structure in order to create an engaging piece.</p> <p>Assessment Objective 6: Technical accuracy</p>	<p>Minimum homework expectation - to be set on G4S 30 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> • Students are to read a book of their choosing (using their ZPD score generated from the Accelerated Reader Programme) for a minimum of 15 minutes every week. • Completing Accelerated Reader quizzes on the books they have finished. • Pre-reading and preparing Marcus Rashford's open letter to Parliament. • Research project on famous speeches: Martin Luther King Jr, Malala Yousafzai, Emma Watson, Angelina Jolie, Steve Jobs. • Practise writing tasks in preparation for the assessment. • Research and summarise the case of Stephen Lawrence. <p>Optional homework tasks and Literacy resources</p> <ul style="list-style-type: none"> • https://ukhosted90.renlearn.co.uk/3280294/ • BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zv7fgp3 • Other people throughout history whose speeches are brilliant to read for inspiration: • Winston Churchill 'We Will Fight Them On The Beaches' • Queen Elizabeth I's speech to the troops at Tilbury

	<p>newspaper articles and speeches to discover how injustices of both past and present are presented within society.</p> <ul style="list-style-type: none"> • Explore conventions of non-fiction writing styles, including for a letter, speech and article. • Practise identifying and discussing the effects or rhetorical devices such as: emotive language, anecdotes and rhetorical questions. • Write their own non-fiction response on a sensitive topic. 		
Spring 1	Power: The Tempest	Feedback/Action/ Response Marking: In response to an extract students are to answer a character or	Minimum homework expectation - to be set on G4S

	<p>This unit begins with students engaging in drama workshops to engage with the key themes and concepts of Shakespeare’s ‘The Tempest’. This unit’s focus is on the universal theme of ‘Power’ as well as preparing students for future studies of Shakespeare’s plays. As students are guided through the play they will draw links with how Shakespeare presents power on stage and his audience would have responded/ reacted.</p> <p>Students will have the opportunity to:</p> <ul style="list-style-type: none"> • be familiarised with the plot in its entirety, as well as characters and themes, and dramatic methods integral to the play 	<p>theme based question. This is a mini assessment to elicit one detailed paragraph response drawing from the named extract.</p> <p><i>An example: How does Shakespeare present Prospero’s use of power in this extract and throughout the play?</i></p> <p>End of Unit Assessment: Using the same format as the mini assessment, students will write a detailed response to a character or theme question. Here students will use an extract provided from The Tempest and make links to other parts of the play.</p> <p>This assessment will be marked on: Assessment Objective 1: Response to task and using references in response. Assessment Objective 2: Explaining writer’s methods using subject terminology, and discussing their effects to create meaning. Assessment Objective 3: Make contextual links between context, text and task.</p>	<p>30 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> • Students are to read a book of their choosing (using their ZPD score generated from the Accelerated Reader Programme) for a minimum of 15 minutes every week. • Completing Accelerated Reader quizzes on the books they have finished. • Students will complete contextual research prior to and during their study of the play in order to gain a more comprehensive understanding of the play and its effects: Shakespeare, monarchy, masculinity, magic, theatres, colonialism etc <p>Optional homework tasks and Literacy resources</p> <ul style="list-style-type: none"> • https://ukhosted90.renlearn.co.uk/3280294/ • BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/z37mn39 • Royal Shakespeare Company: https://www.rsc.org.uk/the-tempest/
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	<ul style="list-style-type: none"> To understand how Shakespeare used language and structure to impact the way his audience felt. 		
<p>Spring 2</p>	<p>Power: Dystopian Writing</p> <p>This unit develops students writing in a specific genre. It allows students to identify the key themes and ideas of dystopia by exploring examples such as: '1984', 'Hunger Games' and 'Divergent'. The unit explores characterisation and how students can use their knowledge of grammar and other linguistic/ structural devices to create believable characters and settings.</p> <p>Students will have the opportunity to:</p>	<p>Feedback/Action/ Response Marking:</p> <p>For this mini assessment students are to write a description of a dystopian setting based on an image. (This form of question is well practised through KS2 and prepares students for the demands of GCSE English Language Paper 1 Question 5 (https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources))</p> <p>End of Unit Assessment:</p> <p>Students use the skills they have acquired across the unit to creatively respond to this question: <i>Write the opening to a short dystopian story.</i> Here they can use the feedback from the mini assessment to help craft their creative writing for language, structure and technical accuracy.</p> <p>This assessment will be marked on:</p> <p>Assessment Objective 5a and b: Effective use of language and structure in order to create an engaging piece that adheres to the conventions of the dystopian genre.</p> <p>Assessment Objective 6: Technical accuracy</p>	<p>Minimum homework expectation - to be set on G4S</p> <p>30 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> Students are to read a book of their choosing (using their ZPD score generated from the Accelerated Reader Programme) for a minimum of 15 minutes every week. Completing Accelerated Reader quizzes on the books they have finished. Tier 2 vocabulary tasks will be set to explore the etymology of key words, use them in debates and link them to prior learning. Extended creative writing based on an image. Preparing responses to big debates such as: <ul style="list-style-type: none"> Dystopian texts are written about flawed, imperfect societies. Which Dystopian text is most relevant to our society today? <ul style="list-style-type: none"> Who wrote it, when and why? What is it about? What parallels can we draw between this text and our own society? <p>Optional homework tasks and Literacy resources</p> <ul style="list-style-type: none"> https://ukhosted90.renlearn.co.uk/3280294/

	<ul style="list-style-type: none"> • How to describe/create a dystopian narrative. • Gain familiarity with the Assessment Objectives • Develop and expand their vocabulary • Explore successful examples of dystopian writing. • Understand the conventions of the dystopian genre. 		<ul style="list-style-type: none"> • Use the internet to find a dystopian story. Read it and highlight anything that links to what you have learn in class. Label with why it is effective and how it links to the conventions of the genre. • Reading more examples of dystopian writing: <ul style="list-style-type: none"> - 'The Giver' by Lois Lowry - 'The Knife of Never Letting Go' by Patrick Ness - 'Ready Player One' by Ernest Cline
Summer 1	<p>Minority Voices: Reading</p> <p>This module uses the central text reading of 'Long Way Down' (Jason Reynolds) as an example of how writers create 'voice' in writing. Students will explore how writers use</p>	<p>Feedback/Action/ Response Marking:</p> <p>Students will complete a multiple choice set of questions based on their reading of the text so far. Students will then complete a mini assessment on <i>how the writer presents the theme of guilt in the novel so far</i>. Students have been developing their ability to answer this style question over the course of the year.</p> <p>End of Unit Assessment:</p>	<p>Minimum homework expectation - to be set on G4S</p> <p>30 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> • Students are to read a book of their choosing (using their ZPD score generated from the Accelerated Reader Programme) for a minimum of 15 minutes every week. • Completing Accelerated Reader quizzes on the books they have finished. • Minority Voices Menu- Students choose at least 1 task from the menu to complete each week.

	<p>structure in order to further influence their readers as well as their language choices. Students will develop an appreciation of how society can influence our behaviours as we read about Will's moral dilemmas in the text. This provides an exciting opportunity for students to engage in thought provoking debates about the world around us.</p> <p>Students will have the opportunity to:</p> <ul style="list-style-type: none"> • Read the novel- inverse 'Long Way Down' by Jason Reynolds • Discuss writer's craft voice in their writing • Gain an understanding of real 	<p>Students will complete an extended written response exploring how the writer has structured the text; here students will need to discuss the impact of the writer's methods on the reader.</p> <p>An example: How has the writer structured the text to engage the reader?</p> <p>This assessment will be marked on: Assessment Object 1: Response to task and using references in response. Assessment Objective 2: Explaining writer's methods using subject terminology, and discussing their effects to create meaning.</p>	<p>The Peri-o-meter suggests the difficulty of the task.</p> <p>Optional homework tasks and Literacy resources</p> <ul style="list-style-type: none"> • https://ukhosted90.renlearn.co.uk/3280294/ • Complete all tasks on the Minority Voices Menu • Reading widely around the topic: <ul style="list-style-type: none"> - 'Poet X' by Elizabeth Acevedo - 'Heard: brave activists who stood up for their beliefs' by Shalini Vallepur -
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	world debates.		
Summer 2	<p>Minority Voices: Writing/ Speaking and Listening</p> <p>During this module students will draw upon their knowledge of real world issues, explored through their continued study of 'Long Way Down', as well as events arising at the time of study (current events/news etc) to create their own speech to be delivered to the class. Students will begin by doing extensive recall tasks about the conventions of non-fiction writing as explored in the Autumn term. Students will watch, analyse and comment on famous speeches from history as well as looking at more contemporary examples. Students will utilise their skills from across the year to craft and</p>	<p>Feedback/Action/ Response Marking: Students will complete a mini assessment in response to a statement, students will be required to write an anecdote and the first developed idea which presents their viewpoint on a specific topic.</p> <p>End of Unit Assessment: Students will be supported in planning their response prior to the full assessment where they will respond to the same statement as per the mini assessment. Students will be required to write a speech arguing/presenting their viewpoint. This will be assessed using the writing assessment objectives noted below.</p> <p>They will then perform their speeches and will be awarded either: Pass, Merit or Distinction based on the quality of their delivery using this mark scheme : https://filestore.aqa.org.uk/resources/english/AQA-8700-SL-ENDORSEMENT-FORM.PDF</p> <p>This assessment will be marked on:</p> <p>Assessment Objective 5a and b: Effective use of language and structure in order to create an engaging piece that adheres to the conventions of the dystopian genre.</p> <p>Assessment Objective 6: Technical accuracy</p>	<p>Minimum homework expectation - to be set on G4S 30 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> • Students are to read a book of their choosing (using their ZPD score generated from the Accelerated Reader Programme) for a minimum of 15 minutes every week. • Completing Accelerated Reader quizzes on the books they have finished. • Practise delivering speech aloud. • Watching speeches given by teenagers: <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=NFCHbX2jAGI- Musharaf on Educating Yorkshire - https://www.youtube.com/watch?v=TMrtLsQbaok- Greta Thunberg- How Dare You speech <p>Optional homework tasks and Literacy resources</p> <ul style="list-style-type: none"> • https://ukhosted90.renlearn.co.uk/3280294/ • BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zv7fqp3 • Reading widely around the topic: <ul style="list-style-type: none"> - 'Somebody give this heart a pen' by Sophia Thajur - 'Ghost' by Jason Reynolds - 'No ballet shoes in Syria' by Catherine Bruton

	<p>structure an effective speech with a clear voice. Students will then deliver their speeches to the class in order to foster confidence and understanding of the demands of the speaking and listening endorsement required at KS4.</p> <p>Students will have the opportunity to:</p> <ul style="list-style-type: none">• Complete their reading of the novel 'Long Way Down'.• Explore relevant current affairs and encourage discussion in a sensitive and appropriate way• Advance their understanding of the demands of non-fiction writing.• Develop a growing understanding of the speaking		
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	<p>and listening GCSE endorsement.</p> <ul style="list-style-type: none">• Understand, identify and analyse how effective speeches are constructed.• Practise speaking in front of others.		
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Commitment, **O**ppportunity, **R**espect & **E**xcellence
for all and in all that we do