



Curriculum Overview for students

What are we learning in English in Year 8?



WHEN	MAIN TOPICS	KEY SKILLS	ASSESSMENT DETAILS
HALF TERM 1 <i>The Victorian Times: Non-fiction</i>	<i>The Victorian context</i> <i>Non-fiction writing for different purposes</i> <i>Comparing texts</i> <i>Considering viewpoints and perspectives</i>	<i>Writing to persuade</i> <i>Speech-writing?</i> <i>Memorising relevant contextual details</i>	Writing assessments: Reading assessment:
HALF TERM 2 <i>'A Christmas Carol'</i>	<i>'A Christmas Carol'</i> <i>Dickens' life and times</i> <i>Dickens' moral purpose</i> <i>Gaining an understanding of what structure is</i> <i>(Drama - supernatural phenomenon)</i>	<i>Memorising quotations</i> <i>Analysing language <u>and</u> structure</i> <i>Including relevant contextual details in our work</i>	Writing assessments: Reading assessment:
HALF TERM 3 <i>War Poetry</i>	<i>Poetry from WWI and WWII</i> <i>Learning about the context to key poems</i> <i>Contemporary War Poetry</i> <i>Unseen poetry</i> <i>Meter, rhyme and structure</i> <i>Poetic techniques</i>	<i>Memorising quotations</i> <i>Memorising relevant contextual details and including these in our work</i> <i>Comparing poems</i> <i>Analysing how poets have used poetic and structural techniques</i> <i>Responding to unseen poems</i>	Writing assessments: Can I use a variety of techniques to create a poem of my own? Can I reflect on my own writing? Reading assessment: Can I compare two different war poems?
HALF TERM 4 <i>Dystopian Fiction</i>	<i>Atwood?</i> <i>Link to comparisons with 1984 etc. Need to do survey to check who has/hasn't read Hunger Games.</i> <i>Using photos and other prompts for creative writing</i>	<i>Writing to describe</i> <i>Analysing how authors have used language devices and structural techniques</i> <i>Comparative adjectives</i>	Writing assessments: Reading assessment:
HALF TERM 5 <i>Power and protest</i>	<i>Speeches, essays and newspaper articles from C19th, C20th and contemporary sources</i> <i>Viewpoints and perspectives</i> <i>(In History students will be studying about the Transatlantic Slave Trade - include anti-slavery tracts. Drama - tension and conflict)</i>	<i>Writing to argue</i> <i>Writing to inform</i> <i>Using paragraphing for effect</i>	Writing assessments: writing a speech Reading assessment:
HALF TERM 6 <i>World Fiction and an Independent</i>	<i>(Science - Healthy Food week - 11th June onwards)</i> <i>C20th and Contemporary Fiction from</i>	<i>Analysing fictional extracts</i> <i>Analysing unseen poems</i> <i>Analysing how authors have used</i>	Writing assessments: Reading assessment: Final end-of-year assessment



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Project	<i>around the world: choose a seminal novel from world literature - see RM books for ideas</i> <i>Viewpoints and perspectives</i> <i>Creating an independent review of a book, which includes contextual information</i>	<i>language devices and structural techniques</i> <i>Using punctuation for effect</i> <i>Literacy: modal verbs and imperatives (link with French - see Niki re A Level transcripts of chefs)</i>	
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Resources to help you:

All PDFs of the texts we read will be shared on Google classroom so that you can re-read them or read ahead. [Mr Bruff's youtube channel](#) has some great videos on different writing styles e.g. descriptive writing; you can also use the activities available on [BBC Bitesize](#). The games and pre-tests on www.spellingstars.com will help you to memorise your weekly spellings.