



Year 8 Curriculum Intent

In Year 8, the English curriculum affirms the preciousness of human life even when faced with adversity. In Term 1, students read from a range of texts, including Blake's *The Chimney Sweeper* and Dickens' *Oliver Twist* to explore social change, struggle and the individual's place in society; in Term 2, students read 'Animal Farm', exploring how social how different forms of government can impact human experience; in Term 3, we read Shakespeare's *The Merchant of Venice* and explore how audiences respond differently over time, alongside forms of prejudice, and the importance of mercy and justice.

Every term, students study a language skill, and we revisit many skills previously studied to build students' confidence in their ideas, writing and articulacy: at the beginning of the year, students revisit Original Writing from Year 7; in Term 2, alongside studying Literature from the Industrial Revolution, students explore news articles, writing their own pieces to consider how the media can reflect events and be a vehicle for change; in Term 3, students build on their prior learning in Year 7 to write and deliver a speech, thereby strengthening their use of spoken language.

Year 8 Curriculum Overview

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Literature of the Industrial Revolution	Original Writing	Animal Farm	Speech Writing	The Merchant of Venice	Article Writing

Key Question

What are the foundations of a fair and stable society?	How can we use imagination & structure to build our descriptive writing	How can we build a fair and stable society?	How can we use speech powerfully to express our ideas and create influence?	How is mercy superior to justice?	How can we use news articles to influence viewpoint and create social change?
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Key Vocabulary

1. Agricultural 2. Corruption 3. Criminality 4. Disillusionment 5. Expansion 6. Exploitation 7. Industrial 8. Innovation 9. Revolution 10. Urban	1. Benevolent 2. Darkening 3. Dwindle 4. Encompassing 5. Foreboding 6. Idyllic 7. Lightening 8. Malevolent 9. Marring 10. Swelling	1. Allegory 2. Commandment 3. Commentary 4. Duplicitous 5. Fable 6. Idealisation 7. Propaganda 8. Satire 9. Socialism 10. Tyranny	1. Argument 2. Counterpoint 3. Delivery 4. Ethos 5. Logos 6. Objectivity 7. Pathos 8. Persuade 9. Rationale 10. Subjectivity	1. Antisemitism 2. Discrimination 3. Elopement 4. Justice 5. Mercy 6. Melancholia 7. Objectification 8. Patriarchal 9. Prejudicial 10. Vengeance	1. Article 2. Contemporary 3. Credibility 4. Influence 5. Integrity 6. Journalism 7. Media 8. Polemical 9. Sensationalist 10. Skeptical
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	The knowledge you will need to recall:	How you will apply this knowledge:	This links to:
1	Literature of the Industrial Revolution - Industrial Revolution, 1900s landscape, society & cultural norms. - Audience, purpose and social commentary. - Conventions of poetic forms and prose, like sonnets & short stories. - Treatment of themes such as identity, society, and transformation. - Writers' methods, both linguistic and structural. - How to write analytically about language using What, How, Why. - How to write analytically about structure, using What, Where, Why.	- Considering texts in relation to socio-economic factors and cultural norms. - Writing about and understand social change. - Discussing and writing about social commentary and writer's intentions. - Exploring contemporaneous and modern audience responses to the texts. - Analysing and annotating for structural and linguistic features. - Responding to analytical questions, using the appropriate framework. - Enjoying and accessing a film adaptation of Dicken's <i>Oliver Twist</i>.	KS3: Students link texts to social context and purpose, revisiting this in transactional writing, <i>Trash</i> (Y9) and the Cultures Unit (Y9). KS4: In Literature, students study texts linked to the 1900s, such as Dickens' <i>A Christmas Carol</i>. In Language Paper 2, students analyse non-fiction, exploring how context informs experience and writers' purpose.
2	Original Writing Unit - Conventions of descriptive writing in relation to language methods. - Descriptive approaches to setting, such as sensory techniques. - Coherent narrative stances, using first person and third person - Planning and structuring descriptive pieces. - How to write descriptively, using DROP, ZOOM, SHIFT, ECHO. - Employment of a range of sentence types and structures.	- Creating a language feature bingo grid, and applying understanding in writing. - Writing evocatively by using ambitious vocabulary to create sensory imagery. - Planning extended responses using mini stories and discourse markers. - Writing an extended response using DROP, ZOOM, SHIFT, ECHO. - Utilising a range of sentence types and re-drafting work for accuracy & effect.	KS3: Students build on their Y7 studies, writing sustained and structured pieces. KS4: In Literature, students study a range of prose texts. In Language, students analyse prose across genres, preparing for Language Paper 1, Section A (reading) and Section B (writing).
3	Animal Farm - Soviet Russia: the movement from feudalism to socialism and communism. - Audience, purpose and social commentary. - Conventions of the fable and allegory. - Writers' methods: rhetorical, linguistic and structural. - How to write analytically about language using What, How, Why. - How to write analytically about structure, using What, Where, Why.	- Discussing and writing about social commentary and writer's intentions. - Exploring contemporaneous and modern audience responses to the texts. - Reading for meaning and aloud, developing fluency, pace, tone, and volume. - Exploring alternative readings and levels of meaning in allegory and fables. - Analysing and annotating for structural and linguistic features. - Responding to analytical and evaluative questions, using appropriate frameworks. - Enjoying and accessing adaptations of <i>Animal Farm</i>.	KS3: Students read rhetorical and transactional writing in Article and Speech Writing (Y9), then develop their own writing in these modes. KS4: In Language, students develop their transactional writing, then prepare and deliver a speech for the GCSE Spoken Language Endorsement; in Literature, students revisit social commentary and socialism.
4	Speech Writing - Significance of speeches in history, society and activism. - Meaning of terms such as orator, rhetoric, logos, ethos & pathos. - Conventional features of powerful speech delivery. - Understanding of how purpose and audience affect speech writing. - Conventions of speeches, such as rhetorical & linguistic methods. - Structuring a speech, applying DROP, ZOOM, SHIFT, ECHO.	- Annotating and analysing speeches, such as Martin Luther King's <i>I have a Dream</i>. - Identifying how audience and purpose inform content, tone and language. - Listening to, analysing and delivering speeches to develop oracy skills. - Identifying and using rhetorical methods, including hypophora, anecdote & statistics. - Crafting a speech, using the DROP, ZOOM, SHIFT, ECHO frame. - Utilising a range of sentence types and re-drafting work for accuracy & effect	KS3: Students continue building speech writing and oracy skills in the Cultures Unit (Y9) KS4: In Literature, students study speeches across texts such as <i>My Last Duchess</i> and <i>Macbeth</i>. In Language, students write and deliver a speech for their Spoken Language Endorsement.
5	The Merchant of Venice - Conventions of comedy, tragedy and tragi-comedy. - Setting of 1500s Venetian society and the Jewish ghetto. - Contemporaneous & modern audience ideas of Jewishness & Judaism. - Characterisation and types, such as the villain and victim. - Treatment of themes, such as love & hate, identity and place. - Playwright's use of staging, prop, action and language technique. - How to write analytically, utilising What, How, Why.	- Considering content in relation to social and religious values. - Show understanding of tragi-comedy by exploring theme, plot and character. - Reading for meaning and aloud, developing fluency, pace, tone, and volume. - Exploring contemporaneous and modern audience responses to the play. - Exploring Shakespeare's methods in creating meaning, such as juxtaposition. - Responding to analytical questions, using the What, How, Why frame. - Enjoying and accessing clips of a film adaptation of the play.	KS3: Students build understanding of tragedy, before studying tragedy in <i>Journey's End</i> (Y9). KS4: In Literature, students continue to study plays through <i>An Inspector Calls</i> and <i>Macbeth</i>. In Language, students use oracy skills to deliver a speech for their Spoken Language Endorsement.
6	Article Writing - Significance of media and articles in reporting current news affairs. - How purpose determines content, language & tone. - Conventions of articles, such as headlines, standfirsts & pull quotes. - Article structures, using DROP, ZOOM, SHIFT, ECHO. - Conventions such as 5Ws, facts, statistics, emotive language. - Employment of a range of sentence types and structures.	- Enjoying and accessing news media, such as BBC Newsround and articles. - Identifying how audience and purpose inform content, tone and language. - Identifying and applying language and structural features in article writing. - Crafting a speech, using the DROP, ZOOM, SHIFT, ECHO frame. - Utilising a range of sentence types and re-drafting work for accuracy & effect.	KS3: Students read articles and revisit article writing alongside <i>Trash</i> (Y9) and rhetorical methods in all transactional writing units. KS4: In Language, students develop and apply article writing skills for Paper 2, Section B.



	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Key Question	What are the foundations of a fair and stable society?	How can we use imagination and structure to build our descriptive writing	How can we build a fair and stable society?	How can we use speech powerfully to express our ideas and create influence?	How is mercy superior to justice?	How can we use news articles to influence viewpoint and create social change?
Spell It	HW 1 Spell 20: 10 Key Words & 10 Terms	Spell 20: 10 Key Words & 10 Terms	Spell 20: 20 Key Words	Multiple Choice Quiz: Topics 1-4	Spell 20: 10 Key Words & 10 Terms	Analytical Writing: What, How, Why
	HW 2 Research Class Systems	Writing Task: Portraiture Writing	Grammar and Spelling: Sentence Types and Prefixes	Spell 20: 10 Key Words & 10 Terms	Punctuation: Apostrophes of Omission	Reader Response Shylock & Prejudice
Review it	HW 3 Multiple Choice Quiz: Industrial Revolution and Poetry	Grammar: Sentence Functions and Suffixes	Multiple Choice Quiz: Year 8 Recall	Non-Fiction Comprehension	Reader Response Portia & Patriarchy	Multiple Choice Quiz: The Marchant of Veni
	HW 4 Writing Task: Industrial Setting	Comprehension: Non-Fiction	Cultural Capital: Non-Fiction Text	Exam Revision: Speech Writing	Analytical Writing: What, How, Why	Adjectives: Comparative & Superlative
Apply it	HW 5 Analytical Writing: What, How, Why	Multiple Choice Quiz: Original Writing	Comprehension: Linking Texts	Exam Revision: Industrial Revolution	Punctuation: Apostrophes of Possession	Article Planning: Shylock's Choice
	HW 6 Writing Task: Diary of an Artful Dodger	Fiction: Comprehension	Multiple Choice Quiz: <i>Animal Farm</i>	Grammar: Standard English & Subject Verb Agreement	Spell 20: 10 Key Words & 10 Term	Article Writing: Shylock's Choice
Beyond the curriculum	Explore the Library: <i>Coraline</i> by Neil Gaiman	Explore the Library: <i>The Falcon's Malteser</i> by Anthony Horowitz	Explore the Library: <i>The Hobbit</i> by JRR Tolkien	Explore the Library: <i>I am</i> by Malala i	Explore the Library: <i>The Diary of Frank</i> by Anne Frank	Explore the Library: <i>The Hunger Games</i> by Suzanne Collins