

Year 7 into 8

For year 7 this year, the crucial information students need to take forward from the work completed is centred around Sherlock Holmes as they will be studying 'The Sign of the Four' in year 10 for their GCSE. In order to ensure all students are confident with the characters and some key ideas, we will be using homework in the first half term to check their knowledge and understanding, and then testing this via low stakes quizzes. Crucial skills that have potentially been missed, owing to lock down, will be re-covered throughout KS3 and 4 as we have a spiral curriculum. In class work, we will be looking at the same skills of SQUAD and exploding quotations - these are covered throughout schemes of work across the key stages, and in the first scheme of work in year 8 'Of Mice and Men'. Comparison is covered again as a skill in the War unit.

For those that are still struggling to catch up, we will be scaffolding analysis in class, setting homework to target specific skills and using progress data to identify weaknesses; responding with appropriate intervention.

Curriculum Unit Overview

English - Year 8 Unit 'Of Mice and Men' – (14 weeks)				
What are we learning?	What knowledge, understanding and skills will we gain? ¹	What does mastery look like? ²	How does this build on prior learning? ³	What additional resources are available?
The study of an entire novel that explores complicated relationships between different groups within society. The unit will also look at how to structure a	Knowledge: What life was like in 1930s America for different groups of people; the characters and their wants and needs as presented by the writer; how life and reactions to	<ul style="list-style-type: none"> • An understanding of how people of different groups were treated at different points within history • An ability to select examples of language and 	<ul style="list-style-type: none"> • KS2: • <i>fiction from our literary heritage, and books from other cultures and traditions</i> • <i>making comparisons within and across books</i> 	<ul style="list-style-type: none"> • Reading lists in the Library • Copy of the text: http://giove.isti.cnr.it/demo/eread/Libri/sad/OfMiceAndMen.pdf • BBC bitesize: https://www.bbc.co.uk/bitesize/guides/zpvhyew/revision/1 • Contextual information: https://www.youtube.com/watch?v=VLAp7Ib4Ycg <p>Audio book: https://soundcloud.com/penguin-audio/of-mice-and-men-by-john</p>

¹ **Knowledge** refers to information or awareness gained through experience or **education**. It is the **facts** we are taught. **Understanding** is when the facts/knowledge are placed into a wider context, such as realizing the intended meaning or cause.

² **Mastery** keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which learners work through in a series of sequential steps and must demonstrate a high level of success, typically about 80%.

³ Links to **prior learning** in previous years and key stages, where appropriate. What is in the KS2 national curriculum or what is taught at KS4?

<p>literature essay and how to include contextual information when exploring fiction.</p>	<p>diversity has changed over time <u>Understanding:</u> How language is used to create an atmosphere of tension or suspense; how context shapes different perceptions and reactions to characters; how a writer manipulates language and structure to create specific effects; how to show a character's development across a whole text; an understanding of how dialogue is used by writers <u>Skills:</u> Exploding quotations; creating SQUAD paragraphs of analysis; using context to add to a literature argument; writing a literature essay about a whole text</p>	<p>techniques that create specific effects and explore them, linking to the effects the writer was trying to create</p> <ul style="list-style-type: none"> • The ability to explore dialogue • An ability to include contextual information in analysis of language 	<ul style="list-style-type: none"> • <i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> • Year 7: SQUAD paragraphs • Exploding quotations • Novel study, focusing on looking at writing about a whole text 	
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English - Year 8 Unit Adventure, Suspense and Tension – (6 weeks)

What are we learning?	What knowledge, understanding and skills will we gain? ⁴	What does mastery look like? ⁵	How does this build on prior learning? ⁶	What additional resources are available?
<p>Expose students to a range of 19th, 20th and 21st century fiction around the theme of adventure. How writers play with language to create a specific effect within different time periods. Revisiting their analytical skills with different texts. Practise their own narrative writing, looking carefully at structuring their stories to engage their readers.</p>	<p>Knowledge: What is an adventure story; the structure of adventure stories; the different ways writers use language within different time periods (19th, 20th and 21st century);</p> <p>Understanding: How language is used to create an atmosphere of tension or suspense; how context shapes different perceptions and descriptions of dragons; how to manipulate language and structure to create specific effects</p> <p>Skills: Exploding quotations; creating SQUAD paragraphs of analysis; comparison of connecting ideas across texts writing using a range of techniques to create specific effects;</p>	<ul style="list-style-type: none"> • An understanding of how to play with language and techniques to create specific effects • An ability to select examples of language and techniques that create specific effects and explore them, linking to the effects the writer was trying to create • The ability to write a narrative or descriptive text using language and techniques to create specific effects 	<ul style="list-style-type: none"> • <i>KS2: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> • <i>using further organisational and presentational devices to structure text and to guide the reader</i> • <i>making comparisons within and across books</i> • <i>discuss and evaluate how authors use language, including figurative language, considering the</i> 	<ul style="list-style-type: none"> • Adventure and Tension Booklet. • Adventure and Tension Knowledge Organiser. • Reading lists in the Library •

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⁶ Links to **prior learning** in previous years and key stages, where appropriate. What is in the KS2 national curriculum or what is taught at KS4?

			<i>impact on the reader</i> <ul style="list-style-type: none"> • Year 7: SQUAD paragraphs • Exploding quotations • Year 7 Gothic poetry 	
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[English] - Year 8 unit War Poetry and Non-Fiction (6 weeks)

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like? ⁱ	How does this build on prior learning?	What additional resources are available?
<p>What life is like in conflict and in WW1 and 2 specifically; what different perceptions of war exist and how these perceptions are presented; what effective debating looks like</p>	<p>Knowledge: A FOREST; the conventions of informal letter writing; a range of poetic techniques and their purpose; what a structured debate looks like; the context of a range of historical events involving war or conflict (i.e. 9/11 and the Belfast troubles); how war or conflict is portrayed in films; the life of evacuees in WW2; Understanding: how we analyse language devices in poetry; the difference between informal and formal letter writing; why history is imply about perspective; how to write persuasively; how to develop our analysis using SQuAD; how effective debating needs to be structured; how</p>	<ul style="list-style-type: none"> • The ability to write an informal letter successfully, following all appropriate conventions • The ability to identify, use and analyse a range of persuasive methods in writing • The ability to identify and analyse, in detail, a range of poetic methods • The ability to compare points of view in separate texts • The ability to contribute effectively to a structured debate 	<ul style="list-style-type: none"> • Identification of specific language devices and analysing using SQuAD builds on skills introduced in Year 7 novel unit, Gothic unit and Greek Myths; and the Adventure and Suspense unit earlier in Year 8 • Study of the conventions of non-fiction texts (i.e. informal letters) builds on non-fiction text analysis in Sci-Fi unit in Year 7 comparing to fiction text conventions • The ability to offer a balanced perspective in a debate is introduced in the Sci-Fi unit in Year 7 where students consider ‘fact or fiction?’ surrounding classic 	<p>You tube</p> <p>How to write a persuasive essay https://www.youtube.com/watch?v=lb4fcEVMYj4</p> <p>How to analyse persuasive methods https://www.youtube.com/watch?v=RUIWxpg_EmeM</p> <p>World War 1 briefly explained https://www.youtube.com/watch?v=SLj5r2nZHB8</p> <p>World War 2 briefly explained</p>

	<p>we compare two different perspectives on the same topic</p> <p>Skills: How to write persuasively; how to write informally; how to use imagery in writing; how to analyse language and its effect; how to use SQuAD paragraphing; how to identify a range of poetic methods; how to compare texts; how to contribute to a debate; how to use empathy in creative writing</p>		<p>Sci-Fi myths and offer their perspective</p>	<p>https://www.youtube.com/watch?v=AUXluYHFgBE</p> <p>BBC Bitesize</p> <p>Poetry</p> <p>https://www.bbc.co.uk/search?filter=bitesize&scope=bitesize&suggid=urn%3Abbc%3Aisite%3Acurated-p-r%3Apoetry&q=Poetry</p>
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[English] - Year 8 unit Summer 1 and 2 – Shakespeare (12 weeks)

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Genre - the three main genres of Shakespeare</p> <p>Romeo and Juliet - full play</p> <p>How Shakespeare used language to present characters and plot</p>	<p>Knowledge: Shakespeare’s three main genres and some of the plays associated with each; what life was like in Shakespeare’s time; what theatres and audiences were like in Shakespeare’s time; what magic and the supernatural is; what a theme is; what a prologue is; the difference between blank verse, prose and rhyming couplets; the plot, characters and themes of Romeo and Juliet (the full play); how to write a diary and a letter</p>	<p>Ability to select examples of language and techniques that create specific effects and explore them, linking to theme and genre.</p> <p>An ability to use techniques fluently in letters and diary entries.</p> <p>An ability to explain genre and theme in their own words.</p> <p>An ability to explain genre and theme in their own words.</p> <p>An understanding of how Shakespeare’s language is</p>	<p>KS2 history, science, evading the law authors use language, including word types and figurative language, considering the impact on the reader.</p> <p>Building on knowledge of word types, punctuation, and techniques, selecting appropriate ones for their own writing.</p> <p>Identifying the audience and purpose of writing.</p> <p><i>Identifying the audience and purpose of the writing.</i></p>	<p>Shakespeare reading lists in the library</p> <p>Shakespeare reading lists in the library</p> <p>https://www.youtube.com/watch?v=E1zHhOHTdm8</p> <p>Shakespeare shorts</p> <p>https://www.youtube.com/watch?v=E1zHhOHTdm8</p> <p>Shakespeare in Shorts</p> <p>Lesson resources (including key words, speeches, model paragraphs and sentence starters) available on G-Drive</p> <p>Knowledge Organiser.</p> <p>Lesson resources (including keywords, speeches, model paragraphs and sentence starters) available on G-Drive</p> <p>http://www.oxfordjournals.org/doi/10.1093/oxj/09Kb481</p> <p>Thenes</p> <p>http://www.oxfordjournals.org/doi/10.1093/oxj/09Kb481</p> <p>OZOOp4</p> <p>Genre</p> <p>Knowledge Organiser</p>

	<p>Understanding: How language is used to present characters, theme and develop plot; how different writing styles are used for different purposes; how language differs in Shakespeare's time and our own time.</p> <p>Skills: Selecting and exploring quotations; creating SQuAD style paragraphs of analysis; identifying and exploring a writer's methods; developing layers of meaning; linking quotations in SQuAD paragraphs; writing in different styles; presenting to the class; taking an active part in discussions; working with others; working independently</p>	<p>Understanding: How Shakespeare's language is different, and similar, to our own.</p>	<p>Reading books from our literary heritage. <i>Reading books from our literary heritage.</i></p> <p>Summarising the main ideas of a text. <i>Summarising the main ideas of a text.</i></p> <p>Explain their understanding of what they have read, through presentations and debate. <i>Explain their understanding of what they have read through presentations and debate.</i></p> <p>Builds on Year 7: SQuAD paragraphs, analysing language and exploring their effect and impact on the reader. <i>Builds on Year 7: SQuAD paragraphs, analysing language and explaining their effect and impact on the reader.</i></p> <p>The play in Year 7 <i>Bands of literary heritage (myths and legends)</i></p> <p>Year 8: Different types of verse <i>The Play in year 7 (war poetry)</i></p> <p>The writer's use of language to develop character, plot and theme (Of Mice and Men and Adventure units) <i>Year 8: Different types of verse (war poetry)</i></p> <p><i>The writer's use of language to develop character, plot and theme (Of Mice and Men and Adventure)</i></p>	<p>https://www.youtube.com/watch?v=Jl4_o9Kb4RI Themes</p> <p>https://www.youtube.com/watch?v=zexQyDZOQp4 Genre</p>
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			<i>How language is used to create tension (OMAM and Adventure)</i>	
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