

Year 8 English	<b>Fertile Question/ Content / Concepts / Knowledge</b>	<p><b>Identity: To what extent are authors society’s moral compasses? (11 weeks, 55 lessons)</b></p> <ul style="list-style-type: none"> <li>• <i>Of Mice and Men</i> by John Steinbeck</li> <li>• Supplementary non-fiction extracts</li> <li>• Writing to describe</li> </ul>	<p><b>Language in London: How has London changed and how have people written about it? (10 weeks, 50 lessons)</b></p> <ul style="list-style-type: none"> <li>• A range of 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century texts thematically linked to London</li> <li>• Writing to argue</li> </ul>	<p><b>The Literature of Power and Conflict: What is the origin of hate? (12 weeks, 60 lessons)</b></p> <ul style="list-style-type: none"> <li>• <i>Othello</i> by William Shakespeare</li> <li>• Supplementary poetry and extracts</li> <li>• Writing to describe.</li> </ul>	<b>End Game</b>
		<p>CONTENT: <i>Of Mice and Men</i> and a range of supplementary extracts such as contemporary and modern coverage of life in the Dust Bowl, the Civil Rights Movement and women’s rights in 1930s America. Pupils will also revisit and extend their understanding of spelling, punctuation and grammar.</p> <p>CONCEPTS: Through reading the novel, pupils will develop their understanding of morality, injustice, prejudice, human rights, freedom of speech, hierarchies and power. They will also explore the presentation of character, close text analysis, and the writer’s purpose.</p> <p>KNOWLEDGE: Pupils will be able to retell the story of <i>Of Mice and Men</i> and explain the historical significance of the Great Depression, itinerant workers in the Dust Bowl and prejudice in 1930s America. They will be able to select and retrieve quotations, as well as identify and explain the effect of complex structural and language features using subject terminology. They will structure writing clearly, and be able to use a range of descriptive devices for deliberate purpose and effect.</p> <p>Bespoke literacy starters given every lesson.</p>	<p>CONTENT: Pupils will read a range of specially chosen non-fiction extracts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries on the theme of life in London, loosely grouped into the following weekly sub-themes – Education, Travel, Work, Urbanisation, Housing, Leisure, Community, Politics. Pupils will also revisit and extend their understanding of spelling, punctuation and grammar and learn writing to argue skills.</p> <p>CONCEPTS: Through reading these texts, pupils will develop their chronological understanding of recent centuries and how London has changed. They will develop an understanding of contextual links between texts and use the information gained to inform their argumentative writing. They will develop their writing skills by engaging with challenging vocabulary in the sources and a range of different sentence structures and text forms.</p> <p>KNOWLEDGE: Pupils will be able to decode and make inferences about a range of texts, and explain the main changes from the 19<sup>th</sup> to the 21<sup>st</sup> century. Pupils will deepen their understanding of literary devices and spelling, punctuation and grammar rules. In addition, they will be able to structure and sustain an argument in their own writing in a range of different forms.</p> <p>One lesson a week is dedicated to a literacy curriculum tailored to learners’ individual needs.</p> <p>Bespoke literacy starters given every lesson.</p>	<p>CONTENT: <i>Othello</i> and critical readings, alongside a selection of Robert Browning’s dramatic monologues to explore villainy and evil.</p> <p>CONCEPTS: Through reading the play, pupils will explore Shakespearean English, metaphor, imagery, motif, poetry, xenophobia and racial stereotypes. Supplementary poems and extracts will enrich their understanding of race, love, fate, justice and gender. They will also develop their understanding of how poetic devices can be used to shape meaning and effects.</p> <p>KNOWLEDGE: Pupils will explore the realities of life in Shakespearean England, reflecting on how Shakespeare’s message is still relevant today. Pupils will analyse in considerable detail, displaying a confident understanding of how writers seek to influence readers. In addition, pupils will develop their understanding of descriptive devices and embed them into their own writing. They increasingly use a wide range of structural features (both whole-text and sentence-level) for effect.</p> <p>Bespoke literacy starters given every lesson</p>	<p>Read to: 1. Identify most of the main points in a text. 2. Support my comments with suitable quotations or references to the text. Read and give a straightforward commentary which shows some understanding of how the writer has used language and structure to achieve effects and influence the reader. Some use of subject terminology, though it may not always be relevant. Read and give a response which identifies main points of comparison between writers’ ideas and perspectives. Read and give a response with straightforward evaluative comments. Comments are supported by some appropriate textual references. Write in forms that are mostly appropriate for purpose and audience, and are generally maintained. There is an attempt to use a tone, style and register appropriate to the task. There is some evidence of overall structure, with some use of paragraphs and grammatical features to support coherence and cohesion.) Write with a range of sentence structures that are used, mostly securely, and sometimes for purpose and effect. Punctuation is generally accurate with occasional errors. Vocabulary is appropriate and shows some evidence of being selected for deliberate effect. Spelling is generally accurate with occasional errors with common and more complex words.</p>
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>• AP1 wc 04/12/2017</li> <li>• <i>Of Mice and Men</i> – 45 min closed-book exam which is in the style of AQA literature paper 2 section A (assessed for AO1, AO2, AO3 and AO4).</li> <li>• GEM/DIRT activities are essay-based in the style of the exam.</li> </ul>	<ul style="list-style-type: none"> <li>• AP2 wc 05/03/2018</li> <li>• 60 min exam which is in the style of AQA language paper 2 section A using two thematically linked non-fiction extracts (assessed for AO1, AO2, AO3 and AO4)</li> <li>• Writing to argue task in the style of AQA language paper 2 Section B. (45 minutes)</li> <li>• GEM/DIRT activities are writing to argue or decoding activities in the style of the exam.</li> </ul>	<ul style="list-style-type: none"> <li>• AP3 wc 18/06/2018</li> <li>• <i>Othello</i> – 45 min closed-book extract-based exam which is in the style of AQA literature paper 1 section A (assessed for AO1, AO2, AO3 and AO4).</li> <li>• GEM/DIRT activities are essay-based in the style of the exam.</li> </ul>	<p>AQA GCSE English Literature  <b>Paper 1</b>          SECTION A: Macbeth          SECTION B: Jekyll and Hyde  <b>Paper 2</b>          SECTION A: An Inspector Calls          SECTION B: Comparison poetry          SECTION C: Unseen poetry          SECTION D: Unseen comparison poetry          AQA GCSE English Language  <b>Paper 1</b>          SECTION A: Reading responses to unseen fiction extract          SECTION B: Writing to describe  <b>Paper 2</b>          SECTION A: Reading responses to 2 unseen non-fiction texts          SECTION B: Writing to argue</p>