| Subject: | English | Lead Teacher: | Ms Lord | Year: | 8 |

Curriculum organisation

Students are taught in mixed groups of 30 for **three** hours per week. They are not grouped by ability.

Overview of Topics & Key Information

Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	How will your child be learning?
Autumn Term	• Writing to express a viewpoint. [AUT1] • *A Christmas Carol* by Charles Dickens [AUT2]	• How do writers construct convincing arguments? • Why are speeches powerful methods of communication? • How can I apply the features of writing to express a viewpoint in my own work? • How does Dickens explore the key themes of *A Christmas Carol*?	• Rhetorical devices and approaches: e.g. pathos, logos and ethos. • Literary terminology. • Terms relating to the Victorian context of *A Christmas Carol*. *Students are typically issued with a knowledge organiser at the start of the sequence which includes details of key content and terminology.*	• How to analyse and use rhetorical devices • Spoken language / public speaking skills • Inference and deduction • Literary analysis • Character analysis.	• Whole class discussion • Pair and group work • Written activities • Reading activities • Watching short video clips • Research tasks
Spring Term	• Myths and legends • The Gothic [SP1] • *A Midsummer Night's Dream* by William Shakespeare [SP2]	• What are the conventions of myths, legends and the gothic? • How do writers use genre conventions in their work? • How does Shakespeare contrast the worlds of the fairies, actors and nobles? • How does Shakespeare use language and dramatic devices for impact?	• Characterisation • Setting • Key contextual terminology relating to the set texts. *Students are typically issued with a knowledge organiser at the start of the sequence which includes details of key content and terminology. The list above includes just a few examples.*	• Inference and deduction • Literary analysis • Analysis of character and setting.	
Summer Term	• Speculative Fiction. [SU1] • Poetry through the Ages. [SU2]	• What are the conventions of speculative fiction? • How do writers use literary devices and conventions to engage their readers? • How has poetry changed through the ages? • How does poetry reflect the time period in which it was written?	• Literary devices: e.g. adjectives, imagery. • Literary/linguistic periods: e.g., Old English, Middle English. *Students are typically issued with a knowledge organiser at the start of the sequence which includes details of key content and terminology. The list above includes just a few examples.*	• Inference and deduction. • Literary analysis. • Using context to illuminate texts. • Developing understanding of earlier versions of the English language.	

Equipment needed for lessons	How will learning and progress be assessed?
• Standard school stationery • Exercise book • Current allocated reading book • Any set texts (e.g. copies of novel or plays) that have been issued for the current unit of work.	• End of sequence assessments (skills and knowledge) • Formal assessment week (May) • Peer and self-assessment • Homework tasks (often research or project based) • Retrieval practice activities • Notes checks.

Extension & Enrichment opportunities	What can you do to support your child?
• Literary Society (lunchtime club). • Drama Club / School Production • Theatre trips such as the Stafford Shakespeare Festival. • Regular opportunities to enter school, local and national creative writing competitions e.g. NGHS annual poetry competition, BBC 500 Words and the annual Ironbridge creative writing competition. • Opportunities to participate in the House Drama competition.	• Encourage your child to read widely and regularly, making use of the reading lists provided and book recommendation websites such as 'goodreads'. • Encourage your child to read/watch/listen to the news on a daily basis. • Watching/listening to programming on BBC 4 and BBC Radio 4/4 Extra on literature, language and the arts, such as 'Poetry Please', in order to build cultural capital.

Inclusion	Inclusion within Y8 English
• Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this.	• We include diverse voices, perspectives and identities in our curriculum, including writers with/who had disabilities, such as Sue Townsend. • Within English, students are encouraged to think about their own experiences and how these intersect with the intellectual material they encounter. • Dyslexic students are provided with knowledge organisers for each topic in order to have reference to key terminology and definitions. • All teachers employ inclusive pedagogy so not just what they teach but how they teach is inclusive through a variety of delivery techniques (place mats with instructions/ step-by-step guides, mind maps, multiple choice questions) and assessment design which contributes to the achievement of all pupils (e.g. use of model examples and scaffolded sentence starters/essay frames). • Use of visual and audio cues to support processing of written text. • Key words/subject vocabulary displayed on classroom walls to aid memory in addition to the use of mnemonics/acronyms.

If you have any questions about this Learning Overview, please contact the named Teacher above.