

Year 7 into 8

For year 7 this year, the crucial information students need to take forward from the work completed is centred around writing styles and written accuracy for conscious crafting and effect. Studying Literature extracts across the different units, as well as reading the class novel, are designed to help prepare them for their Literature study at GCSE, exposing them to a range of texts and authors. In class work, we will be looking at the same skills of SQUAD analytical writing and exploding quotations - these are covered throughout schemes of work across the key stages, and in the first scheme of work in year 8. 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 Adventure, Suspense and Tension – (6 weeks)				
What are we learning?	<u>Our Intention.</u> What knowledge, understanding and skills will we gain? ¹	<u>Impact: Evaluation and Assessment Methods.</u> What does mastery look like? ²	<u>Implementation</u> How does this build on prior learning? ³	What additional resources are available?
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	<u>Knowledge:</u> 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) <u>Understanding:</u> 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 <u>Skills:</u> Exploding quotations; creating SQUAD paragraphs of analysis; comparison of	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	<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 impact on the reader</i> • Year 7: SQUAD paragraphs • Exploding quotations • Year 7 Gothic poetry	Adventure and Tension Booklet. Adventure and Tension Knowledge Organiser. Reading lists in the Library

their stories to engage their readers.	connecting ideas across texts writing using a range of techniques to create specific effects;			
--	--	--	--	--

[English] - Year 8 unit War Poetry and Non-Fiction (6 weeks)

What are we learning?	<u>Our Intention.</u> What knowledge, understanding and skills will we gain?	<u>Impact: Evaluation and Assessment Methods.</u> What does mastery look like? ⁱ	<u>Implementation</u> How does this build on prior learning?	What additional resources are available?
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	<u>Knowledge:</u> 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; <u>Understanding:</u> how we analyse language devices in poetry; the difference between informal and formal letter writing; why history is imply about perspective; how to	• 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	• Identification of specific language devices and analysing using SQuAD builds on skills introduced in Year 7 novel unit, Gothic unit 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 Dystopia unit in Year 7 comparing to fiction text conventions • The ability to offer a balanced perspective in a debate is introduced in the	You tube How to write a persuasive essay https://www.youtube.com/watch?v=Ib4fcEVMYj4 How to analyse persuasive methods https://www.youtube.com/watch?v=RUWxpg_EmeM World War 1 briefly explained https://www.youtube.com/watch?v=SLj5r2nZHB8

	write persuasively; how to develop our analysis using SQuAD; how effective debating needs to be structured; how we compare two different perspectives on the same topic <u>Skills:</u> 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		Dystopia unit in Year 7 where students consider 'characterisation, settings, stylistic features' surrounding classic Dystopian conventions and offer their perspective	World War 2 briefly explained https://www.youtube.com/watch?v=AUXluYHFgBE BBC Bitesize Poetry https://www.bbc.co.uk/search?filter=bitesize&scope=bitesize&suggid=urn%3Abbc%3Aisite%3Acurated-p-r%3Apoetry&q=Poetry
--	---	--	---	---

[English] - Year 8 Unit Spring 1 and 2– The Novel (14 weeks)

What are we learning?	Our Intention. What knowledge, understanding and skills will we gain? ⁱ	<u>Impact: Evaluation and Assessment Methods.</u> What does mastery look like? ⁱⁱ	<u>Implementation</u> How does this build on prior learning? ⁱⁱⁱ	What additional resources are available?
How a novel is structured; how themes are controlled in novels; narrative patterns and tools; setting novels in context; characterisation; genre and purpose	<u>Knowledge:</u> writing techniques used to produce settings; linear and non-linear narrative structures; methods used to present characterisation; how to analyse language methods; social and historical contextual factors surrounding novels; genres and sub-genres; what a theme is <u>Understanding:</u> the purpose and understanding of how to employ narrative techniques; understanding the purpose of texts; why different structural patterns exist between novels; what characterisation is; how to analyse specific methods using SQuAD; how contextual factors affect our interpretation of texts; how to identify a specific genre or sub-genre; how	• The ability to closely analyse the use of language to present characterisation or setting in a novel in the form of an essay • The ability to trace and comment on the significance of key themes within a novel in the form of an essay • The ability to identify and comment on structural techniques used in a novel in the form of an essay • The ability to link ideas in a novel to their wider social/historical context in the form of an essay	KS2 skills built upon: • Identify and discuss themes and conventions in and across a wide range of writing • Make comparisons within and across books. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what happen from details stated and implied. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	BBC Bitesize: Fiction Writing https://www.bbc.co.uk/bitesize/topics/zn8tkmn Reading Skills https://www.bbc.co.uk/bitesize/topics/zs8nv4j Creative writing skills https://www.bbc.co.uk/bitesize/topics/zywfbk7 Novels that shaped our world (example link, but in a series:) https://www.bbc.co.uk/programmes/m000b8mh

	themes are woven through novels <u>Skills:</u> Exploding quotations; creating SQUAD paragraphs of analysis; writing essays; self-assessment; editing; proof-checking; close reading of texts; tracing themes or motifs in texts; making comparisons between texts and within texts; identifying narrative techniques		- Identify how language, structure and presentation contribute to meaning. - Provide reasoned justifications for views. Year 7: Exploding quotations SQUAD paragraphs	
--	--	--	---	--

[English] - Year 8 unit Summer 1 and 2 – Shakespeare (12 weeks)				
What are we learning?	<u>Our Intention.</u> What knowledge, understanding and skills will we gain?	<u>Impact: Evaluation and Assessment Methods.</u> What does mastery look like?	<u>Implementation</u> How does this build on prior learning?	What additional resources are available?
Genre - the three main genres of Shakespeare Romeo and Juliet - full play How Shakespeare used language to present characters and plot	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	An ability to select examples of language and techniques that create specific effects and explore them, linking to theme and genre. An ability to use techniques fluently in letters and diary entries.	KS2 discuss and evaluate how authors use language, including word types and figurative language, considering the impact on the reader. Building on knowledge of word types, punctuation, and techniques, selecting appropriate ones for their own writing.	Shakespeare reading lists in the library https://www.youtube.com/watch?v=E1zHhOHTdm8 Shakespeare shorts https://www.youtube.com/watch?v=E1zHhOHTdm8 Lesson resources (including key words, speeches, model sentences and audience starts) a Shakespeare in Shorts Knowledge Organiser. https://www.youtube.com/watch?v=E1zHhOHTdm8 Lesson resources (including key words, speeches, model

	couplets; the plot, characters and themes of Romeo and Juliet (the full play); how to write a diary and a letter 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. Skills: Selecting and exploding quotations; creating SQuAD paragraphs of analysis; identifying and exploring a writer's methods; developing layers of meaning in different styles; presenting to the class; taking an active part in discussions; working with others; working independently	Availability to explain genre and theme in their own words. An understanding of how Shakespeare's language is different, and similar, to our own.	appropriate ones for their own writing. Identifying the audience and purpose of writing. Reading books from our literary heritage. Summarising the main ideas of a text. Explain their understanding of what they have read, through presentations and debate. Year 7: SQuAD style paragraphs, exploding quotations, analysing language and exploring their effect and impact on the reader. Builds on literary heritage (myths and legends). The play in Year 7 Year 8: Different types of verse (war poetry) The Play in Year 7 Year 8: Different types of verse (war poetry)	https://www.youtube.com/watch?v=zexQyDZOQp4 Genre paragraphs and sentence starters) available on G-Drive Knowledge Organiser https://www.youtube.com/watch?v=Jl4_o9Kb4RI Themes https://www.youtube.com/watch?v=zexQyDZOQp4 Genre
--	--	---	--	---

			<i>The writer's use of language to develop character, plot and theme (Of Mice and Men and Adventure)</i> <i>How language is used to create tension (OMAM and Adventure)</i>	
--	--	--	--	--

ⁱ **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.

ⁱⁱ **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%.

ⁱⁱⁱ 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?