



SUNNYDOWN SCHOOL

ENGLISH CURRICULUM PLAN

Subject	English	Year group	Y8
Subject Intent	<p>In Y8, Sunnydown students continue to explore a wide range of literature genres, and are encouraged to learn the skills of being critical readers. Literature texts are used as a springboard for developing language skills, with a particular focus in Y8 on writing to describe and narrate, building skills needed for KS4. Transactional writing skills are also developed with an engaging 'Boxing to Argue' unit, making explicit the skills needed to argue and persuade. The year ends with the study of a modern play, enriching students' appreciation of a playwright's craft as well providing opportunities to discuss the issues therein, such as poverty and social mobility, British Values and how cultural and social development has occurred over our recent history.</p>		

Term	Topic	Core learning	Key concepts	Sequencing
Autumn 1	Pre-1914 Literature: Sherlock Holmes: Conan-Doyle author study.	<p>Key themes and context:</p> <ul style="list-style-type: none"> The relationship between texts and the context in which they were written <p>Key Literature focus:</p> <ul style="list-style-type: none"> Pre-1914 literary detective texts <p>Key Language focus:</p> <ul style="list-style-type: none"> Narrative structure Language, form and structure Inference and deduction Language devices Varied sentence types Persuasive devices Suspense Emotive language Imagery <p>Spoken Language focus: Participating in structured discussions</p>	Detective fiction Narrative structure Inference Deduction Murder mystery Multimodal Persuasive techniques Language techniques Debate	<p>Building on..... In Y7, Sunnydown students study the pre-1914 narrative 'A Christmas Carol'. The author study of Conan Doyle enhances their knowledge and understanding of this time period and the challenging literature.</p> <p>Building towards... In Y9, students study Gothic fiction, focusing on Victorian literature, the British Empire, Industrial Revolution and childhood experiences. As students undertake their GCSE English Language and Literature courses, they gain a greater understanding of the contexts of the C19th extracts and literature studies.</p>

<p>Autumn 2</p>	<p>Modern Play: Our Day Out by Willy Russell</p>	<p>Key themes and context:</p> <ul style="list-style-type: none"> • Socio-economic factors affecting young people in 1970s Liverpool. <p>Key Literature focus:</p> <ul style="list-style-type: none"> • Modern play analysis <p>Key Language focus:</p> <ul style="list-style-type: none"> • Audience • Dramatic irony • Evidence • Quotations • Comparing • Language devices • Tension • Suspense • Climax/anti-climax • Humour • Structure • Semi-colons/colons • Creative writing • Descriptive writing <p>Spoken Language focus: Reading and performing play scripts using role, intonation, stillness and action to add impact.</p>	<p>Freedom Responsibility Destiny and free-will Opportunities Deprivation Discrimination Education The Future Character Stage Directions</p>	<p>Building on..... Students should have an understanding of what a script looks like from their study of extracts from Shakespeare in Y7 (and the study of play texts at KS2), as well as the play version of A Christmas Carol; they are reminded of what they already know about the concept of performance and acting, and how characters are presented by their actions, they dialogue and what other characters say about them.</p> <p>Building towards... This unit is important for preparing students to study literature and language in a drama text that uses modern and familiar language. Engagement with theatre and performance is an important part of the understanding of a script and this unit will teach pupils the key language and references necessary to study modern drama in greater depth.</p>
<p>Summer 2</p>	<p>Modern Novel: Animal Farm by George Orwell</p>	<p>Key themes and context: Dystopian Fiction Communism /Totalitarianism Political Allegory</p> <p>Key Literature focus: Novel Structure Characterisation and character development Power and Conflict Empathy Writing in role</p>	<p>Dystopia Russian Revolution Power and Corruption Creative exploration of characters and themes Symbolism of animals Anthropomorphism Writing to Persuade</p>	<p>Building on... This 20th Century novel exposes pupils to Dystopian Fiction through the medium of political allegory. It draws links with the Russian revolution and the rise of communism within History. It focuses on characters that they can relate to because of the setting in a farm, making it both appropriately accessible and challenging due to its setting and content. In Y8 at Sunnydown, we continue to build on discussion skills as we explore what writers may be wanting their readers to think, feel or react to their writing in a particular way.</p>

		<p>Key Language focus: Speaking and listening Evaluation Quotations Evidence Comparing Political Satire Writing for different purposes Political Satire</p> <p>Spoken Language focus: Discussion and building on the views of others.</p>		<p>Building towards... By using an accessible text, students can begin to track narrative structure and character development using the PEED structure to demonstrate reading skills.</p>
Spring 2	War Poetry	<p>Key themes and context: War Empathy Camaraderie Loss Separation Propaganda</p> <p>Key Literature focus: Poetic devices Structure Rhythm and metre</p> <p>Key Language focus: Creative writing Writing to describe Narrative writing Crafting language Editing and redrafting</p> <p>Spoken Language focus: Reading poetry aloud in order to generate language and discuss language use and meaning.</p>	<p>Stanza Verse Rhyme Rhythm Enjambment Imagery Figurative Language</p>	<p>Building on... Having looked at the world of Shakespeare and his creative use of form, structure and language in Y7, students further their understanding of poetic protocol by moving on from Shakespeare to poetry. Within this unit, we create a foundational knowledge of key poetic terminology and techniques. Combining this with the students creative writing abilities propels them towards writing an assessed poem. War poets from a diverse and varied background are introduced within this topic to allow students to build their cultural capital; gaining a greater understanding of topics and ideas that were relevant throughout this time.</p> <p>Building towards... Studying this unit will allow pupils to increase their knowledge of poetic devices, techniques and forms. In turn, this will link to their spiralled Shakespeare study of Macbeth in Y9; also preparing them for future KS4 study. Studying a</p>

				wide breadth of poetry prepares students to tackle the wide range of texts they will study in future years; this is particularly cognizant of the unseen element. Creative writing skills that are interwoven throughout this unit ensures students continue to execute deliberate crafting of their own writing, using poetry as inspiration.
Summer 1	Boxing to Argue	<p>Key themes and context: Speaking Aristotle: Ethos, Pathos and Logos Protest and Political Change</p> <p>Key Literature focus: Speeches from history</p> <p>Key Language focus: Analysing and applying rhetorical devices Writing for a purpose Audience Writing to argue and persuade Structuring an argument</p> <p>Spoken Language focus: Using standard English confidently in short speeches and formal debates.</p>	AFOREST Rhetoric Ethos Pathos Logos Analogy Conjunctions Evaluation Counter-arguments Modal Verbs	<p>Building on..... Students build on their transaction writing skills from KS2 and taught more explicitly in the Art of Rhetoric unit in Y7. The concepts of AFOREST are revisited and revised as a building block from which to develop their own rhetorical skills.</p> <p>Building towards... In this unit, Sunnydown students are taught more explicitly how to structure their arguments and persuasive writing using kinesthetic techniques to help embed these skills and knowledge to long term memory - and of particular importance at KS4 GCSE English Language Paper 2.</p>
Summer 2	Narrative Writing: Creating Monsters	<p>Key themes and context:</p> <ul style="list-style-type: none"> • The appeal of Dystopian Fiction <p>Key Literature focus:</p> <ul style="list-style-type: none"> • C19th extracts with classic villains - eg Frankenstein's monster <p>Key Language focus:</p> <ul style="list-style-type: none"> • Suspense • Tension • Characterisation 	Dystopian Fiction Emotive Language Punctuation for effect Simile Alliteration Zooming in	<p>Building on..... This engaging unit has been designed to hook Sunnydown students by building on the C19th unit taught in Autumn 2 of Y7 with the Dickens study. Concepts such as Victorian (also taught in KS2 history), characterisation and villains are recalled in order to embed these ideas as well as the features of a dramatic script (Y7 Shakespeare's villains)</p> <p>Building towards... This unit makes use of literary extracts such as</p>

		<ul style="list-style-type: none">• Structural techniques (zooming in) <p>Spoken Language focus: Expressing ideas and keeping to the point</p>		<p>Frankenstein in an accessible way for students to become more confident with the challenges of C19th extracts, as well as more modern 'monsters' with extracts from the Maze Runner. Ideas surrounding Dystopian Fiction are introduced. Techniques such as building tensions and suspense, developing characterisation and the effective use of setting are made explicit and then practised into their own writing: skills needed for both the Language and Literature papers at GCSE. There is an assessment opportunity based on a C19th text.</p>
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