

<b>English:</b> Year 8	<b>Unit 1:</b> Through the Artists Lens  <b>Autumn 1</b> (3 weeks)	<b>Unit 2 Class Novel:</b> <i>A Monster Calls</i> <b>AP1</b>  <b>Autumn 1</b> (4 weeks) + <b>2</b> (7 weeks)	<b>Unit 3:</b> Other cultures poetry / Malala <b>AP2</b>  <b>Spring 1</b> (7 weeks)	<b>Unit 4:</b> Survival/Disaster Writing  <b>Spring 2</b> (6 weeks)	<b>Unit 5:</b> <i>A View from the Bridge</i> <b>AP3</b>  <b>Summer 1</b> (5 weeks) + <b>2</b> (7 weeks)
<b>Key knowledge</b>	Students will build on the final unit of Y7 to develop their creative writing skills. They will describe a variety of food and locations and will then move to looking at narratives with supernatural themes.	Students will study the novel by Patrick Ness exploring the themes of loss and the supernatural. They will focus heavily on inference skills and will take time to analyse a few key scenes focussing on the use of language. They will think about the symbolism of the tree and how an effective character is created.	Students will analyse a variety of poems from other cultures in order to broaden their understanding of the 'global' world and to give them a contextual foundation to support their study of <i>Heroes in Year 9</i> .  Students will analyse poems from a variety of authors.	Students will explore a variety of disaster/survival texts, both fiction and non-fiction. They will use Language Section A skills to unpick language and structural features. Students could focus on disasters in outer space or on Earth.	We will be studying the American play 'A View from the Bridge' exposing students to other cultures and locations outside of 'British' literature. They will think about the cultural context of the play and apply it to the thoughts and behaviour of the characters.
<b>ATL Links</b>	<b>Food</b>	<b>Health</b>	<b>Protest! Poetry and transactional writing* Breaking boundaries and different perspectives on the world.</b>	<b>Space</b>	<b>Global Culture</b>
<b>KS4 Curriculum Links</b>	<b>Language Paper 1 (Y11)</b>	<b>Study of a novel (Y11 - J&amp;H)</b>	<b>Language Paper 2 - Extracts (Y11) Power and Conflict Poetry (Y10/Y11)</b>	<b>Language Paper 2 (Y11)</b>	<b>Culture and Conflict (P&amp;C) Y11 An Inspector Calls (Y10)</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Experimenting with structure.</li> </ul>	<ul style="list-style-type: none"> <li>Developing literacy</li> </ul>	<ul style="list-style-type: none"> <li>Investigating cultural contexts (AO3)</li> </ul>	<ul style="list-style-type: none"> <li>Writing to persuade.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of the play form</li> <li>Inference</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of ambitious vocabulary</li> <li>• A range of punctuation</li> <li>• Writing for an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of narrative features</li> <li>• Inference</li> <li>• Creation of character</li> <li>• Supernatural features</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of language (AO2)</li> <li>• Use and understanding of subject terminology and methods.</li> <li>• Making links and comparisons across texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of how writers use persuasive techniques to influence their readers.</li> </ul>	<ul style="list-style-type: none"> <li>• Language Analysis</li> <li>• Use of structure to inform meaning.</li> </ul>
<b>Challenge</b>	Verbal challenge 'big questions' built into SOW	Verbal challenge 'big questions' built into SOW	Students will be challenged through use of questioning and 'big questions' present within the lessons focussing on higher-level ideas around author intention and cultural understanding	Students will be challenged through use of questioning and 'big questions' present within the lessons focussing on higher-level ideas around author intention and cultural understanding	Verbal challenge 'big questions' built into SOW
<b>Assessment</b>	<p><b>Language Assessment:</b> Language Paper 1 – Section B</p> <p>Staff use progress grids to stick in books and record scores on Gradebooks – links to developing, secure, advanced.</p>	<p><b>Paper 1 Q4 (20 Marks) AP1 - 'To what extent do you agree that ...'</b></p> <p>Teachers to record results on KS3 assessment sheet for AP1 data drop.</p>	<p><b>Literature Question: AP2</b></p> <p>English Lit Paper 2 – Comparison of two poems studied.</p> <p>Teachers to record results on KS3 assessment sheet for AP2 data drop.</p>	<p><b>Language Paper 2 - Section B - Students to write a newspaper article on the coverage of a fictional disaster.</b></p> <p>Staff use progress grids to stick in books and record scores on Gradebooks – links to developing, secure, advanced.</p>	<p><b>Literature Question: AP3 A View from the Bridge (Extended response) AP3</b></p> <p>Teachers to record results on KS3 assessment sheet for AP3 data drop.</p>

<p><b>Homework</b></p>	<ol style="list-style-type: none"> <li>1. Watch <a href="#">time lapse</a> video and students need to imagine a landscape at the different times of the year.</li> <li>2. Using sensory imagery, describe a meal that you have just cooked for your family.</li> <li>3. Design and illustrate a new dish to appear on the menu of your favourite restaurant.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a dream journal over the course of a month and be ready to discuss your weekly dreams!</li> <li>2. Select a dream and try to research your dreams using Google.</li> <li>3. Students imagine that they are an agony aunt for the protagonist of A Monster Calls. Write a help column based on one of the problems in the novel.</li> </ol>	<ol style="list-style-type: none"> <li>1. Research the national dishes from another country and have a go at making it with their families.</li> <li>2. Research a national celebration from another country and explain its origin and significance in the 21st century.</li> <li>3. Find another poem from a different culture than we've looked at in lessons. Print and annotate in lessons.</li> </ol>	<ol style="list-style-type: none"> <li>1. Research a natural disaster and it's cause ready to bring into lesson.</li> <li>2. Write the transcript for a national public service announcement .</li> <li>3. Write a diary entry based on a survival story you have looked at in lesson.</li> </ol>	<ol style="list-style-type: none"> <li>1. Research America in the 1950's and produce a fact sheet/poster to bring to lessons.</li> <li>2. Write three quiz questions to be entered into a whole class quiz.</li> <li>3. Find an article about gender discrimination in the 21st century and what has been done to combat it.</li> </ol>
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