

Curriculum Overview

Subject: English

Year Group: 8

The theme of this year is morality: Pupils will develop their understanding of the theme through the study of poetry, non-fiction and drama. Initially they will build on their analysis of poetry and knowledge of poetic devices in exploring the way poetry is used to construct a moral voice that carries across the globe. Reading poetry from cultures across the world, they will study poems from Blake, Shelley, Osundare, Duffy, Kisuule and Angelou. Pupils will learn to compare poems focusing on how poetic devices are used to create meaning and impact. They will also learn about events that shook the world, creating a speech on one of the themes. Following their work in Year 7 on the novels from imagined worlds, pupils will engage with a non-fiction text along the theme of morality. Pupils will read "I am Malala" and will develop their questioning skills, their inference skills and their analysis of narrative. Building on their developing construction of voice, pupils will also be writing and delivering a speech inspired by the story. Concluding the year, pupils will read Shakespeare's Othello with the focus on analysing Shakespeare's construction of character, use of language and presentation of morality within the Jacobean context.

TERM 1	TERM 2	TERM 3
<p>KNOWLEDGE/SKILLS Protest Speeches and Poetry—voices from across the world & "Make a change": Context: Malala, MLK, David Attenborough, Sojourner Truth, Jameela Jamil, King George VI, JFK, Blake's 'The Chimney Sweeper', Shelley's 'Song to the Men of England, Osundare's 'Not My Business', Angelou's 'Still I Rise', Kisuule's 'Hollow' and Duffy's 'Mrs Scofield's GCSE'. Poetry conventions: imagery; cultural references; structural devices; language and connotations; voice and perspective, PERFECTS. Skills: PETAL structure; comparison of poems; PETAL structure; oracy; speech writing;</p>	<p>KNOWLEDGE/SKILLS Politics and Morals-"I am Malala" Context: Afghanistan under Taliban regime; females in society; education; moral questions. Writer's methods: narrative construct; structural devices. Skills: Persuasive writing, PERFECTS' inference; embedding quotations; questioning; interpretation and inference; writing to argue – Five-part structure, introduction of super sentence structures, non-fiction text types, research skills.</p>	<p>KNOWLEDGE/SKILLS Shakespeare and Morality: Othello Elizabethan context: Chain of being; regicide; gender roles; religion; Shakespeare's writer's methods: iambic pentameter; imagery; character dialogue; tragic conventions; characterisation; stage craft. Themes: morality, manipulation & deception. Skills: Essay writing; embedding quotations; PETAL structure; thesis statements; knowledge of extracts; knowledge of plot; integrating context.</p>
<p>KEY ASSESSMENTS 1.1: Key Piece: Write a speech persuading the older generation that the youth of today have value in society. End of Unit Assessment: "Pets are useless. They are expensive, time-consuming and they never love you as much as you love them." Write a speech to your peers presenting your opinion and persuading them to agree. 1.2: Key Piece: How does Blake expose the exploitation of child labour in 'The Chimney Sweeper'?' Key Piece: How does Osundare evoke sympathy for the victims of dictatorship in 'Not My Business'?</p>	<p>KEY ASSESSMENTS 2.1: Key Piece: Article: Why it is important for girls to go to school. Key Piece: Letter to Home Office on immigration. 2.2: Key Piece: PETAL: How does Malala present her own shooting? End of Unit Assessment: Speech on a human right of pupil's choice.</p>	<p>KEY ASSESSMENTS 3.1: Key Piece: PETAL paragraph How is Iago presented in Act one scene one? Key Piece: Essay – How is the theme of gender presented in the extract and elsewhere in the play? 3.2: End of unit assessment: Closed book assessment, pupils given the choice between Extract question: How is Iago presented as manipulative in the extract and elsewhere in the play? or Non-extract question: How is the theme of religion presented in the play?</p>

Extended reading suggestions and external resources: Blessing; Island Man; Night of the Scorpion; Standing Rock; Anthology of poems from other cultures; Othello theatrical productions; Critical theory on the play (Male Gaze theory, Freud's theory of repression)