

English

National Curriculum Programme of Study

'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature, through widespread reading for enjoyment. The national curriculum for English also aims to ensure that all pupils:

- read easily, fluently and with good understanding;*
- develop the habit of reading widely and often, for both pleasure and information;*
- acquire a wide vocabulary , an understanding of linguistic conventions for reading, writing and spoken language;*
- appreciate our rich and varied literary heritage;*
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;*
- should be able to elaborate and explain clearly their understanding and ideas;*
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.*

Year 8 - Autumn Term

Key Knowledge	Key Skills	Vocabulary
To Kill a Mockingbird		
Pupils will learn: • The social and historical background that led to such abhorrent inequality and racism in 1930s Alabama. • The structural choices of narration: first person / third person. • The overarching themes of the novel and how these are conveyed. • What a 'motif' is; • How the mockingbird motif is used; • What 'dialect' is and how it is used in the novel; • A range of 'gender stereotypes' and how Harper Lee approaches them in the novel; • How perceptions of characters are controlled by the author; • Features of 'bildungsroman' and how this is linked to the novel; • How description, dialogue and action build characterisation; • To identify the key literary devices used in the novel.	Pupils learn how to: • Use the correct features of a newspaper report; • Use carefully selected evidence to come to a well-argued point of view; • Identify persuasive techniques in a speech; • Analyse and assess the impact of the author's choice of literary devices on the reader,	assuaged, apothecary, piety, persecution, brethren, nebulous, conferred, expounding, judiciously, concessions, auspicious, quelling, benign, tacit, benevolence, peril, placidly, dismemberment, waning, unsullied, tyrannical, foray, condescend, arbitrate, yield, yonder, unfathomable, caricature, quell, gallantly, vehemently, garish, qualm, edification, ominous, tranquil, acquiescence, elucidate, convene, turbulent, ambidextrous, exodus, volition, expunge, iota, circumstantial, temerity, tacit, heathen, apprehension, demise, gait, flounder, elude.

Year 8 - Spring Term

Key Knowledge	Key Skills	Vocabulary
Macbeth		
Pupils will learn: • The theatrical context of Macbeth; • The social and historical context of Macbeth; • The features and structure of drama texts; • How Shakespeare creates atmosphere and establishes setting in the opening scene; • How Shakespeare uses dialogue to create imagery, setting and atmosphere; • How Shakespeare uses stage directions, dialogue and action to create characters; • The hierarchy in Elizabethan society and how this is reflected in drama texts of the period; • Macbeth's 'hero-like' qualities; • Details about the genre of Shakespearian tragedy.	Pupils learn how to: • Analyse characters, stereotypes and archetypes; • Make thematic links within and across texts.	hamartia, hubris, protagonist, antagonist, pathetic fallacy, iambic pentameter, prose, soliloquy, regicide, juxtaposition, alliteration, chiasmus, allusion, dramatic irony, equivocal, imagery, hallucination.
Heroes and Villains		
Pupils will learn: • What makes a hero (archetype); • How writers use of 'The Hero's Journey' in literature; • The different types of literary heroes; • The features of heroes in different types of text; • Key features of the 'rhetoric'; • What ethos, pathos and logos are in rhetoric and how they are used in writing; • The functions of different sentence structures and how to use them effectively.	Pupils learn how to: • Plan ideas and consider effectiveness of their arguments; • Proof-read their writing and edit to correct mistakes; • Structure their writing and sequence ideas using cohesive devices; • Create a clear voice in their writing; • Include rhetorical devices to solidify their argument.	

Year 8 - Summer Term

Key Knowledge	Key Skills	Vocabulary
Poetry through the Ages		
Pupils will learn: • A range of poetic conventions and identify how they have been used; • How historical events and social attitudes influenced language and literary form in the Middle Ages; • The language, literary forms and social attitudes of the Middle Ages; • The language, structure and themes of metaphysical poetry; • The social and historical context of Elizabethan poetry; • Key language and structural features 'Romantic' poetry; • The themes of metaphysical poetry.	Pupils learn how to: • Make links between the purpose, language and techniques of the sonnet form; • Use a framework of analysis to compare genres of poetry; • Understand and experiment with different sonnet forms (Petrarchan/Shakespearean); • Identify examples of language features, including but not limited to, imagery, extended metaphor, caesura, hyperbole; • Comment on how text structure and organisational features can support meaning; • Summarise the content and effectiveness of at least two poems; • Draw comparisons between two or more poems, commenting on links to social and historical context, purpose and viewpoint.	alliteration; anaphora; anapest; assonance; blank verse; couplet; enjambment; epigraph; iambic pentameter; metre;
Diverse Voices		
Pupils will learn: • Key features and examples of persuasive devices in a speech; • Key features of autobiography; • Key features of characterisation in poetry; • How language is used effectively in openings; • Different effects of specific language choices have on a reader; • Definitions of implicit, explicit and inferred meanings; • How different viewpoints and themes are expressed in poetry.	Pupils learn how to: • Use persuasive devices in their own writing; • Identify, analyse and explain the effect of specific language choices on the reader; • Identify implicit, explicit and inferred meanings from what is read; • Identify and discuss different viewpoints and themes in poetry.	rhyme scheme, rhythm; sonnet; stanza; irony; paradox; context; caesura; allusion; metaphor; pun; hyperbole

Enrichment

- Reading
- Grammar Activities
- Seneca homework activities
- Author visits
- Book Reviews
- Theatre Trips
- Library