

ENGLISH Year 8 Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Ethos Links	<p>Character – Respect, responsibility, and kindness.</p> <p>STEM – Technology in Victorian era, e.g. industrial revolution.</p>	<p>Milton Keynes – Links to local history (WW1/2)</p> <p>Character – Respect, responsibility, and kindness.</p>	<p>Character – Respect, responsibility, and kindness</p> <p>Milton Keynes – Life in a multicultural city, and social implications for young people growing up in urban areas.</p>	<p>Character – Respect, responsibility, kindness, tolerance</p>	<p>Character – respect, responsibility, tolerance</p> <p>STEM – impacts of technology on society.</p>	<p>Character – respect, responsibility, tolerance</p> <p>STEM – impacts of technology on society.</p>
Units of Work	<p><u>Victorian Short Stories</u> Sherlock Holmes Shorts by Arthur Conan Doyle)</p>	<p><u>Crime Writing</u> <i>Short stories by Roald Dahl, Agatha Christie and Graham Greene</i></p>	<p><u>Shakespeare</u> <u>Thematic Study</u> <i>Romeo and Juliet</i></p>	<p><u>Short Stories</u> <i>Science Fiction</i></p>	<p><u>Poetry Anthology</u> <u>War and Conflict</u></p>	<p><u>Modern Drama</u> <i>Face (Play Version)</i> by Benjamin Zephaniah</p>
<p>Learning End Points (Literature) Learning End Points (Literature)</p>	<p>By the end of this unit, students will know and understand:</p> <ul style="list-style-type: none"> ➤ How Holmes is an iconic character and has been portrayed in different ways. ➤ The conventions of crime and detective stories. ➤ The significant events in the stories and how clues are structured in a detective fiction. 	<p>By the end of this unit, students will know and understand:</p> <ul style="list-style-type: none"> ➤ The characters and events in the stories. ➤ Themes in the stories i.e. issues of morality. ➤ The way that writers present detectives/tropes of crime fiction writing. ➤ A range of language and 	<p>By the end of this unit, students will know and understand:</p> <ul style="list-style-type: none"> ➤ The characters and events of the play. ➤ Themes in the play, especially fate vs freewill, through explorations of key scenes. ➤ The context of Shakespearean England (such as women’s rights, 	<p>By the end of this unit, students will know and understand:</p> <ul style="list-style-type: none"> ➤ Different characters, narratives and how they present different perspectives. ➤ Narrative voice and how writers use these to create complex storylines. ➤ The themes in the short stories such 	<p>By the end of this unit, students will know and understand:</p> <ul style="list-style-type: none"> ➤ Propaganda related to WW1 and the lives and perspectives of soldiers. ➤ Examples of war and modern conflict in the world and the UK. ➤ The impact and effect of war as expressed through poetry. 	<p>By the end of this unit, students will know and understand:</p> <ul style="list-style-type: none"> ➤ The features of a play script and how this differs to prose. ➤ Elements of staging and stagecraft and how this is used to create meanings. ➤ The structure of the play and how characters,

	<ul style="list-style-type: none"> ➤ Further Victorian context such as attitudes to crime, science and technology. 	<p>structural techniques specific to crime writing and thrillers.</p>	<p>marriage, law and order) and how this influences the presentation of themes.</p>	<p>as technology, society, space, and progress and how these are presented throughout the stories using language, setting, plot and characterisation.</p>	<ul style="list-style-type: none"> ➤ A range of language techniques specific to poetry (e.g. metaphor, enjambment, onomatopoeia). 	<p>ideas and events are communicated through dialogue.</p> <ul style="list-style-type: none"> ➤ Modern contexts and issues such as cities, gangs, and multiculturalism.
	<p>By the end of this unit, students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Read and build resilience to Victorian language. ➤ Explore and relate character to setting, events, genre etc and wider ideas such as context. <p>Select interesting quotations identify word choice and its effect.</p>	<p>By the end of this unit, students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Explore themes and Ideas. ➤ Explore and relate character, setting, genre etc to wider ideas such as themes and context. <p>Select interesting quotations and identify word choice and wider language techniques.</p>	<p>By the end of this unit, students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Read Shakespearean language with resilience by exploring key scenes. ➤ Explore Shakespearean language and word choice and how this presents key themes in the play. <p>Begin to identify Shakespeare's use of language techniques and poetry.</p>	<p>By the end of this unit, students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Explore themes and Ideas. ➤ Explore and relate character, setting, genre etc to wider ideas such as themes and context. <p>Select interesting quotations and identify word choice and wider language techniques.</p>	<p>By the end of this unit, students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Explore the presentation of war and conflict and select interesting quotations. ➤ Explore word choice and language techniques used in poetry. <p>Relate analysis to the ideas and contexts presented by the poem.</p>	<p>By the end of this unit, students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Explore themes and ideas in relation to modern contexts. ➤ Select interesting quotations to explore how structure, scripting and staging has created character, setting, genre etc.
<p>Learning End Points (Language)</p>	<p>By the end of this unit, students will know and understand: (Organisation)</p> <ul style="list-style-type: none"> ➤ How and when to use paragraphs 	<p>By the end of this unit, students will know and understand: (Content)</p> <ul style="list-style-type: none"> ➤ How to apply 1st and 3rd person 	<p>By the end of this unit, students will know and understand: (Sentences)</p> <ul style="list-style-type: none"> ➤ How to use basic sentence types of 	<p>By the end of this unit, students will know and understand: (Accuracy)</p> <ul style="list-style-type: none"> ➤ The standard types of 	<p>By the end of this unit, students will know and understand: (Language)</p> <ul style="list-style-type: none"> ➤ Creative language. <p>A wider range of language techniques</p>	<p>By the end of this unit, students will know and understand: (Speaking and listening)</p>

	<p>and topic sentences.</p> <ul style="list-style-type: none"> ➤ Essential information in fiction (5Ws) <p>Structure of a detective story.</p>	<p>perspectives in writing.</p> <p>What tone of voice is and how and when it varies.</p>	<p>simple, compound, and complex for effect.</p> <p>Vary sentence openers. Phrases and clauses.</p>	<p>punctuation including colons and semi-colons.</p> <p>Grammar concepts such as tenses and how to sustain them.</p>	<p>such as simile, metaphor, personification, oxymoron.</p>	<ul style="list-style-type: none"> ➤ The themes in the novel such as power, society, environment. <p>How to express opinions in response to themes and be able to deliver a speech about them.</p>
	<p>By the end of this unit, students will develop their ability to: (Organisation)</p> <ul style="list-style-type: none"> ➤ Use paragraphs to organise their work. <p>Plan fiction using a setting, character, action structure.</p>	<p>By the end of this unit, students will develop their ability to: (Content)</p> <ul style="list-style-type: none"> ➤ Use appropriate tone and register in fiction writing. ➤ Plan fiction using a setting, character, action structure. 	<p>By the end of this unit, students will develop their ability to: (Sentences)</p> <p>Use a wider variety of sentence constructions accurately and for effect.</p>	<p>By the end of this unit, students will develop their ability to: (Accuracy)</p> <ul style="list-style-type: none"> ➤ Proofread their work. <p>Use more complex grammar across a range of text types.</p>	<p>By the end of this unit, students will develop their ability to: (Language)</p> <ul style="list-style-type: none"> ➤ Use ambitious vocabulary. ➤ Change vocabulary to make it appropriate to character/ voice. <p>Use a wider range of language techniques.</p>	<p>By the end of this unit, students will develop their ability to: (Speaking and listening)</p> <ul style="list-style-type: none"> ➤ Express challenging ideas. ➤ Organise presentations to meet the purpose of presentation. <p>Listen to questions responding formally.</p>
<p>Key Vocabulary</p>	<p>infer theory forensic evidence perception investigate incisive deduction obstinacy elementary</p>	<p>sleuth alibi perpetrator retribution nemesis investigate resolution repugnance red herring suspenseful</p>	<p>conflict sonnet destiny Montague Capulet disastrous occasion aggressive honourable iambic pentameter</p>	<p>artificial intelligence android cyborg dystopia extra-terrestrial futuristic paradox parallel universe sentience technology</p>	<p>conflict rhyme simile repetition stanza quatrain metaphor alliteration enjambment onomatopoeia</p>	<p>prologue montage narrator assembly prejudices disfigurement multicultural ominous indignantly melancholy</p>