KS3 Curriculum Overview: English
Year 8 Reading (What, How, Why)

Year 8	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	**Victorian Short Stories** **Sherlock Holmes Shorts by Arthur Conan Doyle)**	**Crime Writing** ***Short stories by Roald Dahl, Agatha Christie and Graham Greene***	**Shakespeare Thematic Study** ***Romeo and Juliet***	**Short Stories** ***Science Fiction***	**Poetry Anthology** **War and Conflict**	**Modern Drama** ***Face* (Play Version) by Benjamin Zephaniah**
Ethos links	**Character –** respect, responsibility, and kindness. **STEM –** technology in Victorian era, e.g. industrial revolution.	**Character –** respect, responsibility, and kindness. **STEM –** forensics.	**Character –** respect, responsibility, kindness, tolerance	**Character –** respect, responsibility, tolerance **STEM** – impacts of technology on society.	**Milton Keynes** – links to local history (WW1/2) **Character –** respect, responsibility, and kindness.	**Character –** respect, responsibility, and kindness **Milton Keynes –** life in a multicultural city, and social implications for young people growing up in urban areas.
Reading Knowledge	**By the end of this unit, students will know and understand:** ➢ 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. ➢ Further Victorian context such as attitudes to crime, science and technology.	**By the end of this unit, students will know and understand:** ➢ 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 structural techniques specific to crime writing and thrillers.	**By the end of this unit, students will know and understand:** ➢ 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, marriage, law and order) and how this influences the presentation of themes.	**By the end of this unit, students will know and understand:** ➢ 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 as technology, society, space, and progress and how these are presented throughout the stories using language, setting, plot and characterisation.	**By the end of this unit, students will know and understand:** ➢ 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. ➢ A range of language techniques specific to poetry (e.g. metaphor, enjambment, onomatopoeia).	**By the end of this unit, students will know and understand:** ➢ 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, ideas and events are communicated through dialogue. ➢ Modern contexts and issues such as cities, gangs, and multiculturalism.
Reading Skills	**By the end of this unit, students will develop their ability to:** ➢ Read and build resilience to Victorian language. ➢ Explore and relate character to setting, events, genre etc and wider ideas such as context. ➢ Select interesting quotations identify word choice and its effect.	**By the end of this unit, students will develop their ability to:** ➢ Explore themes and Ideas. ➢ Explore and relate character, setting, genre etc to wider ideas such as themes and context. ➢ Select interesting quotations and identify word choice and wider language techniques.	**By the end of this unit, students will develop their ability to:** ➢ Read Shakespearean language with resilience by exploring key scenes. ➢ Explore Shakespearean language and word choice and how this presents key themes in the play. Begin to identify Shakespeare's use of language techniques and poetry.	**By the end of this unit, students will develop their ability to:** ➢ Explore themes and Ideas. ➢ Explore and relate character, setting, genre etc to wider ideas such as themes and context. ➢ Select interesting quotations and identify word choice and wider language techniques.	**By the end of this unit, students will develop their ability to:** ➢ Explore the presentation of war and conflict and select interesting quotations. ➢ Explore word choice and language techniques used in poetry. ➢ Relate analysis to the ideas and contexts presented by the poem.	**By the end of this unit, students will develop their ability to:** ➢ 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. ➢
Vocabulary and Spellings	infer theory forensic evidence perception investigate incisive deduction obstinacy elementary	sleuth alibi perpetrator retribution nemesis investigate resolution repugnance red herring suspenseful	conflict sonnet destiny Montague Capulet disastrous occasion aggressive honourable iambic pentameter	artificial intelligence android cyborg dystopia extra-terrestrial futuristic paradox parallel universe sentience technology	conflict rhyme simile repetition stanza quatrain metaphor alliteration enjambment onomatopoeia	prologue montage narrator assembly prejudices disfigurement multicultural ominous indignantly melancholy
Assessment	Analysis of character/setting.	Opening of a crime story with a focus on setting and character.	How does Shakespeare present love in Act 2 Scene 2? The Balcony Scene)	Exam-style questions What do we learn about? How does the writer use language to present…? How does the writer structure the text to interest the reader?	Poetry comparison	Write a speech about tackling prejudice in society (speaking and listening).

KS3 Curriculum Overview: English

Year 8 Writing (CLOSA) and Speaking and Listening

Year 8	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	**<u>Victorian Short Stories</u>** **Sherlock Holmes Shorts by Arthur Conan Doyle)**	**<u>Crime Writing</u>** ***Short stories by Roald Dahl, Agatha Christie and Graham Greene***	**<u>Shakespeare Thematic Study</u>** ***Romeo and Juliet***	**<u>Short Stories</u>** ***Science Fiction***	**<u>Poetry Anthology</u>** **War and Conflict**	**<u>Modern Drama</u>** ***Face* (Play Version) by Benjamin Zephaniah**
Ethos links	**Character –** respect, responsibility, and kindness. **STEM –** technology in Victorian era, e.g. industrial revolution.	**Character –** respect, responsibility, and kindness. **STEM –** forensics.	**Character –** respect, responsibility, kindness, tolerance	**Character –** respect, responsibility, tolerance **STEM** – impacts of technology on society.	**Milton Keynes** – links to local history (WW1/2) **Character –** respect, responsibility, and kindness.	**Character –** respect, responsibility, and kindness **Milton Keynes –** life in a multicultural city, and social implications for young people growing up in urban areas.
Writing Knowledge CLOSA	**By the end of this unit, students will know and understand: (Organisation)** ➢ How and when to use paragraphs and topic sentences. ➢ Essential information in fiction (5Ws) ➢ Structure of a detective story.	**By the end of this unit, students will know and understand: (Content)** ➢ How to apply 1st and 3rd person perspectives in writing. ➢ What tone of voice is and how and when it varies.	**By the end of this unit, students will know and understand: (Sentences)** ➢ How to use basic sentence types of simple, compound, and complex for effect. ➢ Vary sentence openers. Phrases and clauses.	**By the end of this unit, students will know and understand: (Accuracy)** ➢ The standard types of punctuation including colons and semi-colons. ➢ Grammar concepts such as tenses and how to sustain them.	**By the end of this unit, students will know and understand: (Language)** ➢ Creative language. ➢ A wider range of language techniques such as simile, metaphor, personification, oxymoron.	**By the end of this unit, students will know and understand: (Speaking and listening)** ➢ The themes in the novel such as power, society, environment. ➢ How to express opinions in response to themes and be able to deliver a speech about them.
Writing Skills CLOSA	**By the end of this unit, students will develop their ability to: (Organisation)** ➢ Use paragraphs to organise their work. ➢ Plan fiction using a setting, character, action structure.	**By the end of this unit, students will develop their ability to: (Content)** ➢ Use appropriate tone and register in fiction writing. ➢ Plan fiction using a setting, character, action structure.	**By the end of this unit, students will develop their ability to: (Sentences)** ➢ Use a wider variety of sentence constructions accurately and for effect.	**By the end of this unit, students will develop their ability to: (Accuracy)** ➢ Proofread their work. ➢ Use more complex grammar across a range of text types.	**By the end of this unit, students will develop their ability to: (Language)** ➢ Use ambitious vocabulary. ➢ Change vocabulary to make it appropriate to character/ voice. ➢ Use a wider range of language techniques.	**By the end of this unit, students will develop their ability to: (Speaking and listening)** ➢ Express challenging ideas. ➢ Organise presentations to meet the purpose of presentation. ➢ Listen to questions responding formally.
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Assessment	Analysis of character/setting.	Opening of a crime story with a focus on setting and character.	How does Shakespeare present love in Act 2 Scene 2? The Balcony Scene)	Exam-style questions What do we learn about? How does the writer use language to present…? How does the writer structure the text to interest the reader?	Poetry comparison	Write a speech about tackling prejudice in society (speaking and listening).