



SUNNYDOWN SCHOOL

ENGLISH CURRICULUM PLAN

Subject	English	Year group	Y8
Subject Intent	<p>In Y8, Sunnydown students continue to explore a wide range of literary genres and are encouraged to learn the skills of being critical readers. Literature texts are used as a springboard for developing language skills, with a particular focus in Y8 on writing to describe and narrate, building skills needed for KS4. Transactional writing skills are also developed with an engaging Boxing to Argue unit, making explicit the skills needed to argue and persuade. The year ends with the study of a modern play, enriching students' appreciation of a playwright's craft as well providing opportunities to discuss the issues therein, such as poverty and social mobility, British Values and how cultural and social development has occurred over our recent history.</p>		

Term	Topic	Core learning	Key concepts	Sequencing
Autumn 1	Narrative Writing: Creating Monsters	<p>Key themes and context:</p> <ul style="list-style-type: none"> The appeal of Dystopian Fiction <p>Key Literature focus:</p> <ul style="list-style-type: none"> C19th extracts with classic villains - eg Frankenstein's monster <p>Key Language focus:</p> <ul style="list-style-type: none"> Suspense Tension Characterisation Structural techniques (zooming in) <p>Spoken Language focus: Expressing ideas and keeping to the point</p>	<p>Dystopian Fiction Emotive Language Punctuation for effect Simile Alliteration Zooming in</p>	<p>Building on..... This engaging unit has been designed to hook Sunnydown students back into the English Curriculum by building on the C19th unit taught in Autumn 2 of Y7 with the Dickens study. Concepts such as the Victorian Era, characterisation and villains are recalled (KS2 History) in order to embed these ideas as well as the features of a dramatic script (taught in Spring 2: Y7 Shakespeare's villains).</p> <p>Building towards... This unit makes use of literary extracts such as Frankenstein in an accessible way for students to become more confident with the challenges of C19th extracts, as well as more modern monsters with extracts from the Maze Runner. Ideas surrounding Dystopian Fiction are introduced. Techniques such as building tension and suspense, developing</p>

				<p>characterisation and the effective use of setting are made explicit and then practised into their own writing: skills needed for both the Language and Literature papers at GCSE. There is an assessment opportunity based on a C19th text.</p>
<p>Autumn 2</p>	<p>Pre-1914 Literature: Sherlock Holmes - Conan Doyle author study.</p>	<p>Key themes and context:</p> <ul style="list-style-type: none"> • The relationship between texts and the context in which they were written <p>Key Literature focus:</p> <ul style="list-style-type: none"> • Pre-1914 literary detective texts <p>Key Language focus:</p> <ul style="list-style-type: none"> • Narrative structure • Language, form and structure • Inference and deduction • Language devices • Varied sentence types • Persuasive devices • Suspense • Emotive language • Imagery <p>Spoken Language focus: Participating in structured discussions</p>	<p>Detective fiction Narrative structure Inference Deduction Murder mystery Multimodal Persuasive techniques Language techniques Debate</p>	<p>Building on..... In Y7, Sunnydown students study Dickens C19th novella A Christmas Carol. This author study of Conan Doyle enhances their knowledge and understanding of this time period and the challenging literature therein.</p> <p>Building towards... In Y9, students study Gothic fiction, focusing on Victorian literature, the British Empire, Industrial Revolution and childhood experiences. As students undertake their GCSE English Language and Literature courses, they gain a greater understanding of the contexts of the C19th extracts and literature studies.</p>
<p>Spring 1</p>	<p>Boxing to Argue</p>	<p>Key themes and context: Speaking Aristotle: Ethos, Pathos and Logos Protest and Political Change</p> <p>Key Literature focus: Speeches from history</p> <p>Key Language focus: Analysing and applying rhetorical devices Writing for a purpose</p>	<p>AFOREST Rhetoric Ethos Pathos Logos Analogy Conjunctions Evaluation Counter-arguments Modal Verbs</p>	<p>Building on..... Students build on their transactional writing skills from KS2 and taught more explicitly in the Art of Rhetoric unit in Y7. The concepts of AFOREST are revisited and revised as a building block from which to develop their own rhetorical skills.</p> <p>Building towards...</p>

		<p>Audience Writing to argue and persuade Structuring an argument</p> <p>Spoken Language focus: Using standard English confidently in short speeches and formal debates.</p>		<p>In this unit, Sunnydown students are taught more explicitly how to structure their arguments and persuasive writing using kinaesthetic techniques to help embed these skills and knowledge to long term memory - of particular importance at KS4 GCSE English Language Paper 2.</p>
Spring 2	War Poetry	<p>Key themes and context: War Empathy Camaraderie Loss Separation Propaganda</p> <p>Key Literature focus: Poetic devices Structure Rhythm and metre</p> <p>Key Language focus: Creative writing Writing to describe Narrative writing Crafting language Editing and redrafting</p> <p>Spoken Language focus: Reading poetry aloud in order to generate language and discuss language use and meaning.</p>	<p>Stanza Verse Rhyme Rhythm Enjambment Imagery Figurative Language</p>	<p>Building on... Having looked at the world of Shakespeare and his creative use of form, structure and language in Y7, students further their understanding of poetic effects by moving on from Shakespeare to poetry. Within this unit, we create a foundational knowledge of key poetic terminology and techniques. Combining this with the students' creative writing abilities propels them towards writing an assessed poem. War poets from diverse and varied backgrounds are introduced within this topic to allow students to build their cultural capital, gaining a greater understanding of topics and ideas that were relevant throughout this time.</p> <p>Building towards... Studying this unit will allow pupils to increase their knowledge of poetic devices, techniques and forms. In turn, this will link to their spiralled Shakespeare study of Macbeth in Y9; also preparing them for future KS4 study. Studying a wide breadth of poetry prepares students to tackle the wide range of texts they will study in future years; this is particularly cognizant of the unseen element. Creative writing skills that are interwoven throughout this unit ensures students continue to execute deliberate crafting of their own writing, using poetry as inspiration.</p>
Summer 1	Modern Novel:	Key themes and context:	Kindness	Building on...

	Wonder	<p>Differences Disability Cranio-facial Bullying Growing up</p> <p>Key Literature focus: Novel Structure Characterisation and character development Writing in role</p> <p>Key Language focus: Speaking and listening Evaluation Quotations Evidence Comparing Writing for different purposes</p> <p>Spoken Language focus: Discussion and building on the views of others.</p>	<p>Tolerance Family Courage Friendship Comparison</p>	<p>This 21st century novel exposes pupils to new contexts yet focuses on characters that they can relate to because of their age, making it both appropriately accessible and challenging due to its setting and content. In Y8 at Sunnydown, we continue to build on discussion skills as we explore what writers may want their readers to think, feel or react to their writing in a particular way.</p> <p>Building towards... By using an accessible text, students can begin to track narrative structure and character development using the PEED structure to demonstrate reading skills. Students will also be taught the skills of comparison by comparing aspects of the written text to aspects of the film.</p>
Summer 2	<p>Modern Play: Our Day Out by Willy Russell</p>	<p>Key themes and context:</p> <ul style="list-style-type: none"> ● Socio-economic factors affecting young people in 1970s Liverpool. <p>Key Literature focus:</p> <ul style="list-style-type: none"> ● Modern play analysis <p>Key Language focus:</p> <ul style="list-style-type: none"> ● Audience ● Dramatic irony ● Evidence ● Quotations ● Comparing ● Language devices ● Tension ● Suspense 	<p>Freedom Responsibility Destiny and free-will Opportunities Deprivation Discrimination Education The Future Character Stage Directions</p>	<p>Building on..... Students should have an understanding of what a script looks like from their study of extracts from Shakespeare in Y7 (and the study of play texts at KS2), as well as the play version of A Christmas Carol. They are reminded of what they already know about the concept of performance and acting, and how characters are presented by their actions, their dialogue and what other characters say about them.</p> <p>Building towards... This unit is important for preparing students to study literature and language in a drama text that uses modern and familiar language. Engagement with</p>

		<ul style="list-style-type: none">● Climax/anti-climax● Humour● Structure● Semi-colons/colons● Creative writing● Descriptive writing <p>Spoken Language focus: Reading and performing play scripts using role, intonation, stillness and action to add impact.</p>		theatre and performance is an important part of the understanding of a script and this unit will teach pupils the key language and references necessary to study modern drama in greater depth.
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