

# Our Lady Queen of Peace

Catholic Engineering College

## Curriculum Overview

### YEAR 8 ENGLISH

| Local Market Information            | Skills                                                                     | Jobs                     |
|-------------------------------------|----------------------------------------------------------------------------|--------------------------|
| Digital and Cyber (propaganda link) | Attention to detail<br>Ability to learn new information.<br>Communication. | Journalist<br>Politician |

|                   | Knowledge & Understanding             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                           | Subject Specific Literacy Development                                                                                                      | Cultural Capital / Enrichment Opportunities                                                 |
|-------------------|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
|                   | Topics (Bigger Picture)               | Knowledge (Key Concepts)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Recall & Retrieval Practice Focus                                                                                                                                                                                                                                         | Key Vocabulary                                                                                                                             |                                                                                             |
| Half Term 1 and 2 | Animal Farm Study of a play (8 weeks) | <ul style="list-style-type: none"> <li>To study a modernist novel and explore the themes of power, corruption and leadership.</li> <li>To develop an understanding of how the writer creates character and explore the links between the world of the novel and our world.</li> <li>To introduce the concept of an allegory to the students.</li> <li>Understanding concepts of leadership</li> <li>Understanding dictatorship, democracy, tyranny.</li> <li>Understanding of the political context including developing understanding of communism, social and political hierarchies, the idea of revolution and an understating of propaganda.</li> </ul> | <p>Connect back to novel study in yr 7. Compare Napoleon and The Governor.<br/>Link back to key vocab like Tyranny etc.</p> <p>Regular recall of plot, character, theme and key vocabulary through:<br/>Do Now activity<br/>Knowledge Check Ups<br/>Pupil questioning</p> | <p>Tyrant<br/>Democracy<br/>Dictatorship<br/>Rebellion<br/>Corruption<br/>Propaganda<br/>Traitor<br/>Exploit<br/>Hierarchy<br/>Naivety</p> | <p>Knowledge of the Russian Revolution.</p> <p>Link to modern day propaganda-fake news.</p> |

|                            | Knowledge & Understanding                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                        | Subject Specific Literacy Development                                                                                                           | Cultural Capital / Enrichment Opportunities                                                                                                                                                   |
|----------------------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | Topics (Bigger Picture)                          | Knowledge (Key Concepts)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Recall & Retrieval Practice Focus                                                                                                                                                      | Key Vocabulary                                                                                                                                  |                                                                                                                                                                                               |
|                            |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                        |                                                                                                                                                 |                                                                                                                                                                                               |
| <b>Half Term 2</b>         | <b>Conflict Poetry Study of poetry (6 weeks)</b> | <ul style="list-style-type: none"> <li>● Reading and understanding poems from a variety of poets</li> <li>● Exploring the poetic voice/perspective.</li> <li>● Exploring the conventions of different poetic styles.</li> <li>● Learning about contextual influences that impact the way a poem is written.</li> <li>● Exploring nonfiction texts on the topic of conflict.</li> <li>● Understanding the importance of PAFT in reading and writing.</li> <li>● Developing non-fiction writing skills</li> <li>● Using knowledge gained to inform purposeful writing choices.</li> </ul> | <p>Links back to poetry unit in yr 7 with common literary terms</p> <p>Regular recall of key vocabulary through:<br/>Do Now activity<br/>Knowledge Check Ups<br/>Pupil questioning</p> | <p>Perspective<br/>Discrimination<br/>Enjambment Injustice<br/>Purpose<br/>Voice<br/>Intention<br/>Extended Metaphor<br/>Tone<br/>Opposed</p>   |                                                                                                                                                                                               |
| <b>Half Term 3 &amp; 4</b> | <b>Viewpoint Writing</b>                         | <ul style="list-style-type: none"> <li>• Developing an awareness of key vocabulary used to analyse non-fiction texts.</li> <li>• Deconstruction of age-appropriate non-fiction models exploring the effect of certain language choices.</li> <li>• Developing an awareness of effective textual structures.</li> <li>• Writing models to support writing of non-fiction.</li> <li>• Analysing effectiveness of own writing.</li> </ul>                                                                                                                                                  | <p>Regular recall of key vocabulary and pre taught key knowledge.</p> <p>Knowledge check.</p> <p>teacher questioning through whole class deconstruction.</p>                           | <p>Anecdote<br/>Direct address<br/>Exclamatory sentence<br/>Deconstruct<br/>Discourse Marker<br/>Circular Structure<br/>Idiom<br/>Hyperbole</p> | <p>Links to real world debates.</p> <p>Knowledge rich unit which will give students an insight into animal welfare debates/the impact of social media and impacts of a healthy lifestyle.</p> |
| <b>Half Term 5 &amp; 6</b> | <b>Much Ado About Nothing</b>                    | <ul style="list-style-type: none"> <li>• Developing a greater understanding of Shakespearean plays.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Regular recall of key vocabulary and pre                                                                                                                                               | Comedy, deception, wit, irony, villainy, resolution, honour,                                                                                    | Link to relationships – real world                                                                                                                                                            |

|  | Knowledge & Understanding |                                                                                                                                                                                                                                                                                                  |                                                                                                                     | Subject Specific Literacy Development       | Cultural Capital / Enrichment Opportunities                                                                                          |
|--|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
|  | Topics (Bigger Picture)   | Knowledge (Key Concepts)                                                                                                                                                                                                                                                                         | Recall & Retrieval Practice Focus                                                                                   | Key Vocabulary                              |                                                                                                                                      |
|  |                           | <ul style="list-style-type: none"> <li>Developing analytical skills.</li> <li>Understanding how plays differ from prose.</li> <li>Exploring whole-text themes such as conflict, comedy and love.</li> <li>Developing narrative writing skills using events from the play as stimulus.</li> </ul> | <p>taught key knowledge.</p> <p>Knowledge check.</p> <p>teacher questioning through whole class deconstruction.</p> | patriarchy/patriarchal, hierarchy, conflict | <p>debates/oracy development.</p> <p>Exploration of how audience responses change over time – exposure to media and adaptations.</p> |

## Key Assessments

| When        | What will be assessed?                                          |  | Why is this being assessed?                                                                                                                                                                        |
|-------------|-----------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Half Term 1 | Analysis of Old Major's Speech.<br>Knowledge and Skills Checker |  | To assess knowledge and the development of analytical skills taught throughout HT1.                                                                                                                |
| Half Term 2 | Analysis of Napoleon<br>Mid-Year Assessment                     |  | <p>To assess the development of analytical skills reviewed in feedback from assessment 1.</p> <p>Components in Mid-Year assessment, assess knowledge of the topic and skills developed so far.</p> |
| Half Term 3 | Viewpoint Writing Task 1<br>Knowledge and Skills Checker        |  | To assess the knowledge and skill development of transactional writing throughout HT3.                                                                                                             |
| Half Term 4 | Knowledge and Skills Checker<br>Viewpoint Writing Task 2        |  | To assess the knowledge and skill development of transactional writing throughout HT4.                                                                                                             |
| Half Term 5 | EOY assessment<br>Knowledge and Skills Checker                  |  | Components in End of Year assessment, assess knowledge of the topic and skills developed so far.                                                                                                   |

|             |                                                   |                                                                                    |
|-------------|---------------------------------------------------|------------------------------------------------------------------------------------|
| Half Term 6 | Narrative Writing<br>Knowledge and Skills Checker | To assess the knowledge and skill development of narrative writing throughout HT6. |
|-------------|---------------------------------------------------|------------------------------------------------------------------------------------|