

Year 8 Big Picture – English

Block 1 HappyHead and Imaginative Writing (new unit)	Block 2 Romeo and Juliet	Block 3 Social Justice Poetry
<p>Content Students will study a contemporary YA novel (HappyHead) which explores a dystopian future where a government aims to tackle the mental health crisis in the UK through social experiments and gruelling challenges. While studying the social context of the mental health epidemic, students will also learn about the key themes of identity, responsibility and rebellion. Through the study of the novel, students will understand how the writer builds a genuine, yet flawed, narrator before applying these skills to their own imaginative writing in the final weeks of the unit. We aim for all students to use the narrative to understand the importance of LGBTQ+ equality and how this fits into the British Values, before applying their discussions to build a personal response to the author’s intentions and context of the novel. All students will be introduced to the genre of dystopian fiction through close analysis of literary techniques and their impact on the reader before applying these in their own imaginative writing in the final two weeks of the half term. Students will learn how to craft their own narrator in a piece of extended imaginative writing, building on their previous work on structuring their writing to impact</p>	<p>Content Students will study Romeo and Juliet (one of two Shakespeare plays to be studied at KS3 according to the NC) and will learn about key themes such as love, fate, violence, marriage and parental authority. Students will also be taught context relating to social norms in the Elizabethan era and draw on this knowledge to support their interpretation and understanding of the text.</p> <p>Alongside this, students will learn how to craft pieces of imaginative writing with a focus on the short story form. Students will apply their growing knowledge of vocabulary, grammar and text structure to their writing as well as draw on knowledge of literary and rhetorical devices from their reading to enhance the impact of their writing.</p>	<p>Content Students will study a range of 19th century and contemporary poems that cover a range of themes associated with social justice. Themes of child labour, racial inequality, gender, homophobia in other cultures, poverty and famine will be explored through poems written by a diverse range of poets and writers. Students will be expected to analyse the language and structure of these poems, as well as the perspective of the poets and the cultures and backgrounds that they are representing.</p>

Year 8 Big Picture – English

<p>the reader. Through summative assessment, class analysis and independent learning, all students will grow their knowledge of grammar, literary techniques and narrative structures, before enhancing their own extended piece of writing to impact the reader.</p>		
<p>Key Concepts:</p> <p><u>HappyHead:</u></p> <p>Story</p> <p>Context</p> <p>Language</p> <p>Structure</p> <p>Argument</p> <p><u>Imaginative Writing:</u></p> <p>Language</p> <p>Structure</p> <p>Grammar</p> <p>Narrative Form</p> <p><u>HappyHead:</u></p> <p><u>Concept components -</u></p> <p>Genre of YA fiction</p> <p>Genre of Dystopian literature</p> <p>Characterisation</p> <p>Plot</p> <p>Theme</p>	<p>Key Concepts:</p> <p><u>Romeo and Juliet:</u></p> <p>Story</p> <p>Context</p> <p>Language</p> <p>Structure</p> <p>Argument</p> <p>Imaginative Writing:</p> <p>Story</p> <p>Language</p> <p>Structure</p> <p>Grammar</p> <p>Concept Components and Skills:</p> <p>Romeo and Juliet:</p> <p>Concept components -</p> <p>Genre of tragedy</p> <p>Characterisation</p> <p>Plot</p> <p>Theme</p> <p>Historical and social context (16th century, Shakespeare)</p>	<p>Key Concepts:</p> <p>Language</p> <p>Structure</p> <p>Grammar</p> <p>Context</p> <p>Concept components:</p> <p>Meaning</p> <p>Vocabulary</p> <p>Metaphor</p> <p>Symbolism</p> <p>Analysis</p> <p>Irony</p> <p>Phonology</p> <p>Rhyme</p> <p>Lines and stanzas</p> <p>Form</p> <p>Word class</p> <p>Extended responses</p> <p>Social, religious, industrial context</p> <p>Identity and culture</p> <p>Skills:</p>

Year 8 Big Picture – English

<p>Social context (mental health crisis, social media, LGBTQ+ equality)</p> <p>Meaning</p> <p>Form (novel)</p> <p>Narrative perspective</p> <p>Structuring a response</p> <p>Selecting evidence</p> <p>Identifying language/structural techniques</p> <p>Analysing language/structural techniques</p> <p>Debate (inc. Oracy)</p> <p><u>Skills –</u></p> <ul style="list-style-type: none"> • To identify and comment on how Silver uses characterisation, plot and theme to affect their audience • To apply knowledge of context and genre to their understanding and exploration of the text • To identify and analyse Silver’s use of literary techniques and their impact on the rest of the novel and their audience • To evaluate how effectively Silver achieves their intended impact on the reader • To select well-chosen evidence and construct a powerful argument in reference to the text <p><u>Imaginative Writing:</u></p> <p><u>Concept components -</u></p> <p>Characterisation</p>	<p>Meaning</p> <p>Imagery</p> <p>Symbolism</p> <p>Form (acts, scenes, stage directions, sonnet)</p> <p>Structuring a response</p> <p>Selecting evidence</p> <p>Debate</p> <p>Skills –</p> <ul style="list-style-type: none"> • To identify features of a tragedy and comment on their impact • To identify and comment on how Shakespeare uses characterisation, plot and theme to affect his audience • To use knowledge of context to understand and explore the text and its impact • To understand and independently decipher Shakespeare’s language • To comment on and analyse Shakespeare’s use of language and structure features and their impact, including imagery and symbolism • To be able to identify the features of a play to aid understanding • To select well-chosen evidence and construct a powerful argument in reference to the text <p>Imaginative Writing:</p> <p>Concept components -</p> <p>Setting</p> <p>Characterisation</p> <p>Plot</p>	<ul style="list-style-type: none"> • Active reading • Selecting evidence • Understanding how metaphor works • Using terminology • Exploring effect • Embedding context <p>Progress Indicators:</p> <p>Students are able to:</p> <ul style="list-style-type: none"> - Make inferences - Generate interesting and thoughtful ideas - Explore writer’s techniques - Explain the relevance of context - Analyse language and structure - Explore layers of meaning - Selecting appropriate evidence
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Year 8 Big Picture – English

<p> Narration Vocabulary Literary devices Imagery Form (imaginative) Sentences and clauses Punctuation Paragraphs Foreshadowing (Chekhov’s gun) Symbolism Narrative structures </p> <p><u>Skills -</u></p> <ul style="list-style-type: none"> • To understand narrative theories, such as Chekhov’s gun, before applying these to their own narratives • To describe and build a creative atmosphere in order to effectively build suspense for the reader • To structure an extended piece of imaginative writing effectively to impact the reader by using dystopian tropes and literary devices • To enhance written work by using language and structural features and powerful vocabulary to have an impact on the reader • To accurately use a variety of sentence types and types of punctuation 	<p> Dialogue Vocabulary Language devices Imagery Form (short story) Sentences and clauses Punctuation Paragraphs </p> <p>Skills</p> <ul style="list-style-type: none"> • To effectively apply knowledge of setting, characterisation and plot to one’s own writing • To use dialogue accurately and effectively • To structure an extended piece of writing effectively to impact the reader, i.e. by organising the plot so that tension is built • To enhance written work by using language and structural features and powerful vocabulary to have an impact on the reader • To create pieces of writing appropriate to the short story form by studying their structure – i.e. exposition, conflict, climax and resolution • To accurately use a variety of sentence types and types of punctuation • To use paragraphing accurately <p>Progress Indicators:</p> <p>Romeo and Juliet: Students are able to:</p>	
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Year 8 Big Picture – English

- To critically chose impactful and creative vocabulary to build a genuine narrative that impacts the reader
- To use paragraphing accurately and narrative structure for impact

HappyHead:

Students are able to...

- Make inferences
- Select appropriate evidence
- Identify literary techniques
- Apply literary techniques
- Explain the relevance of social context
- Explore the impact on the reader
- Form convincing spoken and written responses about the importance of key themes, key characters and/or Silver’s use of language, form and structure
- Explore layers of meaning
- Perform close language and structural analysis on extracts
- Verbalise a formal response in the context of a debate

Imaginative Writing:

Students are able to...

- Understand how to write for a specific audience, purpose and form
- Understand key literary theories (such as Chekhov’s gun) before applying them to their own writing

- Make inferences
- Select appropriate evidence
- Explain the relevance of 16th century context
- Form convincing spoken and written responses about the importance of key themes, key characters and/or Shakespeare’s use of language, form and structure
- Explore layers of meaning
- Verbalise a formal response in the context of a debate

Imaginative Writing:

Students are able to:

- Understand how to write for a specific audience, purpose and form
- Use correct spelling, punctuation and grammar
- Use a variety of sentence types and powerful, well-chosen vocabulary
- Use language and structural devices for impact
- Structure a complete piece of writing according to features of a plot
- Plan, edit and redraft their work

Year 8 Big Picture – English

<ul style="list-style-type: none"> - Use correct spelling, punctuation and grammar - Use vocabulary and literary devices to impact the reader - Use a variety of sentence types and powerful, well-chosen vocabulary - Use language and structural devices for impact - Plan, edit and redraft their work - Apply feedback to improve their work 		
	Test: Theme question on Romeo and Juliet and imaginative writing January BT 1	
Block 4 <i>Social Justice Non-fiction</i>	Block 5 <i>Dystopian Short Stories</i>	Block 6 <i>Developing Oracy in English and writing to argue</i>
<p>Content Students will study an anthology of non-fiction texts from a variety of sources linked to the theme of social justice. This unit will cover a range of topics, including gender equality, transgender experience and racism to further the cultural, emotional, intellectual and social development of our students by exploring a wide range of perspectives on relevant issues.</p>	<p>Content Students will study an anthology of 20th century dystopian short stories, ensuring that the range of texts studied throughout the year is wide, varied and challenging. Students will draw on contextual knowledge of 20th century (e.g. class politics, war) to explore the genre of dystopian fiction, identifying and exploring key conventions such as the oppressive government, the individual vs uniformity and advanced technologies.</p>	<p>Content Students will learn how to craft effective pieces of writing to argue, based on a range of topics, dealing with social justice and other cultural topics, which they will have prior interaction with (HT2/3). Students will be expected to further develop their skills in effectively structuring a piece of written argument, as well as drafting and redrafting their work.</p> <p>Alongside this, students will have embedded weekly opportunity to practice their oracy skills and to use their skills from writing to argue and implement this verbally. In line with the National</p>

Year 8 Big Picture – English

		<p>Curriculum, students will be expected to formulate using Standard English, and build well structured arguments and responses. Overall helping to improve their own student voice, confidence and their ability to fluently clarify their own opinion, with success.</p>
<p>Key Concepts:</p> <p>Context Language Structure Argument</p> <p>Concept Components:</p> <p>Historical, social and political context (20th and 21st century) Meaning Vocabulary Imagery Analysis of language Form (autobiography, article) Order of ideas Analysis of structure Selecting evidence Structuring a response Types of arguments Rhetorical devices Debate</p>	<p>Key Concepts:</p> <p>Story Context Language Structure Argument</p> <p>Concept Components:</p> <p>Genre of dystopian fiction Characterisation Plot Setting Narrative perspective Theme Intertextuality Historical and social context (20th century) Meaning Short story form Structuring a response Selecting evidence</p>	<p>Key Concepts:</p> <p><u>Oracy:</u> Grammar Context Language Structure Argument</p> <p><u>Writing to Argue:</u> Story Language Structure Grammar Argument</p> <p>Context Concept Components and Skills:</p> <p><u>Oracy:</u> Concept components - Rhetoric/ Argument: Topic sentences Extended analysis Types of arguments Rhetorical devices Grammar:</p>

Year 8 Big Picture – English

<p>Skills:</p> <ul style="list-style-type: none"> • To use knowledge of context to understand and explore the text and its impact • To be able to explain and accurately use key terminology related to social justice • To comment on and analyse the writers’ use of language and structure and its impact • To be aware of how arguments are structured for effect • To select well-chosen evidence and construct a powerful argument with reference to the text • To verbally present a perspective on the text using formal language <p>Progress Indicators:</p> <p>Students are able to:</p> <ul style="list-style-type: none"> - Make inferences - Select appropriate evidence - Explain the relevance of 20th and 21st century context - Form convincing spoken and written responses about the importance of key perspectives and ideas and/or the writers’ use of language, form and structure - Explore how and why writers’ techniques are effective - Present their perspective on key topic areas 	<p>Skills:</p> <ul style="list-style-type: none"> • To identify features of dystopian fiction and comment on their impact • To identify and comment on how authors use characterisation, plot, theme, setting and narrative voice to affect their audience • To use knowledge of context to understand and explore the text and its impact • To be able to explain and accurately use key terminology related to the dystopian genre • To comment on and analyse the writers’ use of language and structure features and their impact • To be aware of how the short story form is constructed for effect • To select well-chosen evidence and construct a powerful argument in reference to the text <p>Progress Indicators:</p> <p>Students are able to:</p> <ul style="list-style-type: none"> - Make inferences - Select appropriate evidence - Explain the relevance of 20th century context - Form convincing spoken and written responses about the importance of key themes and ideas and/or the writers’ use of language, form and structure 	<p> Introductions and conclusions Extended responses Sentences Clauses Context: Social Political Religious Feminism Identity and culture </p> <p>Skills –</p> <ul style="list-style-type: none"> • To understand the structure of a formal debate • To identify and comment on effective and ineffective oracy practices within a formal setting • To use knowledge of context to craft a spoken response/ argument • To understand and independently decipher effective persuasive techniques • To comment on and analyse Shakespeare’s use of oracy and how to improve their own technical language • To be able to identify the features of a speech and use this to inform their own practice • To select well-chosen evidence and construct a powerful argument in reference to the subject/ topic
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Year 8 Big Picture – English

- Evaluate the effectiveness of writers' use of themes, ideas, settings, characterisation and events
- Explore how the short story form can be used effectively

Writing to Argue:

Concept components -

Setting
Characterisation
Plot
Dialogue
Vocabulary
Language devices
Imagery
Form (short story)
Sentences and clauses
Punctuation
Paragraphs

Skills -

- To effectively apply knowledge of research, context to one's own writing
- To effectively write with a strong voice throughout
- To structure an extended piece of writing effectively to impact the reader, i.e. to persuade the reader of one's argument
- To enhance written work by using language and structural features and powerful vocabulary to have the desired impact on the reader
- To create pieces of writing appropriate to the argument/ opinion piece form by

Year 8 Big Picture – English

studying their structure – i.e. Introduction of point, rebuttal, contrasting argument

- To accurately use a variety of sentence types and types of punctuation
- To use paragraphing accurately

Progress Indicators:

Oracy Skills

Students are able to:

- Make inferences
- Select appropriate evidence
- Planning, editing and redrafting work
- Form convincing spoken responses based around a specific debate topic
- Understand how to plan and deliver for a specific audience and purpose

Writing to Argue:

Students are able to:

- Understand how to write for a specific audience, purpose and form
- Use correct spelling, punctuation and grammar
- Use a variety of sentence types and powerful, well-chosen vocabulary
- Use language and structural devices for impact
- Structure a complete piece of writing according to features of an argument

Plan, edit and redraft their work



Year 8 Big Picture – English

	<p>Test: UL EOY test to be set and sent by UL on Dystopian Short stories and Imaginative Writing</p>	
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