

Year 8 - Modules and Content

Topic Title	1 - How We Tread Ours	2 - Writing the War: Creative Reading and Writing in War Texts	3 - Modern Novel Study: Animal Farm	4 - Women in Literature	5 - Shakespeare - Romeo and Juliet	6 - English Language Project - The Unexplained (Gothic literature)
Rationale	This module allows teachers to assess pupils as they begin Y8. Pupils develop the skills they demonstrated in the English Language projects in Y7.	This module secures the grammar knowledge revised in Y7 and advances pupils ability to write authentic texts. Equally, pupils are introduced to the concept of context and its influence on writers' choices when responding to a range of texts about war.	Pupils read the novel Animal Farm and explore how and why Orwell uses allegory to make a statement about his world.	This module builds on previous understanding of how a writer's context influences their choice. Pupils are introduced to the idea of writing which social attitudes, as well as country them. Gender is a focus in this unit to challenge pupils' world views.	Pupils have developed their understanding of how texts reflect the opinions of a writer. In this unit, they explore how Shakespeare's work reflects social attitudes of the context and reflect on how their own views influence how they respond to a text. The focus of this unit is on the representation of gender within the play.	Pupils return the skills introduced in term one. Teachers assess the progress in reading made by pupils throughout the year to write their own short scripts.
Drills	Drama: Film Noir Pupil knowledge: their ability to analyse non-texts and film, using the criteria skills they learned last year to write their own review 'mystery film'. This builds on the work completed in Y7 and supports English through the development of narrative structures.	Drama: Performing war. Pupils develop ability to perform poetry, using the ideas from English lessons as a starting point to reading and performing war poetry. This allows pupils to develop their understanding of the poems they read in class.	Drama: Hobbies and character work based on ideas developed in the novel related in English.	Drama: Speeches. Pupils learn the importance of delivery of speeches and the ways to present information verbally.	Drama: Pupils study Romeo and Juliet in these lessons to offer more curriculum time to the study of the whole play.	Drama: Script writing and performance. Pupils have the opportunity to use what they have learned throughout the year to write their own short scripts.
Writing Assessment: Planning and writing a narrative	Writing: Grammar Revision and descriptive writing revision		Writing: Historical devices and non-fiction		Writing Assessment: Writing a persuasive speech	
Prior knowledge	Pupils develop reading SPaG skills in Y7. They are introduced to 10th century texts in Y7 and this and builds on this understanding.	Pupils develop grammar knowledge in KS1, 2, and revise this in Y7. They also develop their ability to use literary devices in Y7, and this and builds on this to writing pupils to apply this knowledge to create specific effects.	This builds on the knowledge of context and authorial intent developed in module 2.	Pupils have developed their understanding of the writer's craft and are able to use reading SPaG skills to analyse a range of texts. Pupils develop the writing skills from module two and apply these in a descriptive piece.	Pupils have developed their understanding of context and how it influences writers. They have developed their understanding of how and why gender is presented in specific ways across literature.	Pupils have developed their ability to respond to texts. Now, pupils aim to demonstrate a secure application of reading SPaG skills and a developed understanding of how to respond to challenging texts.
Key knowledge/skills development	Reading - Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval (Reading SPaG)	Writing with accuracy and confidence, selecting and using vocabulary, crafting texts using literary devices, Reading SPaG skills	Analysing and evaluating the impact of writers' choices in a modern novel	Analysing specific word choices to detect understanding early modern and 19th century texts	Tracing contexts of character, ideas and themes across a play.	Reading - Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval (Reading SPaG)
Non-Text Curriculum/Specialist links	Reading a wide range of fiction and non-fiction English literature, both pre-1914 and contemporary, including prose, poetry and drama drawing on new vocabulary and grammatical constructions from their reading and listening extending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts writing for a wide range of purposes and audiences	Reading a wide range of fiction and non-fiction English literature, both pre-1914 and contemporary, including prose, poetry and drama drawing on new vocabulary and grammatical constructions from their reading and listening extending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts writing for a wide range of purposes and audiences	Reading a wide range of fiction and non-fiction, including in particular whole books making inferences and relating to evidence in the text studying setting, plot, and characterisation, and the effects of these making critical comparisons across texts writing a range of authors, including at least two authors in depth each year writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts	making critical comparisons across texts understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and relating to evidence in the text knowing the genres, audience for and context of the writing and drawing on this knowledge to support comprehension drawing their understanding to make sure that what they have read makes sense English literature, both pre-1914 and contemporary, including prose, poetry and drama	Reading Shakespeare understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and relating to evidence in the text knowing the genres, audience for and context of the writing and drawing on this knowledge to support comprehension drawing their understanding to make sure that what they have read makes sense	Reading a wide range of fiction and non-fiction English literature, both pre-1914 and contemporary, including prose, poetry and drama drawing on new vocabulary and grammatical constructions from their reading and listening extending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts
Cross-Curricular Links	PHSC - British Values	History - Y8 Half term 2 - WW1	History - Y8 - Half term 4 - European Dictators; Geography - Y8 - Half term 2 - Rich and Poor	PHSC	History - Y7 - Half Term 2 - Tudors	
STEM	Pupils develop: Reflecting on your own creative writing		Research - contextual factors		Fashionista - scientific experiment	
Numeracy	Patterns and sequencing of a text	Statistics and figures - Character's manipulation of statistics and how this is possible	Putting texts into context - how old is the text? How does it compare to modern day?			
Key vocabulary	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval, Tar 2 vocabulary	Genre, audience, purpose, mode, Simile, metaphor, alliteration, onomatopoeia, extended metaphor, Simile, Irony, Denote, fact, factual text, Context, Invention and Ideas Tar 2 vocabulary	Allegory, context, nationalism, patriotism, communism, tar 2 vocabulary	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval, Tar 2 vocabulary	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval, Tar 2 vocabulary	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval, Tar 2 vocabulary

Year 7 - Literature and Experiences

Term	1	2	3	4	5	6
Topic Title	English Language Project - 'The Natural World'	Creative Reading and Writing	Heroes and Villains in Literature	Modern Novel Study: The Graveyard Book	English Language Project - Journeys and Explorations	
Rationale	This module introduces pupils to the SUN approach to reading (Reading VIPERS). It covers a range of texts and allow assess pupil ability and areas for need.	This module builds on the writing skills pupils develop at KS2 and builds on the progress they make in module one in their ability to read with precision and skill. Pupils revise elements of grammar in prose writing and develop their ability to manipulate language to create specific effects. This is taught through poetry.	This module builds on the confidence and skill developed through modules one and two. Pupils are introduced to works from Shakespeare with a clear focus on character. They also explore how Charles Dickens creates distinctive characters to develop their reading skills. Pupils use this knowledge to craft their own character description.	Pupils have read a wide range of extracts by this point in the year. Now, they apply these skills to a whole text, examining how a writer develops themes and characters across an extended piece.	Pupils return the skills introduced in term one. Teachers assess the progress in reading made by pupils.	
	Drama: Introduction to fundamental drama skills - gesture, facial expression, body language. Silent movie study. Links to English are through understanding characterisation, stock characters. Also, introduction to narrative structures supports the work that is done in narrative writing lessons.		Drama: Shakespeare's The Tempest. Studying this text builds on the work done in the first half term and supports pupils' understanding of complex language and understanding characterisation in the English module.	Drama: Developing understanding of characters in English novel (Graveyard Book) through highlighting and exploration of characters (motivations and archetypes)	Drama: Returning to drama skills and assessing progress made: pupils develop their own characterisations in short drama, and write and perform their own pieces of drama. Supports the writing assessment, which includes characterisation and narrative structures	
	Writing: Grammar revision; technical accuracy discursive writing Assessment: Writing a persuasive letter	Writing: Using figurative language to describe	Writing: Creating characterisations Writing Assessment: Writing a description	Writing: Narrative writing with descriptive features	Writing assessment: Writing a short story	
Prior knowledge	Pupils develop reading skills in KS2 and are assessed in the SATS. This module builds on these skills and also develops pupil knowledge of 19th century contexts.	Pupils' writing is moderated throughout KS2. Pupils have developed knowledge of grammar and use of language at KS2. This unit revises this knowledge and develops pupils' ability to craft texts	Pupils have developed their understanding of the writers' 'craft' and are able to use reading VIPERS skills to analyse a range of texts. Pupils develop the writing skills from module two and apply these in a descriptive piece.	Pupils have developed their ability to respond to texts with precision and detail in the previous modules.	Pupils have developed their ability to respond to texts. Now, pupils aim to demonstrate a secure application of reading VIPERS skills and a developed understanding of how to respond to challenging texts	
Key knowledge/skills development	Reading - Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval (Reading VIPERS)	Writing with accuracy and confidence; selecting and using vocabulary; crafting texts using literary devices	Analysing specific word choices in detail; understanding early modern and 19th century texts	Tracking ideas, themes and events across an entire novel	Reading - Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval (Reading VIPERS)	
National Curriculum/specialisation links	Reading a wide range of fiction and non-fiction English literature, both pre-1914 and contemporary, including prose, poetry and drama making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts recognising a range of poetic conventions and understanding how these have been used	Reading a wide range of fiction and non-fiction English literature, both pre-1914 and contemporary, including prose, poetry and drama drawing on new vocabulary and grammatical constructions from their reading and listening amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study	writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension develop an appreciation and love of reading, and read increasingly challenging material independently through reading Shakespeare and general world literature studying setting, plot, and characterisation, and the effects of these studying a range of authors, including at least two authors in depth each year. writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts	reading a wide range of fiction and non-fiction, including in particular whole books making inferences and referring to evidence in the text studying setting, plot, and characterisation, and the effects of these making critical comparisons across texts studying a range of authors, including at least two authors in depth each year writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts	"Reading a wide range of fiction and non-fiction English literature, both pre-1914 and contemporary, including prose, poetry and drama making inferences and referring to evidence in the text <input type="checkbox"/> knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension <input type="checkbox"/> checking their understanding to make sure that what they have read makes sense writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts recognising a range of poetic conventions and understanding how these have been used"	
Numeracy	Patterns and sequencing analysis of a text. Poetry syllables/amber, penmanship etc.	Analyse complexity of language through comparisons of word length.		Dates, timelines, use column subtraction		
STEM	Analysis, evaluation of texts	Creative writing: reflect and improve writing	Research aspects of writers; analyse text for meaning	Research Denise Mackay, work collaboratively to produce reports, create Gollis, analyse text for meaning		
Cross curricular links	PHSCE; Y8 History - Half Term 4 - Industrial Revolution		Half Term 4 - Y7 History - Tudors;			
Key vocabulary	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval. Tier 2 vocabulary	Genre, audience, purpose, mode, Simile, metaphor, alliteration, onomatopoeia, extended metaphor. Structure, form, rhythm. Semantic field, lexical field. Tier 2 vocabulary	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval. Tier 2 vocabulary	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval. Tier 2 vocabulary	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval. Tier 2 vocabulary	

Year 9 - Literature and Inequality					
Topic	1	2	3	4	5
Topic Title	English Language Project - The Gothic Genre	Poetry Study - William Blake	Modern Novel Study: Inequality in Literature	Shakespeare - The Merchant of Venice	19th century Novel Study
Rationale	This module allows for the continued assessment of pupils' English language skills, whilst also securing pupils' ability to comprehend and analyse 19th century fiction.	Pupils study a poet in-depth, developing their understanding of how context influences the stylistic choices a writer makes.	Pupils read a modern American novel, either <i>Of Mice and Men</i> or <i>To Kill a Mockingbird</i> to explore issues of inequality.	This play is chosen because it fits in with the themes established in the year and challenges their own prejudices.	Pupils apply all of the skills that they have developed in KS3 to respond to a Victorian Novel. The teacher is able to select the text most appropriate to the development of their class from a list of set texts.
	Drama: Speech: Pupils return to speeches and extend their understanding of to express themselves orally. Pupils deliver a presentation and also develop their interview and self-expression skills.	Drama: Learning poetry by heart. Pupils develop their recitation skills by being challenged to learn a short poem by heart. This builds on previous learning and supports their ability to retrieve information.	Drama: Pupils develop their understanding of the modern text by using performance to develop their understanding of how literature produces emotional reactions in the reader, and to further understand characterisation.	Drama: Pupils use their drama lesson to support their development and understanding of the Shakespeare text studied in English.	Assessing Drama Skills: Pupils are assessed summatively on the skills they have developed in KS3.
	Writing Assessment: Securing writing to argue	Writing: Securing literary devices and figurative language.	Writing: Securing grammar knowledge and crafting a characterisation		Writing Assessment: Securing descriptive and narrative writing
Prior knowledge	Pupils have developed their ability to write about 19th century fiction and non-fiction in Years 7 and 8.	Pupils have developed their knowledge of Romantic poetry in Years 7 and 8.	This builds on the knowledge of context and authorial intent developed in Y8.	Pupils have developed their understanding of context and how it influences writers. They have developed their understanding of how and why inequality is presented in specific ways across literature.	Pupils have developed their ability to respond to texts. Now, pupils aim to demonstrate a secure application of reading VPEERS skills and a developed understanding of how to respond to challenging texts.
Key knowledge/skills development	Reading - Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval (Reading VPEERS)	Reading - Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval (Reading VPEERS)	Analysing and evaluating the impact of writers' choices in a modern novel	Tracking portrayals of character, ideas and themes across a play.	Reading - Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval (Reading VPEERS)
National Curriculum/specification links	Reading a wide range of fiction and non-fiction English literature, both pre-1914 and contemporary, including prose, poetry and drama making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense. writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts recognising a range of poetic conventions and understanding how these have been used	Reading a wide range of fiction and non-fiction English literature, both pre-1914 and contemporary, including prose, poetry and drama making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense. writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts recognising a range of poetic conventions and understanding how these have been used	reading a wide range of fiction and non-fiction, including in particular whole books, making inferences and referring to evidence in the text studying setting, plot, and characterisation, and the effects of these making critical comparisons across texts studying a range of authors, including at least two authors in depth each year. writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts	Reading Shakespeare understand increasingly challenging texts through learning new vocabulary, making it explicit to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense.	reading a wide range of fiction and non-fiction, including in particular whole books, making inferences and referring to evidence in the text studying setting, plot, and characterisation, and the effects of these making critical comparisons across texts studying a range of authors, including at least two authors in depth each year. writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts
Cross curricular links	History - Half Term 2 Y8 - Industrial Revolution	History - Half Term 3 Y8 - French Revolution; Half term 2 Y8 Industrial Revolution. Geography - Urbanisation	History - Half term 5 Y8 - Platanon Life	Religious Studies - Y7 H 5 - Judaism/ Y9 Half term 2 - Prodigal;	
Summary	Graphs to plot rise of dramatic tension within extracts, exploration of dates relevant to plot of extracts	Exploring patterns and sequences when studying poetry e.g. metre, rhythm, form and structure. Graphs to plot rise of dramatic tension within extracts	Graphs to plot tension, character/thematic development		
Skills	Analysis skills, research skills (e.g. contextual knowledge re. writers and genres), media research skills and skills to write from different perspectives	Research skills e.g. think, Romanticism; communication skills i.e. formal discussion of a poem/character/scene	Research skills e.g. Great Depression, Dust Bowl, segregation. Reflection - interpretation of texts e.g. characters' motivation, reflecting on own morals to respond to novel's themes and issues. Collaboration e.g. group debate to craft themes and issues	Problem solving/research to decode archaic vocabulary to decode meaning, research skills to explore contextual factors e.g. anti-Semitism, money lending, collaboration to interpret a scene.	
Key vocabulary	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval, Tier 2 vocabulary	Genre, audience, purpose, mode, simile, metaphor, alliteration, onomatopoeia, extended metaphor, structure, form, rhythm, Semantic fields, lexical field, Context, Intention and Intent Tier 2 vocabulary	Inequality, segregation, subject-specific vocabulary, disability	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval, Tier 2 vocabulary	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval, Tier 2 vocabulary