

SCHEME OF LEARNING – ENGLISH – YEAR 8

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Kill or Cure	Darker side of Victorian Life	Wanderlust and Travel Writing	Drama	Run Rebel	Run Rebel
Content	<u>Conflict:</u> Kill or Cure- EMC non-fiction unit	<u>Conflict:</u> Dracula (Usborne abridged)	<u>Relationships and Identity:</u> A range of travel writing extracts	<u>Power:</u> Pygmalion Students to study key scenes and presentation of the main themes Explore context of Edwardian Society	<u>Relationships and Identity:</u> Run Rebel (novel) Run Rebel (playscript)	<u>Relationships and Identity:</u> Run Rebel (novel) Run Rebel (playscript)
Why?	<p>This unit introduces students to 19th century non-fiction writing through the medium of ‘quack cures’. The unit builds on the students’ rhetorical skills by adding more complexity. For example, students explore the use of scientific language and rhyme.</p> <p>The Victorian context is explored in anticipation of the next unit on the Darker Side of Victorian Life. The Victorian attitude to health and disease segues into some of the contextual ideas explored in Dracula.</p>	<p>Students read the complete text.</p> <p>The conventions of gothic writing are introduced so that students know what features, symbols and motifs are typical of the genre. Students develop their identification and analysis of the writer’s methods, with a particular focus on gothic elements. Key features of the writer’s craft are explored in relation to narrative: characterisation, the use of pathetic fallacy and the building of tension.</p>	<p>Students study a range of travel writing extracts from different places, exposing them to the wider world. Through exploring the key presentational and linguistic devices, students will know how to identify and analyse the key features of the travel writing genre. Students will explore where literary features are utilised in non-fiction to engage the reader so that they can confidently analyse literary devices in a non-fiction context.</p> <p>In writing, students will develop the key knowledge to be able to write an effective article which argues a point of view. Students will know the key components of writing an effective argument, including the use of counter arguments and how to dismantle these. This is a key life skill and also develops a different type of transactional writing.</p>	<p>This is the first opportunity for students to study a play at KS3. This comedy allows students to explore Edwardian theatre tying in with their prior learning of theatre, staging and performance in year 7. The unit also explores wider world issues linked to the theme of power when we explore language, accent, appearance and how things have changed.</p>	<p>This unit enables students to fully engage with the concept of form. By studying a novel written in verse and its play adaptation, students will be given a key insight into the way form interacts with meaning and the way different forms of writing affect the reader and audience respectively.</p> <p>The unit gives students the opportunity to explore aspects of cultural identity as well as the power of finding your voice and challenging expectations.</p> <p>The assessment gives students the opportunity to use their non-fiction writing (letter writing) in a real-world context. By engaging with the writer directly, students will experience the text as part of an artistic and cultural dialogue between the reader and the author.</p>	<p>This unit enables students to fully engage with the concept of form. By studying a novel written in verse and its play adaptation, students will be given a key insight into the way form interacts with meaning and the way different forms of writing affect the reader and audience respectively.</p> <p>The unit gives students the opportunity to explore aspects of cultural identity as well as the power of finding your voice and challenging expectations.</p> <p>The assessment gives students the opportunity to use their non-fiction writing (letter writing) in a real-world context. By engaging with the writer directly, students will experience the text as part of an artistic and cultural dialogue between the reader and the author.</p>

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Matrix reference National Curriculum reference- see additional document.	AO3, 4 and 5		AO1, AO2		AO1, 2, 3 and 4		AO5		AO3, 4		AO1, 2	
Assessments	Persuasive quack cure and presentation		comparison of two gothic texts from the AQA KS3 Gothic Texts Booklet- (The Hound of the Baskervilles and Dracula)		Mid-point exam: Travel writing text with retrieval and comprehension questions and a transactional writing task: The government has decided to ban all school trips. Write an article for the school website explaining your thoughts on this.		Review speech: Has the world changed since the 1900s?		Letter to the author on the poem they consider to be the most effective- writing to explain)		Comparison- comparing an extract from the novel and play on the theme of rebellion)	