



Year 8 Curriculum Guide

Subject: English

Subject Leader: Rosamond Koroma

Method of assessment

Every half term, the students will have one formal assessment and one informal piece of work with written feedback. Formal assessments can consist of written essays and oral presentations. At the end of the year, the students will undergo a language exam whereby all aspects of the course, both knowledge and skills, will be tested.

Overview

	Autumn Term	Spring Term	Summer Term
1st Half	<p>Of Mice and Men/ Hunger Games Context: dystopia</p> <ul style="list-style-type: none"> ❖ Narrative ❖ Setting ❖ Narrator ❖ Character ❖ Themes ❖ Language <p>Formative assessment: Speech (persuading) Summative assessment: Author's craft: commenting on /analysing/evaluating the presentation of Katniss Everdeen/ Curley's wife in an extract and the novel as a whole.</p>	<p>Shakespeare – Merchant of Venice / Taming of the Shrew Powerful women Context: English renaissance Shakespeare Ovid's Metamorphoses Form: comedy Structure:</p> <ul style="list-style-type: none"> ❖ Soliloquy ❖ Stage directions ❖ Props ❖ Role reversal ❖ Dramatic irony ❖ Aside <p>Language:</p> <ul style="list-style-type: none"> ❖ Allusion ❖ Metaphors ❖ The rule of three etc. <p>Formative assessment: re-enacting an extract from a relevant scene in the play, e.g. Portia commenting on her suitors. Summative assessment: Themes- commenting on /analysing/evaluating how the author presents the role of women in society</p>	<p>Dystopian short stories: Kurt Vonnegut's "Harrison Bergeron" Ray Bradbury's "The Veldt" Shirley Jackson's "The Lottery" Context: Dystopia Short stories' features:</p> <ul style="list-style-type: none"> ❖ Narrative ❖ Setting ❖ Narrator ❖ Character ❖ Themes ❖ Language ❖ Comparing and contrasting <p>Formative assessment: compare the presentation of Harrison Bergeron's character with another character from the stories studied. Summative assessment: creative writing: own short dystopian story</p>
2 nd Half	<p>Romantic poets Context: Romanticism</p> <ul style="list-style-type: none"> ❖ Form ❖ Structure ❖ Language ❖ Themes <p>Formative: creative writing- a response poem having as a stimulus one of poems studied</p>	<p>Exam preparation: Nonfiction Town and Country unit. AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise from different texts. AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using</p>	<ul style="list-style-type: none"> ❖ Mr Pip/ Whale Rider ❖ Narrative ❖ Setting ❖ Narrator ❖ Character ❖ Themes ❖ Language <p>Formative assessment: Speech/letter/diary entry/blog/newspaper article</p>

	Summative assessment: contextual study -discussion/comment/analysis of the theme of nature by one of the Romantic poets.	relevant subject terminology to support their views. AO4: Evaluate texts critically and support this with appropriate textual references . Formative assessment: Descriptive writing: place/setting Summative assessment: written exam	Summative assessment: Cultural identity and alienation commenting on/analysing/evaluating on author's craft.
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Text Book/Reference/Resource guide:

Encyclopædia Britannica

Victorian web- <http://www.victorianweb.org/>

BBC bitesize –English Literature poetry: <http://www.bbc.co.uk/education/guides/z8kyg82/revision/5>

Creative Writing Resource Pack: Dystopian Young Adult Fiction (KS3):

<https://zigzageducation.co.uk/synopses/6429-CW-Dystopian-YA-Fiction-KS3>

Classical Tales: University of Cambridge <http://classictales.educ.cam.ac.uk/stories/metamorphoses/>