

| Year 8   |  |   |  |  |   |
|--|--|---|--|--|---|
| Term 1   | Term 2   | Term 3  | Term 4   | Term 5   | Term 6  |
| 2 <sup>nd</sup> Sept – 22 <sup>rd</sup> Oct  | 1 <sup>st</sup> Nov – 17 <sup>th</sup> Dec   | 4 <sup>th</sup> Jan – 11 <sup>th</sup> Feb  | 21 <sup>st</sup> Feb – 1 <sup>st</sup> April   | 19 <sup>th</sup> April – 27 <sup>th</sup> May  | 6 <sup>th</sup> June – 22 <sup>nd</sup> July  |
| <p><b>Overview of Learning</b></p> <p><b>'To Kill A Mockingbird'</b><br/>By Harper Lee</p> <p><i>Developing a range of reading skills in order to understand the ideas within the text at a deeper level.</i></p> <ul style="list-style-type: none"> <li>Identifying the writer's choice of character, plot and themes.</li> <li>Developing their cultural capital.</li> <li>Developing their inference and interpretation.</li> </ul> <p><b>Priorities</b></p> <ul style="list-style-type: none"> <li>★ Securing the use of analytical terminology (<i>writer, language, effect</i>).</li> <li>★ Revisiting the use of punctuation and ensuring a range is used.</li> </ul> <p style="background-color: #FFDAB9;">'Deep Learning' Lessons</p> <p style="background-color: #90EE90;"><b>Skills:</b><br/>R1/R2/R3/R5/R6/R7/R8/R9/R11<br/>W4/W5/W6/W7/W9/W10/W11/W12/W13</p> | <p><b>Overview of Learning</b></p> <p><b>'News Today'</b><br/>Non-fiction unit</p> <p><i>Investigating the world of Journalism, including digital, to develop an understanding of how journalist writing works, links with</i></p> <ul style="list-style-type: none"> <li>Exploring a specific area of writing to secure an understanding of journalism.</li> <li>Developing research skills to extend their knowledge.</li> <li>Enhancing their creativity in non-fiction to develop their writing skills.</li> </ul> <p><b>Priorities</b></p> <ul style="list-style-type: none"> <li>★ Building on the effective choice of vocabulary with specific sentence forms to create an effect.</li> <li>★ Precise use of a range punctuation choice beginning to show control</li> </ul> <p style="background-color: #FFDAB9;">'Deep Learning' Lessons</p> <p style="background-color: #90EE90;"><b>Skills:</b><br/>R1/R2/R3/R5/R6/R7/R8/R9/R10/R11<br/>W1/W4/W5/W6/W7/W10/W11/W12/</p> | <p><b>Overview of Learning</b></p> <p><b>'Human Condition'</b><br/>Poetry</p> <p><i>A selection of poetry connected to the theme of the human condition with a focus on building comparison skills.</i></p> <ul style="list-style-type: none"> <li>Exploring a range of poetic devices and their effect to enhance understanding of effects of language and structure.</li> <li>Embedding comparison skills.</li> <li>Enhancing cultural context.</li> </ul> <p><b>Priorities</b></p> <ul style="list-style-type: none"> <li>★ Comparative Connectives and introduction/development of comparative skills.</li> <li>★ Embedding the use of poetic terminology (<i>personification, metaphor, stanza</i>)</li> </ul> <p style="background-color: #FFDAB9;">'Deep Learning' Lessons</p> <p style="background-color: #90EE90;"><b>Skills:</b><br/>R1/R2/R3/R4/R5/R6/R7/R8/R9/R11<br/>W1/W4/W5/W6/W7/W9/W10/W11/W12/W13</p> | <p><b>Overview of Learning</b></p> <p><b>'Macbeth'</b><br/>By William Shakespeare</p> <p><i>Exploring the play, plot and themes and exploring extracts, developing analysis skills to implement knowledge of whole play using elements of drama and media.</i></p> <ul style="list-style-type: none"> <li>Extending their knowledge of Shakespeare and revisiting the context.</li> <li>Continue to develop their vocabulary of Shakespeare and begin to explore the structure of his plays.</li> <li>Developing their analysis of character, plot and themes to write an effective analytical response.</li> </ul> <p><b>Priorities</b></p> <ul style="list-style-type: none"> <li>★ Developing a familiarity with some of the Shakesperian vocabulary.</li> <li>★ Building their word class (<i>thy, thee, thou</i>) to understand <i>prose, verse and blank verse</i></li> </ul> <p style="background-color: #FFDAB9;">'Deep Learning' Lessons</p> <p style="background-color: #90EE90;"><b>Skills:</b><br/>R1/R2/R3/R4/R5/R6/R7/R8/R9/R11<br/>W1/W5/W6/W7/W9/W10/W11/W12/W13</p> | <p><b>Overview of Learning</b></p> <p><b>'Myths and Legends'</b><br/>Creative Writing Short Stories</p> <p><i>An examination of short stories, with emphasis on Greek mythology with a focus on exploring a different genre.</i></p> <ul style="list-style-type: none"> <li>To implement and apply, structural techniques, specific conventions and thoughtful language techniques.</li> <li>Enhancing culture context</li> <li>Applying their knowledge of a specific genre and it's conventions.</li> </ul> <p><b>Priorities</b></p> <ul style="list-style-type: none"> <li>★ Using a variation of sentence forms with effect and thought.</li> <li>★ Understanding and using specific vocabulary to suit genre.</li> </ul> <p style="background-color: #FFDAB9;">'Deep Learning' Lessons</p> <p style="background-color: #90EE90;"><b>Skills:</b><br/>R1/R2/R3/R4/R5/R6/R7/R8/R9/R11<br/>W1/W2/W4/W5/W6/W7/W10/W11/W12/</p> | <p><b>Overview of Learning</b></p> <p><b>'Blood Brothers'</b><br/>By Willy Russell</p> <p><i>Exploring the varying elements of language and structural devices that occur within the form of a play.</i></p> <ul style="list-style-type: none"> <li>Discovering dialect and idioms with certain accents to develop understanding of characters.</li> <li>Enhancing knowledge of structure and creating their own.</li> <li>Developing their cultural capital.</li> </ul> <p><b>Priorities</b></p> <ul style="list-style-type: none"> <li>★ Developing their subject terminology when exploring dialect.</li> <li>★ Enhance their structural techniques (<i>sequencing, use of idioms, sentence structure</i>)</li> </ul> <p style="background-color: #FFDAB9;">'Deep Learning' Lessons</p> <p style="background-color: #90EE90;"><b>Skills:</b><br/>R1/R2/R3/R4/R5/R6/R7/R8/R9/R11<br/>All R and W skills in EOY assessment</p> |
| <p><b>Extra Opportunities:</b><br/>Spelling Competition</p>  | <p><b>Extra Opportunities:</b><br/>Writing Competition</p>   | <p><b>Extra Opportunities:</b><br/>Poetry Competition (External)</p>  | <p><b>Extra Opportunities:</b><br/>Shakespeare Production</p>  | <p><b>Extra Opportunities:</b><br/>Author visit</p>  | <p><b>Extra Opportunities:</b><br/>Theatre trip</p>   |
| <p style="text-align: center;"><b>Assessment</b></p> <p><b>Reading:</b> Language analysis of an extract</p>  | <p style="text-align: center;"><b>Assessment</b></p> <p><b>Writing:</b> Creative non-fiction writing</p>   | <p style="text-align: center;"><b>Assessment</b></p> <p><b>Writing:</b> Creating and performing own Poem in pairs.</p>  | <p style="text-align: center;"><b>Assessment</b></p> <p><b>Reading:</b> Character/theme analysis</p>   | <p style="text-align: center;"><b>Assessment</b></p> <p><b>Writing:</b> Creative writing of a Short Story</p>  | <p style="text-align: center;"><b>Assessment</b></p> <p style="text-align: center;"><b>End of Year Exam</b></p>   |

**Context:** The new Yr8 curriculum supports and reinforces gaps, which have been identified due to the Covid outbreak, as a well as developing the foundations that were started in Yr 7.

**Skills:** R = reading/W = writing

'Deep learning' lessons

 - Opportunity for the teacher to revisit misconceptions and to ensure knowledge has 'stuck'.

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