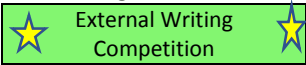








EPHS Year 8 Curriculum Overview 2022-23

HT1	HT2	HT3	HT4	HT5	HT6
Contemporary Literature: Maggot Moon Language Study: Sci-fi		Language Study: Non-fiction and Media: Journeys, discoveries, fame and celebrity		Literature: Poetry from Around the World	Literary Heritage/Drama: Shakespeare: The Tempest
Big Question: How has dystopian fiction changed throughout the years?		Big Question:  How is language and media used to shape our understanding?		Big question: Does poetry highlight our differences or similarities?	Big Question: What does Shakespeare teach us about heroes and villains?
Assessment: self/peer/teacher (x2) and on-going formative assessment		Assessment: self/peer/teacher (x2) and on-going formative assessment		Assessment: self/peer/teacher (x2) and on-going formative assessment	
Linguistic focus: How language is dynamic and changes over time		Linguistic focus: How language and persuasive techniques are utilised		Linguistic focus: How poetry and drama are written to be spoken	
 RATIONALE: This scheme develops students' 		 RATIONALE: This scheme develops students' 		 RATIONALE: This scheme develops students' 	
knowledge of canonical and modern writers who have contributed to this fascinating genre and allows them to explore why it has been and continues to be so popular. This is another opportunity for students to make the link between text, context and authorial intent by exploring a range of writers and ground-breaking texts and allows students to trace how and why the genre has changed over the years. It develops linguistic skills by exposing students to neologisms/futuristic language & concepts. This unit is taught now because it allows students to continue to explore places and experiences which are different from their own. It deliberately marks a shift from real places to imagined futures and challenges students to be creative in their thinking. It links back to the Victorians previously studied but this time with a focus on their fascination for otherworldliness, science and duality of human nature.		knowledge and understanding of non-fiction writing and techniques. They learn how how effective arguments are formed and allows them to experiment with techniques and vocabulary to make their writing engaging and entertaining – all whilst exploring the importance of ‘broadening horizons.’ Students will engage in discussions about logic, evidence, theories and sensationalism. This unit is taught now because it offers a contrast with the fictional nature of the previous work and to help students develop the functional writing skills eventually needed to be successful in GCSE paper 2. The unit lays the foundations for future study, in particular rhetoric, and to give students the opportunity to understand how language is manipulated to create effects, sometimes with ulterior motives.		understanding of historical and social issues within poetry, and widens their knowledge of places and experiences that differ from their own, as in Term 1, whilst exposing them to a range of poetic forms and conventions. This unit is taught now because it builds on previous study of poetic and links to further study throughout KS3 & KS4. builds on contextual knowledge from Yr7 and Term 1.	knowledge, passion and appreciation of seminal works and introduces them to the comedy genre and reinforces dramatic conventions from Yr7. There is a return to the concept of complex characters and their motivations. This unit is taught now because it links to previous dramatic study in Yr7 and later in Yr9 and KS4, and builds on the importance of context in understanding a text which is a thread throughout the curriculum.
Link to previous study: *Yr7 study of character, narrative and storytelling and writing. *Sci-fi (Frankenstein) Link to future study: *Society and oppression in Animal Farm, AIC & ACC *Study of novels, including A Christmas Carol and issues raised e.g. disability & Tiny Tim *How context influences texts and what is meant by societal expectations *Fiction and non-fiction texts studied later, including at KS4		Link to previous study: * Reading for meaning and identifying language features *Analysing language and its impact on the reader * Contextual understanding Link to future study: *Ideas surrounding bias, politics, power, equality that will be covered later in Yr8 Fame & Celebrity unit, Yr9 Art of Rhetoric *Cultivating and developing a personal response required in KS4 *Animal Farm and the use of propaganda		Link to previous study: * Understanding importance of context * Analysis of poetic devices * KS2 study of poetry Link to future study: * The study of poetry is woven throughout the KS3 and KS4 *Understanding the context of a text is threaded throughout KS3 and KS4	Link to previous study: * Yr7 study of Macbeth & context *Yr7 Frankenstein-depiction of hero/villain *Dramatic conventions Link to future study: Shakespeare’s contribution to the English Language *Further Shakespeare study, e.g. The Tempest, R&J *Power, oppression and hierarchies (KS4)

<p>Cultural Capital: Exposing students to landmark moments in history, such as the moon landing, and how attitudes change over time by exploring classic British fiction. <i>Maggot Moon</i> immerses students in a world quite different from their own and is used to explore the injustices of the social class system. They explore the impact that social hierarchies can have on life chances and the importance of inclusivity. The exploration about the duality of human nature and the complexity of human psychology enhances students' personal development. The unit seeks to develop students' interest in different genres of literature and encourage students to see that English is all-pervasive, and relevant to the world of science.</p>	<p>Cultural Capital: Develop cultural awareness through the exploration of historical, social, ethical and political issues. The focus on non-fiction writing tasks allows pupils to formulate their own opinions / arguments regarding important world issues and to write with passion, coherence and force. Pupils continue to develop their own writer's voice but are required to read widely / research an issue before writing about it. They engage in discussions about the dangers of social media, the importance of facts in the post-truth era, the role of celebrities in the world of activism and the prevalence and pernicious effects of media bias. Students study individuals such as <i>Alan Turing</i> and <i>Rosalind Franklin</i>, both to develop their cultural capital and to show that English is versatile and malleable to meet other careers.</p>	<p>Cultural Capital: Exposes students to a world and culture quite different from their own. They explore the extent to which literature can become a microcosm of a society and way for a writer to convey important messages about the world we live in. Students explore a range of inspiring poetry and writers who have achieved despite difficult circumstances. These include people from different cultures so that pupils become inspired by a range of different writers.</p>	<p>Cultural Capital: Students learn about conventions of comedy and the conventions of theatre. They explore the consequences of ambition and usurpation and how they impact on others. They explore contextual factors such as hierarchies and colonialism. This unit allows for the teaching of the legacy of the British Empire and of Windrush which enhances students' knowledge of contemporary history and their own world, developing students morally and socially.</p>
<p>Knowledge and Skills: Conventions of dystopian fiction and sci-fi Context of Victorian era Representation of character Understanding of writers' methods, including structure, and the effect on the reader</p> <p>Reading: Inferring meaning in a text, analysing how language impacts the reader, being able to identify and analyse features of language. Analysing the organisation, presentation and structure of a range of texts and how language impacts the reader. Identify the purpose of a text and be able to explain a viewpoint. Writing: Understanding how to use paragraphs effectively in writing, using connectives and linking ideas, crafting a variety of sentence structures. Producing writing for a specific task, audience and purpose. Developing personal ideas into students' own writing. Speaking and listening: Class discussion exploring character, propaganda. Presentation, whole-class reading (popcorn and choral reading), performance of scripts Think/pair/share, making predictions about a character. Inference discussion after study. Paired discussions e.g.- the etymology of the word 'horror'.</p>	<p>Knowledge and skills: Media Cult of celebrity Bias Propaganda Fake news How context shapes attitudes</p> <p>Reading: Analysing organisation, presentation and structure of texts, and identifying quotes, analysing how language impacts the reader. Identifying and analysing features of language Writing: Writing for task, audience and purpose, developing ideas, organising writing with effective paragraphing. Using connectives and linking ideas, effectively using a range of punctuation. Speaking and listening: Class discussions based on key ideas e.g., phone hacking, fake news and agony aunts. Individual speech performance.</p>	<p>Knowledge and skills: Structural devices within poems e.g. stanzas, rhyme schemes.</p> <p>Understanding of poetic forms e.g, ballads</p> <p>Understanding of the writers' methods and the effects upon the reader</p> <p>Social & historical context of poems</p> <p>Reading: Finding information and selecting apt quotations. Identifying and analysing features of language. Identifying purpose, explaining viewpoint. Comparing texts and contexts of texts.</p> <p>Writing: Organising own writing, making ambitious vocabulary choices.</p>	<p>Knowledge and skills: Contextual aspects: belief in supernatural, gender and society Genre conventions of plays (act, scene, sub-plot, soliloquy, aside) Understanding of playwright's methods; key themes and ideas throughout the play</p> <p>Reading: Finding information, identifying quotes. Inferring meaning, analysing how language impacts the reader. Using evidence to support ideas/assertions.</p> <p>Writing: for task, audience and purpose using effective sentence structure.</p> <p>Speaking and listening: Discussion and debate, looking at whether Caliban is a villain or a victim? Group drama performance of a key scene and performance of script.</p>

		Speaking and listening: Poetry reading (individual), poetry performance (individual), group performance of poem. Opportunities for class discussion of poetry.	
--	--	---	--