

### English - Curriculum Sequencing Overview Year 8

Unit 1 – KS2/KS3 Transition Unit: Building Foundational Skills						
Week	1	2	3	4	5	6
<b>Revision</b>	1. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 2. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do one each half term: <b>Stretch Tasks:</b> <ul style="list-style-type: none"> <li>Write a story (1 page or more) which has a character vs supernatural conflict</li> <li>Write a story (1 page or more) which includes at least one of the themes from 'Coram Boy'</li> <li>Write a newspaper article based on events in the novel</li> </ul>					
<b>KO Sections</b>	Section 1: 1-9	Section 2: 1-5 Section 3: 1-4	Section 2: 6-10 Section 3: 5-8	Section 3: 8-15	Revision of weaknesses	Revision of weaknesses
<b>Big ideas (key concepts)</b>	What is the novel form? What are the 6 types of literary conflict? What is a theme in literature? What is narrative voice?					
<b>Lesson topics sequence</b>	<ul style="list-style-type: none"> <li>Recap: what are the 4 types of literary conflict?</li> <li>What is 'character vs supernatural'?</li> <li>What is a theme, and what themes can we expect in 'Coram Boy'?</li> <li>Read 'Coram Boy' using the Stanchester Super Skills for Reading</li> </ul>	<ul style="list-style-type: none"> <li>Read 'Coram Boy' using the Stanchester Super Skills for Reading</li> <li>Take effective notes on plot and theme</li> </ul>		<ul style="list-style-type: none"> <li>What is narrative voice?</li> <li>What narrative voice is used in 'Coram Boy'?</li> <li>What is the effect of this choice?</li> </ul>	<ul style="list-style-type: none"> <li>What is a prologue?</li> <li>What is the effect of the prologue in 'Coram Boy'?</li> </ul>	
<b>Key assessments</b>	Formative assessment	<b>Teacher marked:</b> note taking			Formative assessment	Formative assessment

Unit 1 – Coram Boy							
Week	7	8	9	10	11	12	13
<b>Revision</b>	3. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 4. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do one each half term: <b>Stretch Tasks:</b> <ul style="list-style-type: none"> <li>Write a story (1 page or more) which has a character vs supernatural conflict</li> <li>Write a story (1 page or more) which includes at least one of the themes from ‘Coram Boy’</li> <li>Write a newspaper article based on events in the novel</li> </ul>						
<b>KO Sections</b>	Section 1 1-10	Section 2 1-5	Section 3 1-9	Section 2 6-10	Section 3 1-9	Revise weaknesses	Revise weaknesses
<b>Big ideas (key concepts)</b>	What is the novel form? What are the 6 types of literary conflict? What is a theme in literature? What is narrative voice?						
<b>Whole unit 20%</b>	<ul style="list-style-type: none"> <li><b>Stanchester Super Skills for Reading</b> – pupils need to be able to explain what they are, why they are important, and demonstrate their ability to use them.</li> <li>All texts exist within and are influenced by a range of <b>contexts</b>.</li> <li><b>Writers make deliberate choices</b> about character, plot and setting in order to explore <b>themes</b></li> <li><b>Theme</b> is an idea or message that is continually linked back to throughout a text</li> <li>Select relevant and concise <b>quotations</b> from a text to support points</li> </ul>						
<b>Lesson topics sequence</b>	<ul style="list-style-type: none"> <li>The typical features of a <b>Gothic hero</b> are: isolated/alone; trapped (emotionally and/or physically; has secrets; abnormal in some way; element of tragedy</li> <li>Texts belonging to the <b>Gothic genre</b> can be identified by some common features such as: the <b>supernatural</b>; <b>crossing boundaries</b> – the <b>past haunting the present</b>; <b>isolation</b>; an environment of <b>fear</b>; <b>persecution</b></li> </ul>	<ul style="list-style-type: none"> <li>Gavin uses the juxtaposition of Thomas and Alexander, and the character of Meshak to explore the <b>theme of family</b>, and the idea that true family are those who accept and love you as you are</li> <li><b>Explode</b> quotations to explore their <b>metaphorical interpretations</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Pathetic fallacy</b> is when a writer uses weather or nature to reflect or create a specific mood or atmosphere</li> <li><b>Foreshadowing</b> is when writers hint at future events in a text before they happen</li> <li>Analyse and comment on the use of <b>metaphorical language</b></li> <li>Write relevant, increasingly sophisticated analysis of writer’s choices by using active analytical verbs</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and comment on a writer’s use of <b>narrative voice</b></li> <li>Write an effective analytical paragraph that uses textual reference rather than a direct quotation</li> <li>Gavin uses the Coram Hospital and the characters of Toby, Aaron and Lady Ashbrook to explore <b>social responsibility</b> and the emerging 18<sup>th</sup> century idea that we all have a responsibility to help those less fortunate than ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and comment on the bigger picture of a text (theme)</li> <li>Write relevant, increasingly sophisticated analysis of writer’s choices by using active analytical verbs</li> <li>Gavin uses the characters of Otis/Mr Gaddarn, Mrs Peebles, and Mrs Lynch to explore the theme of <b>corruption</b> and the idea that the corrupt should be punished for their crimes</li> </ul>	<ul style="list-style-type: none"> <li>Plan and structure a literary essay using the idea of thesis - body - conclusion*</li> <li>Embed connectives to create a flowing and cohesive essay*</li> </ul>	<ul style="list-style-type: none"> <li>Embed connectives to create a flowing and cohesive essay*</li> <li>Write relevant, increasingly sophisticated analysis of writer’s choices by using active analytical verbs</li> </ul>
<b>Key assessments</b>		KA – o be done in Bedrock lesson					Coram Boy essay – 2 <sup>nd</sup> draft

Unit 2 – Macbeth (Part 1)							
Week	1	2	3	4	5	6	Half-term
<b>Revision</b>	5. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 6. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must hand this in on the <b>first lesson back after Feb’ half-term</b> . <b>Stretch Tasks:</b> <ul style="list-style-type: none"> <li>Write a second story featuring the three witches where they use their supernatural powers to create more chaos for a new character of your invention. Use 5 of your Bedrock words within your story (highlight them).</li> <li>Watch the Get Ahead session on ‘Witches’ and make detailed notes: <a href="#">A8: The witches in Macbeth - Planet eStream</a></li> <li>Write a letter from Shakespeare to King James, telling him why he should sponsor your newest play, ‘Macbeth’. Use 5 of your Bedrock words within your story (highlight them).</li> </ul>						
<b>KO Sections</b>	Section 1 1-10	Section 2 1-10	Section 3 1-10	Section 1 1-10	Section 2 1-10	Section 3 1-10	Section 1 1-10
<b>Big ideas (key concepts)</b>	What is a Tragedy? What is a Tragic Hero? What are the 6 types of literary conflict? What is a theme in literature?						
<b>Whole unit 20%</b>	<ul style="list-style-type: none"> <li><b>Stanchester Super Skills for Reading</b> – pupils need to be able to explain what they are, why they are important, and demonstrate their ability to use them.</li> <li>All texts exist within and are influenced by a range of <b>contexts</b>.</li> <li><b>Writers make deliberate choices</b> about character, plot and setting in order to explore <b>themes</b></li> <li><b>Theme</b> is an idea or message that is continually linked back to throughout a text</li> <li>Select relevant and concise <b>quotations</b> from a text to support points</li> </ul>						
<b>Lesson topics sequence</b>	Cold watch <i>Macbeth</i> (National Theatre Production): <ul style="list-style-type: none"> <li>Macbeth is a great soldier at the start of the play. He is the perfect definition of Jacobean <b>masculinity</b>: a strong warrior, loyal and brave.</li> <li>The three witches are <b>supernatural</b> beings that upset the status-quo with their prophecies.</li> <li>Duncan is a good and noble King. This makes Macbeth’s wish to kill him all the more despicable.</li> </ul>	Mid-year walk through: <ul style="list-style-type: none"> <li>Walking-talking mock to prepare students for their English mid-year assessment.</li> </ul> Continue cold watch of <i>Macbeth</i> (National Theatre Production): <ul style="list-style-type: none"> <li>Lady Macbeth disrupts the Jacobean <b>status quo</b> by manipulating and controlling her husband.</li> <li>Macbeth’s behaviour becomes progressively more <b>corrupt</b> as the play continues.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and comment on the <b>key plot moments</b> of <i>Macbeth</i>, using the Stanchester Super Skill ‘Forward Thinking’.</li> <li>Understand and comment on the <b>contextual background</b> that has influenced the play.</li> <li>Comment on how the <b>resolution</b> of the play makes it a <b>Tragedy</b>.</li> <li>Analyse and comment on all the ways <i>Macbeth</i> is a <b>Tragic hero</b></li> <li>Create your own <b>Tragic hero</b></li> </ul>	<ul style="list-style-type: none"> <li>Analyse and comment on Shakespeare’s use of <b>pathetic fallacy</b> in Act 1, Scene 1.</li> <li>Use <b>pathetic fallacy</b> successfully in your own writing.</li> <li>Analyse the way <b>fate</b> and the <b>supernatural</b> would have been perceived by a Jacobean audience.</li> <li>Comment on the way Shakespeare tailored the play to please King James.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and comment on the way <i>Macbeth</i> is presented as super-human in Act 1, Scene 2. Link this back to his <b>masculinity</b> and status as a <b>Tragic Hero</b>.</li> <li>Analyse the range of <b>noun phrases</b> used to describe <i>Macbeth</i> in Act 1, Scene 2. Use <b>noun phrases</b> to create your own ‘<b>show don’t tell</b>’ description of <i>Macbeth</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and write your own description of <i>Macbeth</i>, describing him after he becomes King: Use: <b>-pathetic fallacy (to create a mood for your piece)</b> <b>-a range of noun-phrases -verbs (show don’t tell)</b></li> <li>Improve and redraft your work</li> </ul>	Half-term

Unit 2 – Macbeth (Part 2)							
Week	7	8	9	10	11	12	Easter
Revision	7. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 8. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do <b>one each half term:</b> <b>Stretch Tasks:</b> <ul style="list-style-type: none"> <li>Write a second story featuring the three witches where they use their supernatural powers to create more chaos for a new character of your invention. Use 5 of your Bedrock words within your story (highlight them).</li> <li>Watch the Get Ahead session on ‘Witches’ and make detailed notes: <a href="#">A8: The witches in Macbeth - Planet eStream</a></li> <li>Write a letter from Shakespeare to King James, telling him why he should sponsor your newest play, ‘Macbeth’. Use 5 of your Bedrock words within your story (highlight them).</li> </ul>						
KO Sections	Section 2 1-10	Section 3 1-10	Section 1 1-10	Section 2 1-10	Section 3 1-10	Section 1 1-10	Section 2 1-10
Big ideas (key concepts)	What is a Tragedy? What is a Tragic Hero? What are the 6 types of literary conflict? What is a theme in literature?						
Whole unit 20%	<ul style="list-style-type: none"> <li><b>Stanchester Super Skills for Reading</b> – pupils need to be able to explain what they are, why they are important, and demonstrate their ability to use them.</li> <li>All texts exist within and are influenced by a range of <b>contexts</b>.</li> <li><b>Writers make deliberate choices</b> about character, plot and setting in order to explore <b>themes</b></li> <li><b>Theme</b> is an idea or message that is continually linked back to throughout a text</li> <li>Select relevant and concise <b>quotations</b> from a text to support points</li> </ul>						
Lesson topics sequence	<ul style="list-style-type: none"> <li>Understand how women were supposed to behave in Jacobean England. Explain how this links to Coram Boy.</li> <li>Analyse and comment on the way Lady Macbeth breaks the <b>status quo</b>.</li> <li>Analyse and comment on Lady Macbeth’s persuasion of Macbeth.</li> <li><b>Explode</b> one quotation from Lady Macbeth’s persuasive speech and write this into an analytical paragraph exploring the question: ‘How is the theme of persuasion presented in Macbeth?’</li> </ul>	<ul style="list-style-type: none"> <li>Plan and write your own description of Lady Macbeth, describing her after Macbeth begins to shut her out.</li> <li>Use:               <ul style="list-style-type: none"> <li><b>-pathetic fallacy (to create a mood for your piece)</b></li> <li><b>-a non-linear narrative structure</b></li> <li><b>-a range of noun-phrases</b></li> <li><b>-verbs (show don’t tell)</b></li> </ul> </li> <li>Improve and redraft your work</li> </ul>	<ul style="list-style-type: none"> <li>Understand how the <b>soliloquy</b> form is employed by Shakespeare to give allow us to understand Macbeth’s thought process.</li> <li>Analyse Macbeth’s dagger <b>soliloquy</b>. Explode one quotation and write a paragraph exploring the question: ‘How is Macbeth presented as a tragic hero throughout the play?’</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and comment on Macbeth’s <b>corruption</b> as King, as demonstrated through the murder of Banquo.</li> <li>Analyse Macbeth’s increasing use of <b>prose</b> (in contrast to his high blown poetic <b>soliloquies written using iambic pentameter</b>).</li> <li>Begin planning an essay that explores the statement: ‘Macbeth is a tragic hero. To what extent do you agree?’</li> </ul>	Planning for essay: <ul style="list-style-type: none"> <li>Explode three quotations that can be used to support the statement</li> <li>Write a <b>thesis</b> statement</li> <li>Write two analytical paragraphs, using <b>academic voice</b> throughout</li> </ul>	<ul style="list-style-type: none"> <li>Plan and write your own modern retelling of Macbeth</li> <li>Use:               <ul style="list-style-type: none"> <li><b>-pathetic fallacy (to create a mood for your piece)</b></li> <li><b>-a non-linear narrative structure</b></li> <li><b>-a range of noun-phrases</b></li> <li><b>-verbs (show don’t tell)</b></li> </ul> </li> <li>Improve and redraft your work</li> </ul>	Half-term

Unit 3 – Speeches – Part 1							
Week	1	2	3	4	5	6	Half-term
<b>Home Learning</b>	9. Use Carousel to revise the KO terms. Every fortnight in your Bedrock lesson there will be a quiz on the terms you have been learning. Your average score will be reported on your PR report as your Knowledge Assessment score. If you score less than 75% your teacher will mark you as not completing your home learning. 10. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must hand this in on the <b>first lesson back after Feb' half-term</b> . <b>Stretch Tasks:</b> <ul style="list-style-type: none"> <li>Imagine you are a prosecution lawyer prosecuting Otis for his crimes. Write your closing speech.</li> <li>Find a speech that inspires you. Print it, and annotate it to show how the speaker creates ethos, pathos, and logos.</li> <li>Write a short story in which your main character has to give a speech about something they are passionate about.</li> </ul>						
<b>Revision</b>	KO terms: 6-8; 17-20; 28 Research page for speech (due w/b 8 <sup>th</sup> May – pupils can use first 20mins of Bedrock lessons if no Carousel quiz)	KO Terms: 9-10; 13-14 Analytical paragraph: Emma Watson speech	KO Terms: 1-4 Analytical paragraph: Arnold Schwarzenegger speech	KO Terms: 12; 15-16; 27 Analytical paragraph: Lupita Nyong'O speech	KO Terms: 5; revision of all terms but 22-26 Analytical paragraph Martin Luther King speech	KO Terms: 5; revision of all terms but 22-26 Analytical paragraph Barack Obama speech	
<b>Big ideas (key concepts)</b>	<ul style="list-style-type: none"> <li>Language is power</li> <li>We all have the right to advocate for what we believe in</li> <li><b>How</b> we say things is as important as <b>what</b> we say</li> </ul>						
<b>Whole unit 20%</b>	<ul style="list-style-type: none"> <li><b>Stanchester Super Skills for Reading</b></li> <li>Identify deliberate choices a writer has made to appeal to the elements of Aristotelian rhetoric</li> <li>Evaluate how and why a writer's deliberate choices where/were not effective</li> <li>Make deliberate choices as a writer to appeal to the elements of Aristotelian rhetoric</li> <li>Independently read a text and comment on a writer's deliberate choices through creating a first impressions mind map</li> </ul>						
<b>Lesson topics sequence</b>	Booklet pg 4-11 <ul style="list-style-type: none"> <li>What is the Aristotelian triad?</li> <li>What is perspective?</li> <li>What is advocacy</li> <li>What is a first impressions mind map?</li> <li>Choose speech topic</li> <li>How does Donald Trump use divisive and collective personal pronouns?</li> <li>How does Donald Trump make deliberate language choices to create a sense of pathos?</li> </ul>	Booklet pg 12-17 <ul style="list-style-type: none"> <li>Writing: divisive and collective pronouns and deliberate language choices.</li> <li>How does Emma Watson use repetition?</li> <li>How does Benazir Bhutto use repetition and semi-colons, and modality?</li> </ul>	Booklet pg 18-22 <ul style="list-style-type: none"> <li>Sentence types: declarative; interrogative; exclamative ; imperative</li> <li>How does Arnold Schwarzenegger use different sentence types?</li> <li>Writing (on chosen speech topic): sentence types</li> </ul> <i>*NB. On contents pg 22 is listed as character development – this is a typo</i>	Booklet pg 23-25 <ul style="list-style-type: none"> <li>How does Lupita Nyong'O use anecdote?</li> <li>How does Lupita Nyong'O use figurative language?</li> <li>Writing (on chosen speech topic): anecdote, colon and figurative language</li> </ul>	Booklet pg 26-34 <ul style="list-style-type: none"> <li>How does Martin Luther King use semantic field?</li> <li>Writing (on chosen speech topic): using dashes.</li> <li>Speeches: planning, first draft</li> </ul>	Booklet pg 36-37 <ul style="list-style-type: none"> <li>How does Barack Obama use modality?</li> <li>How does Barack Obama use comparatives?</li> <li>Feedback on first drafts + add a semantic field to your writing</li> </ul>	Half-term

Unit 3 – Speeches – Part 2							
Week	1	2	3	4	5	6	7
<b>Revision</b>	11. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 12. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must hand this in on the <b>first lesson back after Feb’ half-term</b> .						
<b>KO Sections</b>	KO terms: 22-26 Type speech	KO terms: 22-26 Rehearse speech	Revision of all KOs from this year	Revision of all KOs from this year	Revision of all KOs from this year	Revision of all KOs from this year	Summer home learning: Find a poem or a song that has special meaning to you. Write down why it has special meaning to you. Highlight 3 choices the writer has made that you feel are important and annotate them with why. Bring this to your first English lesson in September
<b>Whole unit 20%</b>	<ul style="list-style-type: none"> <li>• <b>Stanchester Super Skills for Reading</b> – pupils need to be able to explain what they are, why they are important, and demonstrate their ability to use them.</li> <li>• All texts exist within and are influenced by a range of <b>contexts</b>.</li> <li>• <b>Writers make deliberate choices</b> about character, plot and setting in order to explore <b>themes</b></li> <li>• <b>Theme</b> is an idea or message that is continually linked back to throughout a text</li> <li>• Select relevant and concise <b>quotations</b> from a text to support points</li> </ul>						
<b>Lesson topics sequence</b>	Booklet pg 37 <ul style="list-style-type: none"> <li>• Speeches final draft and type up (Bedrock lesson/home learning)</li> </ul>	Booklet pg 38-40 <ul style="list-style-type: none"> <li>• Paralinguistic features</li> <li>• Overcoming nerves</li> <li>• Rehearse speeches in small groups</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver speeches in class</li> </ul>	<ul style="list-style-type: none"> <li>• EoY exams revision – reteach weaknesses from mid year exams</li> <li>• Writing like a literary critic</li> </ul>	<ul style="list-style-type: none"> <li>• Conventions of an article</li> <li>• Conventions of a letter</li> <li>• Transform speeches into another text type: article or letter</li> <li>• Feedback on EoY exams</li> </ul>	<ul style="list-style-type: none"> <li>• Speeches final – delivered in hall and judged by GM/MW/JG/</li> </ul>	