

 **Alcester Academy Curriculum Planning: Key Stage 3 (Year 8)**

Department:		Year Group:	English Literature and Language				
Term	Topic/subject	Assessment Objectives	Knowledge acquisition	Skill building <i>Intent</i>	Wider reading opportunities to include numeracy and SMSC	Final assessment task and title	SEND & PP Identify where access and learning is supported
Autumn1	Writing to Argue	Non Fiction	Developing and exploring non fiction texts. Developing oracy skills and presentation skills.	<p><b>Building on:</b></p> <p>Understanding of implicit and explicit use of language;</p> <p>Vocabulary</p> <p>Comparative skills – comparing extracts;</p> <p>Oracy and presentation.</p> <p>NF writing - Letter writing</p> <p><b>Learning to:</b></p> <p>Investigate purpose, audience and format of NF texts to include</p>	<p><b>Numeracy:</b> work on probability; facts; surveys; statistics; use of the above to reinforce opinion.</p> <p><b>SMSC:</b> Investigation of the moral aspect of social media; cultural reference of historical figures; investigation of cultural belonging through texts from different cultures and epochs.</p> <p><b>Literacy</b></p> <p>Focus on oracy through speech creation and delivery.</p> <p><b>NF articles</b></p> <p><i>Helen Keller</i> – ATOS level 8.7 R/A 13.8</p>	<p>Write an article/letter/blog in which you explore your point of view – individual subject per teacher.</p> <p>Prepare and present a speech to be delivered either in front of the class or at the Speaking Competition to the year.</p>	<p>Spoken element supported by individual teachers. To include instruction in presentation skills such as using expression.</p> <p><b>Key generic vocabulary;</b> Non fiction; Speech; intonation; expression; opinion; fact; bias; register; sustained; consistent; confident; explicit; implicit; argument; formal; informal;</p> <p><b>Widget word vocabulary:</b> article; newspaper;</p>

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				<p>articles, blogs, websites and speech;</p> <p>Summarising of texts;</p> <p>Understanding formal and informal register and difference between spoken and written language to include techniques for impact;</p> <p>Build a response identifying tone and perspective of the writer;</p> <p>Oracy – presentation to peers utilising voice, intonation, non verbal communication and projection of voice.</p>	<p><i>DAVID Walliams – ATOS level 8.2 R/A 13.3</i></p> <p><i>Living Dolls – ATOS level 8.7 R/A 13.8</i></p> <p><i>Watercress Girl – ATOS level 6.4 R/A 11.5</i></p> <p><i>Pokemon Go! ATOS level 8.2 R/A 13.3</i></p> <p><i>Fortnite - ATOS level 9.1 R/A 14.2</i></p> <p><i>WHY I hate Facebook – ATOS level 9.5 R/A 14.6</i></p> <p><i>We don't need phones – ATOS level 8.3 R/A13.4</i></p> <p><i>Smart Phones – ATOS Level 6.5 R/A 11.6</i></p> <p><b>Transcript</b> O'Bama speech: ATOS level 6.5 R/A 11.6</p>		<p>tabloid; broadsheet; summarise; autobiography; biography; convey; compare; opinion; fact; non fiction; speech;</p> <p><b>Slide 1 of each lesson to contain key words specific to the article being studied.</b></p> <p>Differentiation of NF texts to ensure access for lower reading ages</p>
Autumn2	Victorian Literature	Fiction and Non fiction element	Developing well structured creative pieces; accurate and fluent writing discussing	<p><b>Building on:</b></p> <p>Knowledge of Dickens and Victorian London;</p> <p>Making comparisons between texts;</p>	<p><b>Numeracy</b></p> <p><b>SMSC</b></p> <p>Study of Victorian society, morals,</p>	<p>Explore the writer's use of language in a descriptive extract.</p> <p>Writing in the style of 19<sup>th</sup> century writers.</p>	<p><b>Key generic vocabulary:</b></p> <p>Relationships; context; social; society; conditions;</p>

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		<p>writers' ideas to include characterisation, plot and structural features</p>	<p>Making inferences and referring to evidence in texts;          Understanding of plot, character and structural features;          Using context to inform writing          Investigating NF articles and understanding formats          Oracy through presentation in class  <b>Learning to:</b>          Read and enjoy established Literary Classics          Explore in greater depth the writing style of 19<sup>th</sup> Century writers          Compare and summarise elements of modern texts with 19<sup>th</sup> century texts          Explore and evaluate 19<sup>th</sup> century literature to enable personal construction of writing within this style.</p>	<p>beliefs &amp; behaviour and impact on contemporary society and our individual place within;            The role of the Church in society;            Cultural references that shape society today;            Empathetic discussion regarding marginalisation, oppression, class and poverty.    <b>Literacy</b>            Oracy promoted through group work and carousel activities            Texts:    <u>Sequence 1:</u></p>		<p>orphans;          industrial; urban;          poverty;          workhouse;          discipline; festive;          charity; gender;          conventions;          anthropomorphism  <b>Widgit word vocabulary:</b>          poverty;          workhouse;          Victorian; wealth;          punishment; cane;          orphan; fiction;          adventure;          mystery;          discipline; gruel;          genre  <b>Slide 1 to contain specific vocabulary for each sequence</b>          Differentiation of texts for access.          Reading aloud.</p>
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				<p>Oracy – presenting texts to peers in the style of 19<sup>th</sup> century writers through learning about the instalment nature of Dickens’ readings.</p>	<p><i>Oliver Twist (1)</i> - ATOS level 11.3 R/A 16.4</p> <p><i>OLIVER Twist (2)</i> ATOS level 9.2 R/A 14.3</p> <p><i>Oliver Twist (2.2)</i> - ATOS level 8.8 R/A 13.9</p> <p><i>Tracey Beaker</i> – ATOS level 6.9 R/A 12</p> <p><u><i>Sequence 2:</i></u></p> <p><i>Jane Eyre (schooldays)</i>– ATOS level 8.2 R/A 13.3</p> <p><i>Nicholas Nickleby</i> – ATOS level – 11 R/A 15.1</p> <p><i>Guardian article</i> – ATOS level – 10 R/A 15.1</p>	
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					<p><i>Jane Eyre</i> (punishment) - ATOS level 9.2 R/A 14.3</p> <p><u>Sequence 3:</u></p> <p><i>Great Expectations</i> – ATOS level 6.4 R/A 11.5</p> <p><i>SENSE &amp; Sensibility</i> – ATOS level 7.5 R/A 12.6</p> <p><u>Sequence 4:</u></p> <p><i>Moonfleet</i> – ATOS level 7.6 R/A 12.7</p> <p><u>Sequence 5:</u></p> <p><i>Black Beauty</i> – ATOS level 4.7 R/A 9.8</p> <p><i>Oliver Twist</i> – ATOS level 9.3 R/A 14.4</p>		
Spring 1	Shakespeare by extract	Fiction, NF and historical	Developing understanding of	<b>Building on:</b>	<b>Numeracy</b>	Assessment: Reading task – extracts to be	<b>Key generic vocabulary:</b>

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		<p>the type of plays written. Developing understanding of language of Shakespeare Constructing written pieces to demonstrate understanding of intent and context.</p>	<p>Previous knowledge of historical reference regarding Shakespeare Using historical context to inform ideas Exploring different writing styles - plays Making inferences and finding evidence within texts; Summarising and organising ideas and arguments with evidence and factual detail. Enjoyment of reading classical texts <b>Learning to:</b> Understanding how the dramatist communicates effectively through staging, language and performance. Understand technical language specific to the stage and play. Looking at alternative staging for interpretation. Question how these elements allow inference into writer's intentions.</p>	<p>Structuring of texts – iambic, pentameter, trochaic, tetrameter <b>SMSC</b> Cultural identity through historical exploration; Discussion of marginalisation and society and our place within; Discussion of branches of Christianity; <b>Literacy:</b> Macbeth extracts: <i>Act 1</i> – ATOS level 8 R/A 13.1 <i>ACT 2</i> – ATOS level 6.6 R/A 11.7 <i>Act 3</i> – ATOS level 8.7 R/A 13.8 <i>Act 4</i> – ATOS level 6 R/A 11.1 <i>Act 5</i> – ATOS level 6.8 R/A 11.9 <b>All extracts can be reduced;</b> Recipe for Shakespearean tragedy: ATOS level 7.4 R/A 12.5</p>	<p>chosen by individual teachers 'Beginning with this extract, how does Shakespeare convey his attitudes about...'</p>	<p>Patriarchal; gender; context; ambition; power; fatal flaw; rhetoric; supernatural; regicide; Divine Right Of Kings; equivocal <b>Vocabulary for the history plays to be added</b> <b>Widgit word vocabulary:</b> Kingship; gallant; ambition; stage; audience; play; tyrant; Shakespeare; spells; witches, cauldron <b>Slide 1 of each lesson to contain specific vocabulary</b>  All extracts are ATOS identified to allow for extracts to be adapted if required.</p>
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				Oracy – presentation of drama scripts, using role, intonation, tone, volume, mood, silence, stillness and action for impact.			
Spring 2	Exploration of contemporary dystopian fiction	Fiction NF elements	Developing understanding of the dystopian genre Developing the links between society and fiction	<p><b>Building on:</b> Making inferences and finding evidence in texts Moving from inference to analysis by working at word level The understanding of how social and historical context informs writers' ideas Investigation of the structure and organisation of the texts Oracy – debate and discussion of political and social issues that arise in the scheme</p> <p><b>Learning to:</b> Understand how contemporary society is utilised in writing dystopian fiction Making links between reality and fiction</p>	<p><b>Numeracy SMSC Literacy</b> <b>Tasks and extracts to be loaded onto system</b> <i>1984</i> – ATOS level 8.4 R/A 13.5 <i>The Crystalids</i> – ATOS level 8.6 R/A 13.7 <i>Never Let Me Go</i> – ATOS level 5.3 R/A 10.4 <i>Brave New World</i> – ATOS level 9.6 R/A 14.7 <i>The Maze Runner</i> – ATOS level 5 R/A 10.1 <i>The Giver</i> – ATOS level 7.4 R/A 12.5 <i>The Children of Men</i> – ATOS level 9.8 R/A 14.9</p>	Writing task TBC	<p><b>Key generic vocabulary:</b> Dystopian; Society; Government; Oppression; Individual rights; freedoms; unjust; liberty; bureaucracy; dissent; conformity; equality; censorship; disparity; totalitarian; ideology <b>Widgit words:</b> Dystopia; equality; justice; slogan; propaganda; communal; anarchy; apocalypse; greed; peace; avarice; communal; oppressive;</p>

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				<p>Have a secure knowledge of the features of dystopian fiction          Use features of dystopian fiction in personal writing          Appreciate classic dystopian fiction and writers          Look at the importance of intertextuality</p>	<p><i>The Handmaid's Tale</i> – ATOS level 6.1 R/A 11.2  <i>Divergent</i> – ATOS level 6.9 R/A 12.0  <i>Mockingjay</i> – ATOS level 5.9 R/A 11.0  <i>Harrison Bergeron</i> – ATOS level 6.5 R/A 11.6  <i>THERE will come soft rain</i> – ATOS level 6 R/A 11.1</p>		<p><b>Slide 1 of each lesson to contain specific vocabulary</b>  <b>Additional scheme available for specific sets: Back to Basics Literacy</b></p>
<p>Summer 1</p>	<p>Poetry of the Romantics</p>	<p>Fiction</p>	<p>Developing an understanding of the importance of social, economic and historical context;          Developing an understanding of contemporary philosophical thought and debate;          Understanding and constructing work of the Romantic genre.</p>	<p><b>Building on:</b>          Previous historical context and its relevance;          Inference and referencing poems;          Recognising a range of poetic devices and understanding how they've been used for effect;          Comparing sources;          Using effective connectives;  <b>Learning to:</b>          Understand key ideas about the Romantic movement;</p>	<p><b>Numeracy</b>  <b>SMSC</b>          STUDY of the effect of industrialisation on society and the impact felt today;          Philosophical debate of the time;          Individual response and empathy towards effects of industrialisation;          Cultural understanding of how society shapes our own today;  <b>Literacy</b></p>	<p>Reading task:          'How does Blake convey his feelings about the city in <i>London</i>?'</p>	<p><b>Key generic vocabulary:</b>          Industrial Revolution; labour; city; urban; rural; landscape; industrialisation; philosophy; arts; Literature; inspiration; individual; optimism; Establishment; Revolution; iambic  <b>Widgit words:</b>          Factory; city; chimney-sweep; freedom; cruel; individual; nature;</p>



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				<p>Understand the poets involved and their philosophical beliefs; Understand how international historical events influenced the Romantics; Develop a love of anthology poetry; Develop knowledge of poetry Write poetry inspired by the Romantic genre. Oracy – deliver both personal and studied poems with required emotional intonation.</p>	<p>Romantic Poetry Anthology – ATOS level 7.5 R/A 12.6 <b>NF Articles:</b> <i>Child Labour:</i> ATOS level 8.3 R/A 13.4</p>		<p>innocent; rules; control; rhyme</p> <p><b>Slide 1 of each lesson to contain specific vocabulary</b> Anthology poems to be read aloud Choice of poem per group</p>
<p>Summer 2</p>	<p>Modern Text Study Free choice: Blood Brothers ; Curious Incident; Animal Farm; Lord of</p>		<p>Knowledge of modern seminal texts;</p>	<p><b>Building on:</b> Reading and enjoyment of whole texts;  Understanding the writer’s choice of language to create effects;</p>	<p><b>Numeracy SMSC</b> Understanding and personal response to moral issues raised within texts; Understanding of political influences and impact; Cultural awareness of how contexts inform the texts; <b>Literacy</b></p>	<p>Reading task; Individually crafted by teachers per set. Based around either a character or a theme. Writing task; Individually crafted by teachers per set. Based around creating a piece of non-fiction article response to statement question.</p>	<p><b>Key generic vocabulary:</b> Bildungsroman; theme; context; <b>Widgit words:</b> <b>To be created by individual teachers for that set and text.</b></p> <p><b>Slide 1 to contain specific</b></p>

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	<p>the Flies; Pigeon English</p>			<p>Understanding the writer's choice of character;</p> <p>The reflection of social and historical context within the text;</p> <p>Understanding the power of structure across a whole text;</p> <p><b><i>Learning to:</i></b></p> <p>Develop knowledge and enjoyment of seminal texts;</p> <p>Developing emerging ability to move from inference to analysis on a more regular and consistent basis;</p> <p>Begin to understand the requirement of the skill of evaluation.</p>	<p><i>Curious Incident : Novel opening – ATOS level 4.6 R/A 9.7</i></p> <p><b>To be added</b></p>		<p><b>vocabulary for that lesson.</b></p>
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