Communications Faculty – English – Year 8 - Lady Hawkins' School

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half term 6
Торіс	<u>The Sign of 4 –</u>	War Poetry	Powerful Young	Hamlet by William	Hamlet by William	Freedom: 1783 by
	Arthur Conan Doyle		<u>Voices</u>	<u>Shakespeare</u>	<u>Shakespeare</u>	Catherine Johnson
	Students will read this 19 th century novel and will explore characters, themes and ideas. Students will analyse the effects of language and will also explore the context in which the novel was written.	Students will study an anthology of challenging poems which are thematically linked to war across time. Students will analyse how poets explore the theme of war through their exploration of how poets create meaning through language, structure and form. Students will continue to explore the significance of context and its influence and impact on English Literature across time	In this unit, students will explore how the world, society and the way people think make a difference and change perspectives. Students will study how influential people communicate powerful messages in society, exploring a range of forms and styles. Students will build on their non-fiction reading skills and will write imaginatively and creatively using a range of forms.	In this unit, students will study the play Hamlet by William Shakespeare. Students will be exploring characters, themes and ideas and will analyse how Shakespeare uses language, structure and form to create meaning.	In this unit, students will study the play Hamlet by William Shakespeare. Students will be exploring characters, themes and ideas and will analyse how Shakespeare uses language, structure and form to create meaning.	Students will explore The Transatlantic Slave Trade through the reading of our novel 'Freedom: 1783' by Catherine Johnson. Students will focus on characters, themes and ideas and will analyse how language is used for effect. Students will explore the significance of the context in which the text was written and students will also use the study of this text to write creatively.

			Writing tasks will include speeches, letters, articles and leaflets and students will select and adapt their tone, style and register for different forms, purposes and audiences in their writing.		
Кеу	Characterisation	Characterisation	Characterisation	Characterisation	Characterisation
Concepts	Themes	Themes	Themes	Themes	Themes
	Ideas	Ideas	Ideas	Ideas	Ideas
	Setting	Setting	Setting	Setting	Setting
	Perspectives	Perspectives	Perspectives	Perspectives	Perspectives
	Context	Context	Context	Context	Context
	Genre	Genre	Genre	Genre	Genre
	Structure	Structure	Structure	Structure	Structure
	Language	Language	Language	Language	Language
	Form	Form	Form	Form	Form
	Evaluation	Evaluation	Evaluation	Evaluation	Evaluation
	Interpretations	Interpretations	Interpretations	Interpretations	Interpretations
	Quotations and	Quotations and	Quotations and	Quotations and	Quotations and
	references	references	references	references	references
	Terminology	Terminology	Terminology	Terminology	Terminology
	Creative Writing	Creative Writing	Creative Writing	Creative Writing	Creative Writing
	Tone	Tone	Tone	Tone	Tone
	Style	Style	Style	Style	Style
	Register	Register	Register	Register	Register
	Purpose	Purpose	Purpose	Purpose	Purpose

	Vocabulary	Vocabulary	Vocabulary	Vocabulary		Vocabulary
	Sentences	Sentences	Sentences	Sentences		Sentences
	Paragraphs	Paragraphs	Paragraphs	Paragraphs		Paragraphs
	Punctuation	Punctuation	Punctuation	Punctuation		Punctuation
Learning	Essential knowledge	Essential knowledge	Essential knowledge	Essential knowledge	Essential knowledge	Essential knowledge
Objectives	is developed in the	is developed in the	is developed in the	is developed in the	is developed in the	is developed in the
	following strands:	following strands:	following strands:	following strands:	following strands:	following strands:
	Read, understand and	Read, understand and	Read, understand	Read, understand	Read, understand	Read, understand
	respond to texts.	respond to texts.	and respond to	and respond to	and respond to	and respond to
	Students should be	Students should be	texts.	texts.	texts.	texts.
	able to:	able to:	Students should be	Students should be	Students should be	Students should be
	Maintain a critical	Maintain a critical	able to:	able to:	able to:	able to:
	style and develop an	style and develop an	Maintain a critical	Maintain a critical	Maintain a critical	Maintain a critical
	informed personal	informed personal	style and develop	style and develop	style and develop	style and develop
	response	response	an informed	an informed	an informed	an informed
	Use textual	Use textual	personal response	personal response	personal response	personal response
	references, including	references, including	Use textual	Use textual	Use textual	Use textual
	quotations, to	quotations, to	references,	references,	references,	references,
	support and illustrate	support and illustrate	including	including	including	including
	interpretations.	interpretations.	quotations, to	quotations, to	quotations, to	quotations, to
	A making the last of		support and	support and	support and	support and
	Analyse the language,	Analyse the language,	illustrate	illustrate	illustrate	illustrate
	form and structure used by a writer to	form and structure used by a writer to	interpretations.	interpretations.	interpretations.	interpretations.
	create meanings and	create meanings and	Analyse the	Analyse the	Analyse the	Analyse the
	effects, using relevant	effects, using relevant	language, form and	language, form and	language, form and	language, form and
		,	structure used by a			

subject terminology	subject terminology	writer to create	writer to create	writer to create	writer to create
where appropriate.	where appropriate.	meanings and	meanings and	meanings and	meanings and
Show understanding	Show understanding	effects, using	effects, using	effects, using	effects, using
of the relationships	of the relationships	relevant subject	relevant subject	relevant subject	relevant subject
between texts and	between texts and	terminology where	terminology where	terminology where	terminology where
the contexts in which	the contexts in which	appropriate.	appropriate.	appropriate.	appropriate.
they were written.	they were written.	Show	Show	Show	Show
Explain, comment on	Explain, comment on	understanding of	understanding of	understanding of	understanding of
and analyse how	and analyse how	the relationships	the relationships	the relationships	the relationships
writers use language	writers use language	between texts and	between texts and	between texts and	between texts and
and structure to	and structure to	the contexts in	the contexts in	the contexts in	the contexts in
achieve effects and	achieve effects and	which they were	which they were	which they were	which they were
influence readers,	influence readers,	written.	written.	written.	written.
using relevant subject	using relevant subject	Explain, comment	Explain, comment	Explain, comment	Explain, comment
terminology to	terminology to	on and analyse how			
support their views.	support their views.	writers use	writers use	writers use	writers use
Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	language and structure to achieve effects and influence readers, using relevant subject terminology to support their	language and structure to achieve effects and influence readers, using relevant subject terminology to support their	language and structure to achieve effects and influence readers, using relevant subject terminology to support their	language and structure to achieve effects and influence readers, using relevant subject terminology to support their
Communicate clearly,	Communicate clearly,	views.	views.	views.	views.
effectively and	effectively and	Compare writers'	Compare writers'	Compare writers'	Compare writers'
imaginatively,	imaginatively,	ideas and	ideas and	ideas and	ideas and
selecting and	selecting and	perspectives, as	perspectives, as	perspectives, as	perspectives, as
adapting tone, style	adapting tone, style	well as how these			
and register for	and register for	are conveyed,	are conveyed,	are conveyed,	are conveyed,

different forms,	different forms,	across two or more			
purposes and	purposes and	texts.	texts.	texts.	texts.
audiences.	audiences.	Communicate	Communicate	Communicate	Communicate
Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and	Organise information and ideas, using structural and grammatical features to support coherence	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and
punctuation. Organise and structure discussions using an effective range of strategies to engage the audience Listen to questions/feedback, responds perceptivel and elaborates with further ideas and information.	punctuation. Organise and structure discussions using an effective range of strategies to engage the audience. Listen to questions/feedback, responds perceptively and elaborates with further ideas and information.	grammatical features to support coherence and cohesion of texts. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	grammatical features to support coherence and cohesion of texts. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	grammatical features to support coherence and cohesion of texts. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	grammatical features to support coherence and cohesion of texts. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

			Organise and	Organise and	Organise and	Organise and
			structure	structure	structure	structure
			discussions using an	discussions using an	discussions using an	discussions using an
			effective range of	effective range of	effective range of	effective range of
			strategies to engage	strategies to engage	strategies to engage	strategies to engage
			the audience.	the audience.	the audience.	the audience.
			Listen to	Listen to	Listen to	Listen to
			questions/feedback,	questions/feedback,	questions/feedback,	questions/feedback,
			responds	responds	responds	responds
			perceptively and	perceptively and	perceptively and	perceptively and
			elaborates with	elaborates with	elaborates with	elaborates with
			further ideas and	further ideas and	further ideas and	further ideas and
			information.	information.	information.	information.
Scaffolding	Scaffolds	Scaffolds	Scaffolds	Scaffolds	Scaffolds	Scaffolds
for SEND to	Sentence Stems					
ensure	Frayer models for key	Frayer models for key	Frayer models for	Frayer models for	Frayer models for	Frayer models for
quality first	vocabulary	vocabulary	key vocabulary	key vocabulary	key vocabulary	key vocabulary
teaching	Glossaries	Glossaries	Glossaries	Glossaries	Glossaries	Glossaries
	Disciplinary literacy					
	reading strategies					
	Guided reading					
	activities	activities	activities	activities	activities	activities
	Challenge Tasks					
	Model answers					
	Targeted questioning	Targeted questioning	Targeted	Targeted	Targeted	Targeted
	Knowledge organiser	Knowledge organiser	questioning	questioning	questioning	questioning
	tests	tests	Knowledge	Knowledge	Knowledge	Knowledge
	Recall quizzes	Recall quizzes	organiser tests	organiser tests	organiser tests	organiser tests
	Dual-coding	Dual-coding.	Recall quizzes	Recall quizzes	Recall quizzes	Recall quizzes
			Dual-coding	Dual-coding	Dual-coding	Dual-coding
Careers	Magazine journalist					
input	Newspaper journalist	Newspaper journalist				

	Editor	Editor	Newspaper	Newspaper	Newspaper	Newspaper
	Publishing copy-	Publishing copy-	journalist	journalist	journalist	journalist
	editor	editor	Editor	Editor	Editor	Editor
	Advertising	Advertising	Publishing copy-	Publishing copy-	Publishing copy-	Publishing copy-
	copywriter	copywriter	editor	editor	editor	editor
	Proof-reader	Proof-reader	Advertising	Advertising	Advertising	Advertising
	Librarian	Librarian	copywriter	copywriter	copywriter	copywriter
	Writer-author, poet	Writer-author, poet	Proof-reader	Proof-reader	Proof-reader	Proof-reader
	Teacher, lecturer	Teacher, lecturer	Librarian	Librarian	Librarian	Librarian
	Marketing executive	Marketing executive	Writer-author, poet	Writer-author, poet	Writer-author, poet	Writer-author, poet
	Web content	Web content	Teacher, lecturer	Teacher, lecturer	Teacher, lecturer	Teacher, lecturer
	manager	manager	Marketing	Marketing	Marketing	Marketing
	Lawyer	Lawyer	executive	executive	executive	executive
	Paralegal	Paralegal	Web content	Web content	Web content	Web content
	Public relations	Public relations	manager	manager	manager	manager
	manager	manager	Lawyer	Lawyer	Lawyer	Lawyer
			Paralegal	Paralegal	Paralegal	Paralegal
			Public relations	Public relations	Public relations	Public relations
			manager	manager	manager	manager
Links (prior	Students explore	This unit prepares	This unit allows	This unit builds on	This unit builds on	Students study this
knowledge,	characters, themes,	students for the	students to plan,	students' study of	students' study of	text here to
future	ideas and context in A	fundamental skills in	draft and revise,	William	William	continue their
knowledge)	Sign of Four. This	the GCSE English	edit and publish	Shakespeare at Key	Shakespeare at Key	journey of reading
	19 th century text	Literature course	their writing and to	Stage 2.	Stage 2.	rich and wide
	allows students to	where students	practice these	Shakespeare is	Shakespeare is	variety of literature
	experience and	respond to a variety	processes. Students	compulsory at each	compulsory at each	and genres.
	explore a range of	of increasingly	will be taught	key stage and	key stage and	Freedom: 1783
	rich vocabulary and	complex and	explicit instruction	prepares students	prepares students	builds on cultural
	styles which is	challenging poems	about writing which	for their study of	for their study of	capital and prepares
	directly linked to their	and unseen poems.	is essential to	The Crucible by	The Crucible by	students for their
	GCSE examination	The key skills in this	develop older	Arthur Miller next	Arthur Miller next	'readiness' of
	where these texts are	unit will prepare	students' writing	year and their GCSE	year and their GCSE	

interpreted critically and analytically. Students will analyse writers' methods and how writers use these methods for effect. Furthermore, students are exposed to writing tasks that include a variety of fiction and non- fiction stimuli with a specific focus on creative writing which prepares students for their English Language Paper 1 Creative Writing examination at Key Stage 4.	students for poetry study throughout Key Stage 3 and Key Stage 4 and students are assessed at Key Stage 4 in English Literature Paper 2.	and this builds on the skills already developed in Year 7 Time Travel. This until allows students to write frequently, for a range of audiences and purposes which prepares students for the GCSE writing examinations.	English Literature Paper 1 and Paper 2 examinations on Macbeth and An Inspector Calls at Key Stage 4.	English Literature Paper 1 and Paper 2 examinations on Macbeth and An Inspector Calls at Key Stage 4.	literature texts at Key Stage 4. Students will learn about the significance of context and the impact of context on literature.
Characterisation Themes Ideas Plot Language Structure Form Juxtaposition Metaphor Simile Symbolism	Poetic voice Themes Ideas Context Poetic techniques Structure Form Tone Style Register Purpose	Factual Historical Informational Titles Headings Sub-headings Pictures Captions Glossary Bullet points Graph	Setting Perspectives Context Genre Language Structure Form Interpretations Analysis Quotations and references	Setting Perspectives Context Genre Language Structure Form Interpretations Analysis Quotations and references	Characterisation Themes Ideas Plot Language Structure Form Juxtaposition Metaphor Simile Symbolism Pathetic fallacy
	 and analytically. Students will analyse writers' methods and how writers use these methods for effect. Furthermore, students are exposed to writing tasks that include a variety of fiction and non-fiction stimuli with a specific focus on creative writing which prepares students for their English Language Paper 1 Creative Writing examination at Key Stage 4. Characterisation Themes Ideas Plot Language Structure Form Juxtaposition Metaphor Simile 	and analytically.study throughout KeyStudents will analyse writers' methods and how writers use these methods for effect.Stage 3 and Key Stage 4 and students are assessed at Key Stage 4 in English Literature Paper 2.Furthermore, students are exposed to writing tasks that include a variety of fiction and non- fiction stimuli with a specific focus on creative writing which prepares students for their English Language Paper 1 Creative Writing examination at Key Stage 4.Poetic voice Themes Ideas PlotCharacterisation Themes Ideas PlotPoetic voice Themes Ideas Poetic techniques Structure FormPorm JuxtapositionTone Style Register Purpose	and analytically.study throughout Key Stage 3 and Key Stage 4 and students are assessed at Key Stage 4 in English Literature Paper 2.the skills already developed in Year 7 Time Travel. This until allows students to write frequently, for a range of audiences and purposes which prepares students for the GCSE writing examinations.Characterisation Themes Ideas PlotPoetic voice Themes IdeasFactual Historical InformationalCharacterisation PlotPoetic techniques StructurePoetic techniques Stucture StuctureFactual Historical Informational TitlesPlot Structure FormContext FormTitles HeadingsStructure SymbolismStructure PurposeSub-headings Glossary Graph	and analytically.study throughout Key Stage 3 and Key Stagethe skills already developed in Year 7 Time Travel. This until allowsPaper 1 and Paper 2 examinations on Macbeth and An Inspector Calls at Key Stage 4.how writers use these methods for effect.4 and students are a assessed at Key StageTime Travel. This until allowsMacbeth and An Inspector Calls at Key Stage 4.Furthermore, students are exposed to writing tasks that include a variety of fiction and non- fiction stimuli with a specific focus on creative writing which prepares students for their English Language Paper 1 Creative Writing examination at Key Stage 4.Poetic voice Themes IdeasFactualSetting PerspectivesCharacterisation Themes IdeasPoetic voice Themes IdeasFactualSetting PerspectivesPlot Language Form Juxtaposition JuxtapositionPoetic techniques StyleFactual TitlesSetting Perspectives Form Pictures Sub-headingsSimile SymbolismStyle PurposeGlossary AnalysisInterpretations Analysis	and analytically. Students will analyse writers' methods and how writers use these methods for effect. Furthermore, students are exposed to writing tasks that include a variety of fiction and non- fiction stimuli with a specific focus on creative writing writers' creatives Machents for their English Larguagestudy throughout Key Stage 3 and Key Stage 4 and students are assessed at Key Stage 4 in English Literature Paper 2.Paper 1 and Paper 2 examinations on Machent and An Inspector Calls at Key Stage 4.Paper 1 and Paper 2 examinations on Machent and An Inspector Calls at Key Stage 4.Paper 1 and Paper 2 examinations on Machent and An Inspector Calls at Key Stage 4.Paper 1 and Paper 2 examinations on Machent and An Inspector Calls at Key Stage 4.Paper 1 and Paper 2 examinations on Machent and An Inspector Calls at Key Stage 4.Characterisation Poetic voice Themes Ideas Ideas Potot LanguagePoetic voice Themes IdeasFactual Historical Informational TitlesSetting Perspectives Context Genre Language Structure FormSetting Perspectives Context Context Context Genre Language Structure FormSetting Perspectives Context Co

Review and	Irony Hero Anti-hero First person narration Protagonist Stereotype	Metaphor Alliteration Assonance Sibilance Caesura Stanza Stanza	Italics Biography Autobiography Bias Objective Alliteration Assonance Colloquial language Juxtaposition Hyperbole Imperative verbs Modal verbs Repetition Anaphora Epiphora Statistics Fact Opinion Irony Satire Pun Rhetorical questions Personal pronouns Emotive language	Vocabulary Sentence structures Tone Style Register Purpose Dramatic devices Stage Set dialogue dramatic irony monologue foreshadowing playwright stage directions script soliloquy	Vocabulary Sentence structures Tone Style Register Purpose Dramatic devices Stage Set dialogue dramatic irony monologue foreshadowing playwright stage directions script soliloquy	Irony Hero Anti-hero First person narration Protagonist Stereotype
Assessment	<u>Assessments:</u> Challenging Reading <u>Task:</u>	<u>Assessments:</u> <u>Challenging Reading</u> <u>Task:</u>	<u>Assessments:</u> <u>Challenging Reading</u> <u>Task:</u>	<u>Assessments:</u> Challenging Reading Task:		<u>Assessments:</u> <u>Challenging Reading</u> <u>Task:</u>

How does the writer use language to build tension?	How does the poet present conflict in the poem?	Analyse a speech written by a powerful young voice – How does the writer use language to	How does Shakespeare present the theme of	'In this extract, Nathaniel is presented as a naïve young boy, who does not understand the reality of the slave trade.' How far do you agree with this view of Nathaniel?
<u>Challenging Writing</u>	<u>Challenging Writing</u>	<u>Challenging Writing</u>	<u>Challenging Writing</u>	Challenging Writing
<u>Task:</u>	<u>Task:</u>	<u>Task</u> :	<u>Task</u> :	<u>Task</u> :
Write a description based on this picture	Creative Writing	Write and perform a speech on a topic of your choice.	Write an article for your school newspaper, arguing why you should study Shakespeare.	Write a formal letter.
<u>Formative</u>	<u>Formative</u>	<u>Formative</u>	Formative	Formative
<u>Assessments:</u>	<u>Assessments:</u>	assessments:	assessments:	assessments:
Knowledge Organiser	Knowledge Organiser	Knowledge	Knowledge	Knowledge
Tests on Reading and	Tests on Reading and	Organiser Tests on	Organiser Tests on	Organiser Tests on
Writing	Writing	Reading and Writing	Reading and Writing	Reading and Writing
Practice assessments	Practice assessments	Practice	Practice	Practice
with diagnostic	with diagnostic	assessments with	assessments with	assessments with
feedback	feedback	diagnostic feedback	diagnostic feedback	diagnostic feedback