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
Topic	**The Sign of 4 – Arthur Conan Doyle** Students will read this 19th 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.	**War Poetry** 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	**Powerful Young Voices** 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.	**Hamlet by William Shakespeare** 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.	**Hamlet by William Shakespeare** 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.	**Freedom: 1783 by Catherine Johnson** 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.			
Key Concepts	Characterisation Themes Ideas Setting Perspectives Context Genre Structure Language Form Evaluation Interpretations Quotations and references Terminology Creative Writing Tone Style Register Purpose	Characterisation Themes Ideas Setting Perspectives Context Genre Structure Language Form Evaluation Interpretations Quotations and references Terminology Creative Writing Tone Style Register Purpose	Characterisation Themes Ideas Setting Perspectives Context Genre Structure Language Form Evaluation Interpretations Quotations and references Terminology Creative Writing Tone Style Register Purpose	Characterisation Themes Ideas Setting Perspectives Context Genre Structure Language Form Evaluation Interpretations Quotations and references Terminology Creative Writing Tone Style Register Purpose		Characterisation Themes Ideas Setting Perspectives Context Genre Structure Language Form Evaluation Interpretations Quotations and references Terminology Creative Writing Tone Style Register Purpose

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

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

different forms, purposes and audiences. 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 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.	different forms, purposes and audiences. 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 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.	across two or more texts. 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 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.	across two or more texts. 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 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.	across two or more texts. 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 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.	across two or more texts. 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 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.

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Scaffolding for SEND to ensure quality first teaching	Scaffolds Sentence Stems Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge Tasks Model answers Targeted questioning Knowledge organiser tests Recall quizzes Dual-coding	Scaffolds Sentence Stems Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge Tasks Model answers Targeted questioning Knowledge organiser tests Recall quizzes Dual-coding.	Scaffolds Sentence Stems Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge Tasks Model answers Targeted questioning Knowledge organiser tests Recall quizzes Dual-coding	Scaffolds Sentence Stems Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge Tasks Model answers Targeted questioning Knowledge organiser tests Recall quizzes Dual-coding	Scaffolds Sentence Stems Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge Tasks Model answers Targeted questioning Knowledge organiser tests Recall quizzes Dual-coding	Scaffolds Sentence Stems Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge Tasks Model answers Targeted questioning Knowledge organiser tests Recall quizzes Dual-coding
Careers input	Magazine journalist Newspaper journalist	Magazine journalist Newspaper journalist	Magazine journalist	Magazine journalist	Magazine journalist	Magazine journalist

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

	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.
Key Vocabulary	Characterisation Themes Ideas Plot Language Structure Form Juxtaposition Metaphor Simile Symbolism Pathetic fallacy	Poetic voice Themes Ideas Context Poetic techniques Structure Form Tone Style Register Purpose Simile	Factual Historical Informational Titles Headings Sub-headings Pictures Captions Glossary Bullet points Graph Diagrams	Setting Perspectives Context Genre Language Structure Form Interpretations Analysis Quotations and references Terminology	Setting Perspectives Context Genre Language Structure Form Interpretations Analysis Quotations and references Terminology	Characterisation Themes Ideas Plot Language Structure Form Juxtaposition Metaphor Simile Symbolism Pathetic fallacy

	Irony Hero Anti-hero First person narration Protagonist Stereotype	Metaphor Alliteration Assonance Sibilance Caesura 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
Review and Assessment	Summative Assessments: Challenging Reading Task:	Summative Assessments: Challenging Reading Task:	Summative Assessments: Challenging Reading Task:	Summative Assessments: Challenging Reading Task:		Summative Assessments: Challenging Reading Task:

	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?
	Challenging Writing Task: Write a description based on this picture	Challenging Writing Task: Creative Writing	Challenging Writing Task: Write and perform a speech on a topic of your choice.	Challenging Writing Task: Write an article for your school newspaper, arguing why you should study Shakespeare.		Challenging Writing Task: Write a formal letter.
	Formative Assessments: Knowledge Organiser Tests on Reading and Writing Practice assessments with diagnostic feedback	Formative Assessments: Knowledge Organiser Tests on Reading and Writing Practice assessments with diagnostic feedback	Formative assessments: Knowledge Organiser Tests on Reading and Writing Practice assessments with diagnostic feedback	Formative assessments: Knowledge Organiser Tests on Reading and Writing Practice assessments with diagnostic feedback		Formative assessments: Knowledge Organiser Tests on Reading and Writing Practice assessments with diagnostic feedback