

KS3 Curriculum overview: Subject English Year 8

All students in Belmont Park study a variety of different texts, both fiction and non-fiction to enrich their understanding and to help improve their literacy and critical thinking skills.

Year 8	Key Skills	Cross-Curricular Links/Themes	Social Skills Development/SMSC
Autumn 1	<p>Study of a Novel (Never Let Me Go (Ishiguro); The Woman in Black (Hill); OR An Inspector Calls (Priestley); OR The History Boys (Bennett); Blood Brothers (Russell)</p> <p>Reading short stories about difficult choices; exploration of characterisation, story structure and language choices.</p> <p>To read extracts and learn to identify key features of autobiographical writing</p> <p>To learn about effective communication and make a presentation to the class</p> <p>To draft and write your own autobiography, using peer and self-assessment.</p>	<p>PHSE – Respect for different cultures</p> <p>Art – Designing a front cover</p> <p>ICT: word-processing challenges, web-quests</p> <p>Numeracy links – Tension</p> <p>Graphs: Graph the changes in the amount of tension in a story</p>	<p>Explore beliefs</p> <p>Community Respect for different beliefs</p> <p>Religious celebration</p> <p>Positive attitudes</p> <p>Respect faiths, feelings and values</p> <p>Goals & aspirations</p>
Autumn 2	<p>A Christmas Carol (Dickens)</p> <p>Developing a critical understanding of a novel and discussing the key issues within it; understanding how a novelist develops character and close analysis of mood and atmosphere.</p> <p>Use writing to explore and develop ideas, e.g. journals, brain-storming techniques and mental-mapping activities</p> <p>To learn about and use PEE paragraphs</p>	<p>PHSE – Poverty and child employment, welfare system</p> <p>Humanities – Experience and respond to objects and stimuli associated with life at a time in the past</p> <p>Drama and creative arts: freeze frame, role play</p> <p>Numeracy links – Create time lines showing the sequence of the actions introduced in the plot.</p>	<p>Fairness</p> <p>Celebrating working class lives</p> <p>Equality/Celebrating difference</p>

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Spring 1	<p>Approaches to Play Scripts - The Curious Incident of the Dog in the Night Time (play script) (Stephens); OR Face by Benjamin Zephaniah</p> <ul style="list-style-type: none"> • Pupils should be given the opportunities to participate in a wide range of drama activities, including role play... <p>Pupils should be given the opportunity to talk for a range of purposes, including exploration and hypothesis</p> <ul style="list-style-type: none"> • Novels selected should include works that extend pupils' ideas and their moral and emotional understanding. • Pupils should read texts from other cultures and traditions that represent their distinctive voices and forms, and offer varied perspective and subject matter. 	<p>PHSE – Social structures and norms.</p> <p>Humanities – Understanding body image and physical and mental health</p> <p>Drama and creative arts: freeze frame, role play</p> <p>Numeracy links – Decoding command words in word sums.</p>	<p>Enthusiasm for learning</p> <p>Respect Learning for life</p> <p>Self-awareness Moral belief/conviction</p>
Spring 2	<p>Shakespeare – Romeo and Juliet; OR Macbeth; OR Othello; The Merchant of Venice</p> <p>Placing the play into Social and historical context</p> <p>Quotes about Shakespeare</p> <p>Look at the characters of the play. Character sheet and create a tree link.</p> <p>Write an evaluation of the scene in their books using writing frame</p> <p>Use the last two lessons and their prior knowledge to attempt to name all of Shakespeare's plays.</p>	<p>PHSE – Poverty and child employment, welfare system</p> <p>Drama and creative arts: freeze frame, role play</p> <p>Numeracy links – patterns in the number of syllables words in poetry.</p>	<p>Fairness</p> <p>Celebrating Black Excellence</p> <p>Equality Celebrate difference</p>

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Summer 1	<p>Short Stories unit - Lamb to the Slaughter (Dahl) and Mystery Genre</p> <p>Recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. when there is a shift of topic, viewpoint or time</p> <p>Identify the main point in a paragraph and how the supporting information relates to it, e.g. as illustration</p> <p>Organise ideas into a coherent series of paragraphs, introducing, developing and concluding appropriately</p> <p>Plan, draft, edit, revise, proof-read and present a text with readers and purpose in mind</p> <p>Collect, select and assemble ideas in a suitable planning format, e.g. flow chart, list, star-chart</p>	<p>Humanities – Totalitarian vs. democratic systems of governance</p> <p>Drama and creative arts - freeze frame, role play</p> <p>Numeracy links – Division and multiplication of tension and atmosphere in the story.</p>	<p>Develop self-knowledge and awareness</p> <p>Keeping safe</p> <p>Moral choices/dilemmas</p> <p>Responsibility Learning for life</p> <p>Accept responsibility for behaviours</p>
Summer 2	<p>Spoken Language (incl. debate)</p> <p>Practice at using strategies, which they don't automatically transfer. An awareness of formal / informal language and practice at choosing appropriate language for different situations.</p> <p>The awareness that informal spoken language is less complex than written language. It uses shorter sentences, is less organised and uses more 'vague' or non-specific language. To be taught patterns of real interaction. To have intelligible pronunciation and be able to cope with streams of speech. Rehearsal time. By giving students guided preparation / rehearsal time they are more likely to use a wider range of language in a spoken task.</p>	<p>Drama and creative arts: freeze frame, role play</p> <p>Project Based Learning (PBL)</p> <p>Numeracy links – Flow diagrams to control the order and coherence of speeches</p>	<p>Celebrating diversity</p> <p>Respect for others</p> <p>Tolerance</p> <p>Equality Rights</p>