

## Fairfield High School Curriculum Overview – English Year 8

Studying English at Fairfield enables pupils to: develop their literacy skills, improve imaginative writing, enhance vocabulary, perform close reading analysis and express their viewpoints with confidence.

The Year 8 English curriculum is titled ‘Identity’ and pupils experience a range of texts looking at how identity is perceived differently across time and culture.

Term 1 starts by delving in to the past and exploring the **Gothic** genre. Pupils are exposed to a range of classic Gothic texts and encouraged to replicate the conventions of the genre in their own piece of narrative or descriptive writing. The second term draws on their **Shakespearean** knowledge from the previous year – but this time there is a focus on the identity and representation of female roles within Shakespeare’s plays.

The theme of identity is further explored in Term 3 when pupils will read a novel focussing on a young person’s experience of the world and how their identity is formed. (**‘Stone Cold’ by Robert Swindells**)

Term 4 uses contemporary non-fiction texts as stimuli for debate and discussion about current affairs; encouraging pupils to form opinions and identify with the writer’s viewpoint. Pupils will also use a range of reading skills: skimming, scanning, retrieving and summarising. The lessons are linked by the theme of **‘Modern Social Inequalities,’** with a focus on hearing different voices from across the world.

In Term 5, poetry analysis skills are further developed with a focus on **Poetry**, beginning with a look at the canon of Romantic poetry, then moving to a study of **Somali Poetry**, a land known as ‘the nation of poets.’ Pupils will write their own poetry as well as reading a range of poems. Finally, Term 6 reinforces students’ knowledge of the 19th Century and Gothic genre, focusing on Philip Pulman’s play version of **Frankenstein**, with non-fiction context around the 19<sup>th</sup> Century and Mary Shelley built in.

**Pupils have 6 lessons of English in class over a fortnight. All pupils in Key Stage 3 will also have a dedicated reading lesson which will take place in the school library.**

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
1	Gothic	Understanding of the conventions of the Gothic genre and how writer’s use them.	Being able to identify and use a range of literary devices to narrate and describe.	Descriptive or narrative writing using a gothic setting
2	Shakespeare – Female characters	Further understanding of Shakespearean vocabulary, context and conventions of his plays.	Analysing language, commenting on writer’s intentions and audience reaction.	Analysis of a monologue from a female Shakespearean character.
3	Stone Cold	Knowledge of context surrounding homelessness. An appreciation for the narrative and character creation by the writer.	Reading comprehension and decoding. Recognising links between context and meaning.	How does the writer create differing narrative voices in these extracts?

4	Modern Social Inequality range of non-fiction, fiction and poetry texts	Awareness of a range of rhetorical devices as well as an understanding of purpose, genre and audience.	Skimming, scanning, retrieval. Summarising. Comparison of writer's methods.	Speaking and listening – a speech on a topic of your choice
5	Poetry - Exploring Culture and Identity	Knowledge of some more complex poetic devices and identification of figurative language.	Ability to analyse poetry: using inference to deduce hidden meanings and comment on the writer's language choices.	What is the purpose of the Somali poetry tradition?
6	Frankenstein	Awareness of a range of dramatic devices as well as an understanding of purpose, genre and audience. Understanding the 19 <sup>th</sup> Century context and Mary Shelley.	Skimming, scanning, retrieval. Summarising. Comparison of writer's methods.	Creative response linking to the unit of study– to be presented to the class.