

## Rainford High School – Department: English

	Year 8 Curriculum					
	Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
<b>Topic</b>	Modern Novel Study: <i>The Woman in Black</i>	Modern Novel Study: <i>The Woman in Black</i>  Pre-1914 Novel: <i>The Hound of the Baskervilles</i>	Pre-1914 Novel: <i>The Hound of the Baskervilles</i>	War Poetry	Science-fiction	Shakespeare: <i>The Tempest</i>
<b>Essential knowledge, skills and understanding</b>	<p><i>The Woman in Black:</i></p> <ul style="list-style-type: none"> <li>- Contextual information (author, background, gothic genre)</li> <li>- Exploration of narrative</li> <li>- Analysis of characterisation</li> <li>- Analysis of whole text structure</li> <li>- Themes (superstition, fallen women, revenge)</li> <li>- Use of Tier 2 vocabulary</li> </ul>	<p><i>The Woman in Black:</i></p> <ul style="list-style-type: none"> <li>- Varying sentence structures and openers for effect</li> <li>- Using language to create tone and voice</li> <li>- Writing for audience and purpose</li> <li>- Tier 2 vocabulary for task and genre</li> </ul> <p><i>The Hound of the Baskervilles:</i></p> <ul style="list-style-type: none"> <li>- Contextual information</li> </ul>	<p><i>The Hound of the Baskervilles:</i></p> <ul style="list-style-type: none"> <li>- Improving imagery</li> <li>- Extending sentence structures</li> <li>- Range of punctuation</li> <li>- Discourse markers to link ideas within and between paragraphs</li> <li>- Tier 2 vocabulary for task and genre</li> <li>- Analysis of characterisation</li> <li>- Inference and deduction</li> </ul>	<p><i>War Poetry:</i></p> <ul style="list-style-type: none"> <li>- Contextual information (poets, background)</li> <li>- Exploration of messages and viewpoints</li> <li>- Comparison of literary methods</li> <li>- Themes (patriotism, propaganda, identity)</li> <li>- Use of Tier 2 vocabulary (ideas of comparison)</li> <li>- Use of Tier 3 vocabulary (subject terminology)</li> </ul>	<p><i>Science-fiction:</i></p> <ul style="list-style-type: none"> <li>- Contextual information (writers, background, sci-fi genre)</li> <li>- Exploration of narratives</li> <li>- Themes (identity, relationships, morality)</li> <li>- Use of Tier 2 vocabulary (ideas of analysis)</li> <li>- Use of Tier 3 vocabulary (subject terminology)</li> </ul>	<p><i>The Tempest:</i></p> <ul style="list-style-type: none"> <li>- Contextual information (Shakespeare, Jacobean society, age of exploration)</li> <li>- Exploration of narrative</li> <li>- Analysis of characterisation</li> <li>- Analysis of literary methods</li> <li>- Analysis of linguistic methods</li> <li>- Use of Tier 2 vocabulary (ideas of analysis)</li> </ul>

	<ul style="list-style-type: none"> <li>(ideas of analysis)</li> <li>- Use of Tier 3 vocabulary (subject terminology)</li> </ul>	<ul style="list-style-type: none"> <li>(author, background, detective genre)</li> <li>- Exploration of narrative</li> <li>- Developing whole text writing structures</li> <li>- Extending sentence structures</li> <li>- Discourse markers to link ideas within and between paragraphs</li> <li>- Range of punctuation</li> <li>- Using language for rhetorical effect</li> <li>- Use of Tier 2 vocabulary for task and genre</li> <li>- Oracy and drama skills</li> </ul>	<ul style="list-style-type: none"> <li>- Analysis of literary methods</li> <li>- Use of Tier 2 vocabulary (ideas of analysis)</li> <li>- Use of Tier 3 vocabulary (subject terminology)</li> </ul>	<ul style="list-style-type: none"> <li>- Developing whole text writing structures</li> <li>- Extending sentence structures</li> <li>- Discourse markers to link ideas within and between paragraphs</li> <li>- Range of punctuation</li> <li>- Using language for rhetorical effect</li> <li>- Use of Tier 2 vocabulary for task and genre</li> </ul>	<ul style="list-style-type: none"> <li>- Developing a personal response to a text</li> <li>- Evaluation of methods in a text</li> <li>- Appropriate verb tense for task</li> <li>- Varying sentences lengths for effect</li> <li>- Developing whole text structure</li> <li>- Use of Tier 2 vocabulary for task and genre</li> </ul>	<ul style="list-style-type: none"> <li>- Use of Tier 3 vocabulary (subject terminology)</li> <li>- Oracy and drama skills</li> </ul>
<b>Assessments and assessment focus</b>	<ul style="list-style-type: none"> <li>- Retrieval testing of knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Retrieval testing of knowledge organiser</li> <li>- <b><u>Assessment Window 1</u></b></li> </ul>	<ul style="list-style-type: none"> <li>- Retrieval testing of knowledge organiser</li> <li>- <i>The Woman in Black:</i></li> </ul>	<ul style="list-style-type: none"> <li>- Retrieval testing of knowledge organiser</li> <li>- <i>War Poetry: comparison of</i></li> </ul>	<ul style="list-style-type: none"> <li>- Retrieval testing of knowledge organiser</li> <li>- <b><u>Assessment Window 2</u></b></li> </ul>	<ul style="list-style-type: none"> <li>- Retrieval testing of knowledge organiser</li> <li>- <i>The Tempest: analysis of</i></li> </ul>

	<ul style="list-style-type: none"> <li>- <i>The Woman in Black</i>: analysis of character</li> <li>- <i>The Woman in Black</i>: analysis of how a writer structures a text to interest the reader</li> </ul>	<p><i>The Woman in Black</i>: book review</p> <ul style="list-style-type: none"> <li>- <i>The Hound of the Baskervilles</i>: group debate to argue ideas for or against capital punishment</li> </ul>	<p>descriptive writing using the text as stimulus</p> <ul style="list-style-type: none"> <li>- <i>The Hound of the Baskervilles</i>: analysis of character</li> </ul>	<p><i>viewpoints of war in two poems</i></p> <ul style="list-style-type: none"> <li>- <i>War Poetry</i>: speech writing to persuade audience on idea of conscription</li> </ul>	<p><i>Science-fiction</i>: evaluation task based on <i>All Summer in a Day</i></p> <ul style="list-style-type: none"> <li>- <i>Science-fiction</i>: first-person narrative writing</li> </ul>	<p>viewpoint in a non-fiction text</p> <ul style="list-style-type: none"> <li>- <i>The Tempest</i>: role play based on character relationships in the play</li> </ul>
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