

Subject: English	Year: 8
<p>Description of learning At the start of the year, pupils need to consolidate their understanding of fronted adverbials and subordinate clauses, before extending their writing so that they are able to use of a wide range of sentence structures and paragraph structures throughout their writing. Also, pupils learn how to make precise language choices to skilfully engage the reader as well as describe accurately. Throughout the year, these key skills are practised, consolidated, refined and extended as pupils encounter the different units of work. These are:</p> <p>Erika's Story</p> <ul style="list-style-type: none"> • Transition unit from y7 to y8 - exploring different perspectives of the Holocaust • Pupils use hot-seating to enable to empathise and write from characters' viewpoints <p>Holes by Louis Sachar</p> <ul style="list-style-type: none"> • Pupils analyse and explain the writer's use of language techniques to intrigue, engage and enthral the reader: foreshadowing, pathetic fallacy, repetition, withholding information, hyperbole. • They then use these language techniques effectively to write their own menacing creature description. • Through in-depth analysis of text, pupils explain the writer's intention, particularly with regards to his presentation of key characters in the story. Using this evidence, pupils debate the writer's expected opinion of the two guards at Camp Green Lake. • Through Sam the onion man's story, pupils investigate the history of black civil rights and the laws of segregation in America. Pupils then retell Sam's story in the form of a biased newspaper article, reflecting the beliefs and attitudes of those living during this period in history. <p>Protest</p> <ul style="list-style-type: none"> • Pupils analyse and evaluate the language techniques used to persuade the audience in protest songs, poems and speeches about civil rights, the environment and war by Billy Joel, Joni Mitchell, Bob Marley, Maya Angelou, Martin Luther-King Jr and Barack Obama. • Through reading and watching the news, pupils discover their own area of protest, which they research independently, finding facts, figures and case histories to back up their viewpoints. • They then write their own persuasive speech, using the techniques the gleaned from the poems, songs and speeches studied. • Pupils watch speeches and determine the performance skills required to effectively engage and persuade the audience. They perform their own speech in front of their class and some pupils are chosen to go into the final of the speech competition. <p>Macbeth</p> <ul style="list-style-type: none"> • Revisit the historical background of Shakespeare's writing and structure of his plays. • Use drama to engage and empathise with different characters' viewpoints. • Write Lady Macbeth's diary revealing her burning ambition and relentless determination. • Analyse the language used in key scenes to write a discursive piece examining who is most responsible for Duncan's death: the witches, Macbeth or Lady Macbeth? <p>Noughts and Crosses by Malorie Blackman</p> <ul style="list-style-type: none"> • Use previous understanding of discrimination, segregation and civil rights to engage with these issues in a dystopian society. • Analyse use of language techniques to examine the writer's viewpoint. • Research the features of TV news reporting and work in groups to write, perform and film an effective, but biased, report of Callum Mc Gregor's trial. 	
<p>Important questions: Which sentence types and structures will you use? Why? What effect will these have? How will you structure your writing as a whole? Why? What is your intended effect on your audience? Which language techniques have you used? Why? What will their impact be?</p>	<p>Bigger picture and linking: Civil rights Segregation Discrimination Environmental conservation Murder The death penalty Holocaust</p>
<p>Overlearning required: Constantly practising and extending sentence and paragraph structures as well as language techniques including repetition, hyperbole, withholding information, pathetic fallacy and foreshadowing.</p>	<p>WoW factor: Performing speeches Erika's Story perspective piece Acting out scenes from Macbeth, particularly those involving the witches and Lady Macbeth.</p>
<p>How will our learning values be developed? Pupils need to be resilient and reflective to be able to regularly pick apart their writing to see where they can improve their paragraphing, language choice and sentence structure. Open-ended writing tasks, particularly those inspired by the texts read in class, allow pupils to be creative and enable them work independently.</p>	<p>How will our community values be developed? Pupils are respectful of one another's viewpoints shared during the speech performances. Pupils share their views on Sam's mistreatment in Holes and how the noughts are discriminated against in Noughts and Crosses.</p>
<p>How will pupils' numeracy be developed? In studying Macbeth, pupils look at the timeline to understand the time difference between when he was writing the play and when it was actually set.</p>	<p>How will pupils' literacy be developed? Reading and writing skills are developed every lesson.</p>