



NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



Year 8 - English

October Unit 1: It's a Mystery	December Unit 2: Words of War	March Unit 3: Appearance and Reality (plus unit 4 below)	Unit 4: Technology Matters	June Unit 5: Campaign for a Cause	Age Related Expectation By the end of the year every student will be able to
<p><u>In this unit:</u> Students will engage in stories from the mystery genre whilst analysing text, reading closely and exploring the: plot structure, characterisation, setting, narrative viewpoint and SPaG features of mystery fiction writing.</p> <p><u>Texts:</u></p> <ul style="list-style-type: none"> • Extract from 'Detective Stories' by K.K.Beck • Extract from 'The Adventure 	<p><u>In this unit:</u> Students will explore a range of poetry written in response to war. They will develop their understanding of techniques in poetry by learning how poets use poetry to express anger, sorrow, frustration and horror.</p> <p><u>Texts:</u></p> <ul style="list-style-type: none"> • 'The Soldier' by Rupert Brooke • Extract from 'The Sentry' by 	<p><u>In this unit:</u> Students will explore how writers use differences between appearance and reality for dramatic effect. They will study literary techniques such as unreliable narrators, puns and extended metaphors.</p> <p><u>Texts:</u></p> <ul style="list-style-type: none"> • Extract from The Night Circus by Erin Morgenstern • Extract from The Tell-Tale Heart by Edgar Allan Poe • Extract from The Boy in the 	<p><u>In this unit:</u> Students will explore the impact of past and present technological innovations through discussions, presentations, research and group challenges. They will discover the importance of English skills in technical texts (non-fiction): instructions, grammar, formality.</p> <p><u>Texts:</u></p> <ul style="list-style-type: none"> • Extract from Hard Times by Charles Dickens • Website: Adlens 	<p><u>In this unit:</u> Students explore roles within texts produced by a number of charities. Close analysis of language and how it is used to make someone care about a cause in non-fiction texts.</p> <p><u>Texts:</u></p> <ul style="list-style-type: none"> • Oxfam interview • Animal testing report • Oxfam press release • Article: Women in Cocoa Production: Where is the gender equity? 	<p>READING</p> <ul style="list-style-type: none"> ✓ Choose and read books independently for interest and enjoyment. ✓ Understand new vocabulary. Select vocabulary for purpose and effect. ✓ Make and explain deductions and inferences by referring to evidence in the text. ✓ Know the purpose and audience of a piece of writing. ✓ Know and identify the terms: simile, metaphor, image, adjective, adverb, pronoun, rhetorical, repetition.



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<p>of the Speckled Band’ by Arthur Conan Doyle</p> <ul style="list-style-type: none"> • Article: Cannes Jewellery Heist Takes Shine off Stars on Red Carpet Day • Extract from The Big Sleep by Raymond Chandler • Extract from A Study in Scarlet by Arthur Conan Doyle • Extract from The Ruby in the Smoke by Philip Pullman 	<p>Wilfred Owen</p> <ul style="list-style-type: none"> • ‘Memorial Tablet’ by Siegfried Sassoon • ‘Base Details’ by Siegfried Sassoon • ‘The Charge of the Light Brigade by Alfred Lord Tennyson • ‘What Were They Like?’ by Denise Levertov • ‘There Will Come Soft Rains’ by Sara Teasdale <p><u>Learning aims:</u></p> <ul style="list-style-type: none"> ○ Understand how a 	<p>Striped Pyjamas by John Boyne</p> <ul style="list-style-type: none"> • Extract from The Love Song of J. Alfred Prufrock by T.S.Elliot • ‘A Poison Tree’ by William Blake • Extract from Alice’s Adventures in Wonderland by Lewis Carroll • Extract from ‘Bearskin’ by Brothers Grimm • Article: The Chameleon Conman • Extract from Twelfth Night by William Shakespeare • Extract from Madame Doubtfire by Anne Fine 	<ul style="list-style-type: none"> • Non-fiction: Oil Spill in the Gulf; BP Statement; Obama’s climate change speech. <p><u>Learning aims:</u></p> <ul style="list-style-type: none"> ○ Use a range of reading strategies, including inference, to explore layers of meaning in a pre-1914 text ○ Apply their knowledge of grammar, vocabulary and text structure to write in an appropriate form ○ Read a range of non-fiction 	<ul style="list-style-type: none"> • Advertisement: Kitting Out Kids • Malal Yousefzai’s speech to the United Nations <p><u>Learning aims:</u></p> <ul style="list-style-type: none"> ○ Understand the key roles and skills of people who work for charities ○ Use listening and questioning skills to make relevant contributions to discussions ○ Identify reliable factual information from a variety of sources during research 	<ul style="list-style-type: none"> ✓ Know discuss the terms: rhyme, rhythm, rhyme scheme, stanza, syllable, rhyming couplet, personification, alliteration, extended metaphor. ✓ Know the terms: setting, character, plot, climax, resolution, narrative viewpoint. ✓ Know about different ways to stage a play. <p>WRITING</p> <ul style="list-style-type: none"> ✓ Plan and write a report, story, script, poem, talk, presentation, article, review, argument, personal and formal emails and letters.
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<ul style="list-style-type: none"> • Extract from The Secret history by Donna Tartt • Extract from The London Eye Mystery by Siobahn Dowd <p><u>Learning aims:</u></p> <ul style="list-style-type: none"> ○ Explain the main features of the mystery genre and draw on them in their own writing ○ Use a range of reading strategies, including inference and deduction, to explore layers of meaning 	<p>range of poetic techniques are used to create meaning</p> <ul style="list-style-type: none"> ○ Explore how poets use language choices to create particular effects ○ Understand how poetry can reflect the social, cultural and historical context in which it is written ○ Analyse other text types that also reflect the theme of war 	<p><u>Learning aims:</u></p> <ul style="list-style-type: none"> ○ Develop a personal response to the texts they read – tracing how the theme of appearance and reality has been used in literature across time in different contexts and forms ○ Read critically to explore how setting, plot and characterization are established and developed ○ Explore how specific techniques, such as puns, extended metaphor and unreliable narration, are 	<p>texts and draw out relevant information to use in their own writing and presentations</p> <ul style="list-style-type: none"> ○ Summarise and organize material to create an effective argument ○ Speak confidently and effectively in both informal group discussions and formal presentations <p><u>End of unit assessment:</u> Present an argument.</p>	<ul style="list-style-type: none"> ○ Analyse how specific choices and combinations of structural and presentational devices create particular effects ○ Use a range of language, structural and presentational features to persuade readers to support a cause. <p><u>End of unit assessment:</u> Lobby for a cause: research, plan, write and edit.</p>	<ul style="list-style-type: none"> ✓ Use the literary devices they have experienced from reading in their own writing. ✓ Have a clear understanding of audience and purpose in their writing. ✓ Use the full range of punctuation including colons and semi colons confidently. ✓ Organise their continuous prose writing into sentences and paragraphs for effect. ✓ Have good knowledge of all the verb tenses. ✓ Utilise the writing process effectively (plan, draft, redraft, publish).
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<ul style="list-style-type: none"> ○ Recognize and comment on the effects of writers’ language choices, literary techniques, and grammatical features ○ Explore and experiment with story structure ○ Experiment with different narrative viewpoints to create convincing characters, settings, and plots, using a range of 	<ul style="list-style-type: none"> ○ Write a poem in a given form, condensing their ideas through careful word choice ○ Discuss their ideas with peers to develop and consolidate their learning. <p><u>End of unit assessment:</u> Reading and assessing war poems.</p>	<p>used to create humour and provide insights.</p> <p><u>End of unit assessment:</u> Reading analysis of an extract from Madame Doubtfire by Anne Fine.</p>			<p>GRAMMAR AND VOCABULARY</p> <ul style="list-style-type: none"> ✓ Extend and apply grammatical knowledge from Year 7 (word, sentence, text, punctuation, terminology). ✓ Comment, in detail, on grammatical features in a text. ✓ Use new vocabulary in writing and speech. ✓ Use Standard English confidently in writing and speech. ✓ Discuss and comment on effect in reading, writing and spoken language. <p>SPOKEN ENGLISH</p> <ul style="list-style-type: none"> ✓ Use Standard English confidently in class discussions.
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<p>literary techniques.</p> <p><u>End of unit assessment:</u> Write a short mystery story.</p>					<ul style="list-style-type: none">✓ Deliver presentations confidently, expressing ideas and keeping to the point.✓ Build on and respond to what has been said in a debate or discussion.✓ Select language for purpose and impact on audience in a performance (poetry/play script).✓ Use tone, intonation, volume, mood, silence, stillness and action to create an impression.
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