



# Year 8 English Curriculum Sequence

**Intent:** To continue to build on prior knowledge from KS2: students will cement connections between language choices and its implied meaning, with careful examination of how suspense and tension are created in stories.

**Mastery:**  
AQ, WM,  
SET

**Key Stage 2 Curriculum**

- Identifying word types
- Root words, prefixes, suffixes
- Morphology, etymology
- Thematic links between texts
- Drawing inferences
- Summarising ideas
- Understand wide range of texts

	<b>HT1</b>	<b>HT2</b>	<b>HT3 &amp; HT4</b>	<b>HT5</b>	<b>HT6</b>
	<b>Gothic Genre</b>	<b>Extreme Sports (Transactional Writing)</b>	<b>Boy in the Striped Pyjamas (Novel Study)</b>	<b>The Tempest (Shakespeare)</b>	<b>Myths and Legends (Cultural Diversity)</b>
	<p><b>Why teach Gothic Genre?</b> Our Gothic Genre scheme exposes students to another form of text: graphic novels. Students thematically examine the gothic genre through a variety of stories, culminating with a joint piece of work between Art and English. This also allows students to make connections between English and wider life.</p>	<p><b>Why teach Sports?</b> The comparative nature of this unit enables students to compare the impact of human ambition, power and responsibility across time periods. This comparative analysis provides excellent examples of various types of texts, which students can then synthesise to produce their own creative pieces</p>	<p><b>Why teach Boy in the Striped Pyjamas?</b> Boy in the Striped Pyjamas facilitates discussions around some key historical political and social issues humanity has faced. It draws attention to the horrific consequences of humans abusing their power to realise selfish ambitions, and forces us to question our responsibility toward one another. By teaching this at Transition Phase, it also begins to develop an interest in the World Wars and gives some insight into a key historical period of study, prior to Y8 students selecting their GCSE options</p>	<p><b>Why The Tempest?</b> Our Shakespearean unit seeks to build upon the Introduction to Shakespeare unit from Year 7 and begin to specialise in a play with aspects of Tragedy genre as preparation for the Bridging Year and beyond. Thematically, the play explores power and how it is abused and consequences of unchecked ambition both key facets of our curriculum.</p>	<p><b>Why teach Myths and Legends?</b> Through our study of world myths and legends, students are afforded the opportunity to expand their global cultural capital. They also begin to draw links between various eras of humanity, and different countries, allowing them to analyse humanity itself</p>
	<p><b>National Curriculum Links</b> Pupils will:</p> <ul style="list-style-type: none"> <li>develop an appreciation and love of reading, and read increasingly challenging material</li> <li>read seminal world literature</li> <li>read a wide range of fiction and non-fiction, a wide coverage of genres, historical periods, forms and authors</li> <li>understand increasingly challenging texts through learning new vocabulary</li> <li>read critically through studying setting, plot, and characterisation, and the effects of these</li> <li>write accurately through writing for a wide range of purposes and audiences, including imaginative writing</li> <li>apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> <li>draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> <li>plan, draft, edit and proof-read</li> </ul>	<p><b>National Curriculum Links</b> Pupils will:</p> <ul style="list-style-type: none"> <li>understand and critically evaluate texts through reading in different ways for different purposes, summarising and synthesizing ideas and information, and evaluating their usefulness for particular purposes.</li> <li>draw on knowledge of the purpose, audience for and context of the writing to inform identify and interpret themes, ideas and information</li> <li>seek evidence in the text to support a point of view, including justifying inferences with evidence</li> <li>analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</li> <li>make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading</li> <li>consolidate and build on their knowledge of grammar and vocabulary through drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing</li> </ul>	<p><b>National Curriculum Links</b> Pupils will:</p> <ul style="list-style-type: none"> <li>develop an appreciation and love of reading, and read increasingly challenging material</li> <li>read seminal world literature</li> <li>make inferences using evidence</li> <li>understand increasingly challenging texts</li> <li>read critically through knowing how language presents meaning</li> <li>read critically through studying setting, plot and characterisation, and the effects of these</li> <li>speak confidently and effectively, giving short speeches and presentations</li> <li>speak confidently and effectively, participating in formal debates and structured discussions</li> </ul>	<p><b>National Curriculum Links</b> Pupils will:</p> <ul style="list-style-type: none"> <li>read increasingly challenging material</li> <li>read high-quality works from Shakespeare</li> <li>understand increasingly challenging texts</li> <li>read critically through knowing how language presents meaning</li> <li>read critically through making comparisons across texts</li> <li>draw on new vocabulary and grammatical constructions</li> <li>read critically through understanding how the work of dramatists is communicated effectively through performance</li> </ul>	<p><b>National Curriculum Links</b> Pupils will:</p> <ul style="list-style-type: none"> <li>read seminal world literature</li> <li>make inferences using evidence</li> <li>understand increasingly challenging texts through learning new vocabulary</li> <li>read a wide range of fiction and non-fiction, a wide coverage of genres, historical periods, forms and authors</li> <li>read critically through making critical comparisons across texts</li> <li>write accurately, fluently, effectively for pleasure and information</li> <li>apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> <li>draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> <li>plan, draft, edit and proof-read</li> </ul>
	<p><b>Teaching Gothic Genre here supports:</b></p> <ul style="list-style-type: none"> <li>ACC in Y10/Y11</li> <li>Dorian Gray in Y12/Y13</li> <li>The Little Stranger in Y12/Y13</li> <li><b>Art:</b> Gothic study in Y8</li> <li><b>Drama:</b> Frankenstein in Y10</li> <li><b>Drama:</b> History of Theatre in Y12</li> </ul>	<p><b>Teaching Sports here supports:</b></p> <ul style="list-style-type: none"> <li>Language Paper 2 (Y11)</li> <li><b>P.E.:</b> Sports at Transition Phase and Qualifications Phase</li> <li>Travel and Adventure (Lang) in Y11</li> <li>Language Change in Y13</li> <li>English Language NEA in Y12/Y13</li> </ul>	<p><b>Teaching Boy in the Striped Pyjamas here supports:</b></p> <ul style="list-style-type: none"> <li>Banned Literature in Y9</li> <li>Poetry in Y10 (context)</li> <li>Spoken Language in Y10</li> <li>AIC in Y10/11 (context)</li> <li>Power (Lang) in Y11</li> <li><b>History:</b> Holocaust and WW2 in Y8</li> <li><b>R.S.:</b> The Holocaust in Y8</li> <li><b>Drama:</b> Joan Littlewood &amp; Angry Young Men Movement at A Level</li> </ul>	<p><b>Teaching Shakespeare here supports:</b></p> <ul style="list-style-type: none"> <li>Macbeth in Y10/Y11</li> <li>The Gothic Genre (Yr8)</li> <li>Intro to Shakespeare in Yr 7</li> <li>Power (Lang) in Y11</li> <li>Hamlet in Y12/Y13</li> <li><b>Drama:</b> Macbeth in HT6 Y8 →</li> <li><b>Drama:</b> History of Theatre in Y12</li> </ul>	<p><b>Teaching Myths and Legends here supports:</b></p> <ul style="list-style-type: none"> <li>Engagement in English</li> <li>Development of creativity</li> <li>Wider cultural capital</li> <li>Spoken Language in Y10</li> <li>Monsters (Lang) in Y11</li> <li><b>Geography:</b> Map skills in Transition Phase</li> <li><b>Drama:</b> Fairy Tales in Y8</li> </ul>
	<p><b>Gothic Genre feeds from:</b></p> <ul style="list-style-type: none"> <li>KS2: Understanding range of texts</li> <li>KS2: Thematic links</li> <li>Crime and Detection in Y7</li> </ul>	<p><b>Extreme Sports feeds from:</b></p> <ul style="list-style-type: none"> <li>KS2: Understanding range of texts</li> <li>KS2: Thematic links</li> </ul>	<p><b>Boy in the Striped Pyjamas feeds from:</b></p> <ul style="list-style-type: none"> <li>KS2: Understanding range of texts</li> <li>My Sister Lives on the Mantelpiece in Y7 (novel study, skills based, analytical focus)</li> </ul>	<p><b>Macbeth feeds from:</b></p> <ul style="list-style-type: none"> <li>KS2: Thematic links</li> <li>KS2: Understanding range of texts</li> <li>KS2: Word types, etymology, etc.</li> <li>Intro to Shakespeare in Y7</li> <li>Gothic Genre in Y8 (Eng and Art)</li> <li><b>Art:</b> storyboarding skills in Y7</li> <li><b>Drama:</b> Dramatic monologues in Transition Phase</li> </ul>	<p><b>Myths and Legends feeds from:</b></p> <ul style="list-style-type: none"> <li>KS2: Thematic links</li> <li>KS2: Drawing inferences</li> <li>KS2: Understanding range of texts</li> <li>Global Diversity in Y7</li> <li><b>Global Poetry in Y8</b></li> <li><b>Geography:</b> Map skills in Transition Phase</li> </ul>