

<div> <div>Mastery: AQ, WM, SET</div> <div> <div>Key Stage 2 Curriculum</div> <ul style="list-style-type: none"> Identifying word types Root words, prefixes, suffixes Morphology, etymology Thematic links between texts Drawing inferences Summarising ideas Understand wide range of texts </div> </div>	Sandbach School English Curriculum: A story of human ambition, power and responsibility.				
	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.				
<div> <div> <div>←</div> <div>←</div> </div> <div> <div>→</div> <div>→</div> <div>→</div> <div>→</div> <div>→</div> </div> </div>					
<div> <div>HT1</div> <div>Global Poetry</div> </div>					
<div> <div>HT2</div> <div>Gothic Genre</div> </div>					
<div> <div>HT3 & HT4</div> <div>Boy in the Striped Pyjamas (Novel Study)</div> </div>					
<div> <div>HT5</div> <div>The Tempest (Shakespeare)</div> </div>					
<div> <div>HT6</div> <div>Myths and Legends (Cultural Diversity)</div> </div>					
<div> <div>Why teach Global Poetry Diversity?</div> <div>Exploring Global Poetry is key in expanding students’ cultural capital, especially for our demographic of students. Students are forced away from a euro-centric view of the world as they explore other cultures and stories. This unit also allows students to engage in a wide variety of forms of poetry, and to participate verbally with their own pieces.</div> </div>	<div> <div>Why teach Gothic Genre?</div> <div>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.</div> </div>	<div> <div>Why teach Boy in the Striped Pyjamas?</div> <div>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</div> </div>	<div> <div>Why The Tempest?</div> <div>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.</div> </div>	<div> <div>Why teach Myths and Legends?</div> <div>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</div> </div>	
<div> <div>National Curriculum Links</div> <div>Pupils will:</div> <ul style="list-style-type: none"> develop an appreciation and love of reading, and read increasingly challenging material read seminal world literature make inferences using evidence understand increasingly challenging texts through learning new vocabulary read critically through recognising a range of poetic conventions and understanding how these have been used read critically through making critical comparisons across texts study the effectiveness and impact of the grammatical features of the texts they read speak confidently and effectively, giving short speeches and presentations participate in formal debates and structured discussions Improvise, rehearse and perform poetry </div>	<div> <div>National Curriculum Links</div> <div>Pupils will:</div> <ul style="list-style-type: none"> develop an appreciation and love of reading, and read increasingly challenging material read seminal world literature read a wide range of fiction and non-fiction, a wide coverage of genres, historical periods, forms and authors understand increasingly challenging texts through learning new vocabulary read critically through studying setting, plot, and characterisation, and the effects of these write accurately through writing for a wide range of purposes and audiences, including imaginative writing apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing plan, draft, edit and proof-read </div>	<div> <div>National Curriculum Links</div> <div>Pupils will:</div> <ul style="list-style-type: none"> develop an appreciation and love of reading, and read increasingly challenging material read seminal world literature make inferences using evidence understand increasingly challenging texts read critically through knowing how language presents meaning read critically through studying setting, plot and characterisation, and the effects of these speak confidently and effectively, giving short speeches and presentations speak confidently and effectively, participating in formal debates and structured discussions </div>	<div> <div>National Curriculum Links</div> <div>Pupils will:</div> <ul style="list-style-type: none"> read increasingly challenging material read high-quality works from Shakespeare understand increasingly challenging texts read critically through knowing how language presents meaning read critically through making comparisons across texts draw on new vocabulary and grammatical constructions read critically through understanding how the work of dramatists is communicated effectively through performance </div>	<div> <div>National Curriculum Links</div> <div>Pupils will:</div> <ul style="list-style-type: none"> read seminal world literature make inferences using evidence understand increasingly challenging texts through learning new vocabulary read a wide range of fiction and non-fiction, a wide coverage of genres, historical periods, forms and authors read critically through making critical comparisons across texts write accurately, fluently, effectively for pleasure and information apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing plan, draft, edit and proof-read </div>	
<div> <div>Teaching Global Poetry here supports:</div> <ul style="list-style-type: none"> Engagement in English Myths and Legends in Y8 Power and Conflict Poetry in Y10/Y11 Attitudes to Accent/Dialect in Y12 Lang Romantics in Y13 Drama: African Theatre in Y8 Geography: Map skills in Transition Phase </div>	<div> <div>Teaching Gothic Genre here supports:</div> <ul style="list-style-type: none"> ACC in Y10/Y11 Dorian Gray in Y12/Y13 The Little Stranger in Y12/Y13 Art: Gothic study in Y8 Drama: Frankenstein in Y10 Drama: History of Theatre in Y12 </div>	<div> <div>Teaching Boy in the Striped Pyjamas here supports:</div> <ul style="list-style-type: none"> Banned Literature in Y9 Poetry in Y10 (context) Spoken Language in Y10 AIC in Y10/11 (context) Power (Lang) in Y11 History: Holocaust and WW2 in Y8 R.S.: The Holocaust in Y8 Drama: Joan Littlewood & Angry Young Men Movement at A Level </div>	<div> <div>Teaching Shakespeare here supports:</div> <ul style="list-style-type: none"> Macbeth in Y10/Y11 The Gothic Genre (Yr8) Intro to Shakespeare in Yr 7 Power (Lang) in Y11 Hamlet in Y12/Y13 Drama: Macbeth in HT6 Y8 → Drama: History of Theatre in Y12 </div>	<div> <div>Teaching Myths and Legends here supports:</div> <ul style="list-style-type: none"> Engagement in English Development of creativity Wider cultural capital Spoken Language in Y10 Monsters (Lang) in Y11 Geography: Map skills in Transition Phase Drama: Fairy Tales in Y8 </div>	
<div> <div>Global Poetry feeds from:</div> <ul style="list-style-type: none"> KS2: Thematic links KS2: Drawing inferences KS2: Understanding range of texts Global Diversity in Y7 Intro to Shakespeare in Y7 Geography: Map skills in Transition Phase </div>	<div> <div>Gothic Genre feeds from:</div> <ul style="list-style-type: none"> KS2: Understanding range of texts KS2: Thematic links Crime and Detection in Y7 </div>	<div> <div>Boy in the Striped Pyjamas feeds from:</div> <ul style="list-style-type: none"> KS2: Understanding range of texts My Sister Lives on the Mantelpiece in Y7 (novel study, skills based, analytical focus) </div>	<div> <div>Macbeth feeds from:</div> <ul style="list-style-type: none"> KS2: Thematic links KS2: Understanding range of texts KS2: Word types, etymology, etc. Intro to Shakespeare in Y7 Gothic Genre in Y8 (Eng and Art) Art: storyboarding skills in Y7 Drama: Dramatic monologues in Transition Phase </div>	<div> <div>Myths and Legends feeds from:</div> <ul style="list-style-type: none"> KS2: Thematic links KS2: Drawing inferences KS2: Understanding range of texts Global Diversity in Y7 Global Poetry in Y8 Geography: Map skills in Transition Phase </div>	