Year:	8	Subject:	English	Autumn 1		Autumn 2		Spring 1	
Intent	**Subject Concepts (Substantive knowledge)**		• Generating a range of relevant ideas	Oracy activities around Refugee Boy, aimed at exploring setting and building on conceptual thinking from Year 7	**Prior Learning:** • Generate a list of character traits • Generate three or more ideas about characters • To know how to use class notes to aid generation of ideas	Oracy activities around a selection of war poems, to *include Who's For the Game?* By Jessie Pope	**Prior Learning:** • To know the difference between surface and deeper meanings in poetry • Generate three or more ideas about a poem		**Prior Learning:** • •
					Takeaway Learning: • To begin to generate ideas that represent more than one perspective • To generate ideas informed by observations made in Year 7 terms 2 and 4		**Takeaway Learning:** • To be able to generate ideas about surface and deeper meanings in poetry • To begin to prioritise ideas about poetry		**Takeaway Learning:** • •
			• Knowledge of whole text	Active reading of Refugee Boy with note-taking activities	**Prior Learning:** • Track character change through text • To start to relate the context of an excerpt to the whole text	Exploring critical approaches to taught poetry in Wilfred Owen's 'Dulce et Decorum Est'	**Prior Learning:** • To identify shared meanings across a selection of poems • To start to track deeper meanings through the text(s)		**Prior Learning:** • •
					Takeaway Learning: • To be able to identify key themes across the whole text		**Takeaway Learning:** • To independently track some implied meaning through whole text • To be able to talk independently about shared meanings and themes		**Takeaway Learning:** • •
			• Judicious Selection of References	Continue to consolidate analytical processes learned in Year 7 through modelling, including quotation selection methods	**Prior Learning:** • To begin to select quotations based on their suitability for analysis • Recognise techniques employed in selected quotations • To start to understand how a quotation aids a general concept	Continue to consolidate analytical processes learned in Year 7 through modelling, including quotation selection methods	**Prior Learning:** • Select and prioritise significant quotations • Start to track use of particular techniques through a poem		**Prior Learning:** • •
					Takeaway Learning: • To develop ability to choose quotations based on explicit criteria: language and thematic content		**Takeaway Learning:** • Become more confident tracking author's techniques through a poem		**Takeaway Learning:** • •
			• Understanding of Author's Methods	Modelling of analysis in preparation for assessment, including consolidating subject-specific terminology from Year 7	**Prior Learning:** • To have used CHRIS RICE to effectively support analysis • To understand key aspects of structure, imagery and language	Modelling of analysis in preparation for assessment, including consolidating subject-specific terminology from Year 7 Term 1	**Prior Learning:** • To have used CHRIS RICE to effectively support analysis • To understand key aspects of structure, imagery and language		**Prior Learning:** • •
					Takeaway Learning: • To consolidate understanding of structure, imagery and language • To begin to use CHRIS RICE autonomously and understand the different meanings of its components		**Takeaway Learning:** • To use CHRIS RICE independently to support analysis • To be able to identify key aspects of structure, imagery and language as used in studied texts		**Takeaway Learning:** • •
					Prior Learning:		**Prior Learning:**		**Prior Learning:** •

• Developing Explanations	Introducing Star Analysis learning; modelling essay structure including introductions	• Consolidating basic understanding of Star Analysis and develop sophistication • Include comments about the effects of structure, language and imagery	Consolidating Star Analysis learning; modelling essay structure including introductions	• Consolidating basic understanding of Star Analysis • Include comments about the effects of language and imagery		•
		Takeaway Learning: • To begin to use Star Analysis autonomously and more flexibly		Takeaway Learning: • Beginning to use Star Analysis in a more dynamic way • Integrating comments about the effects of language and imagery		Takeaway Learning: • •
• Linking Ideas Together	Making use of recorded quotations and notes to draw intratextual links; possible consolidation of planning techniques from Year 7 Summer Term	Prior Learning: • Use connectives at the start of paragraphs to sequence analysis • Use connectives to link consecutive ideas To begin to use links to develop an overlying concept	Making use of notes and annotations to draw intratextual links; possible consolidation of planning techniques from Year 7 Summer Term	Prior Learning: • Use connectives at the start of paragraphs to sequence analysis • Use connectives to link consecutive ideas • To begin to use links to develop an overlying concept • To understand the role of theme in an anthologised selection of poetry •		Prior Learning: • •
		Takeaway Learning: • To begin to use links to reinforce or qualify points		Takeaway Learning: • To begin to use links to reinforce or qualify points • To begin to identify themes across a selection of texts		Takeaway Learning: • •
• Understanding of Context	Contextual learning around refugees, perhaps linking to contextual ideas from Year 7 terms 2 and 4; Windrush generation, Eritrean-Ethiopian Border Conflict including Badme also discussed	Prior Learning: • Possible understanding of othering and asylum contexts from Year 7 terms 2 and 4 • Possible understanding of East Africa and its cultural milieu	Exploring Owen's literary contexts, including WW1 as a literary watershed	Prior Learning: • Understanding of WW1 from KS2 • Possible understanding of WW1 as literary watershed from discussion of pre-war poetry in Y7 term 3		Prior Learning: • •
		Takeaway Learning: • Some knowledge of the Windrush scandal • Some knowledge of the Eritrean-Ethiopian Border Conflict • Some knowledge of attitudes toward refugees in England		Takeaway Learning: • Understanding of how WW1 changed people's views of war • Understanding of how WW1 changed literature • Understanding of Owen's life and experiences		Takeaway Learning: • •
• Comparing Texts		Prior Learning: • • •	Consolidating Year 7 learning of comparison techniques; connections made between different war poems	Prior Learning: • To compare poems thematically • To know how to present a comparative paragraph		Prior Learning: • •
		Takeaway Learning: • • •		Takeaway Learning: • To begin to compare poetic techniques across poems • To be able to write a short comparative paragraph		Takeaway Learning: • •
• Fic Written Content	Creative writing activities based around Refugee Boy, incorporating understanding of characterisation from Year 7	Prior Learning: • Use techniques identified through analysis of text in own creative response • Use dictionary and thesaurus to aid creative writing		Prior Learning: • • •	Oracy activities around narrative archetypes and character roles	Prior Learning: • To have read archetypal stories • To generate examples of character types
		Takeaway Learning: • Consolidated and developed understanding of		Takeaway Learning: • • •		Takeaway Learning: • Understand how archetypes reflect shared values

		metaphor and its use in own writing				• How different character roles recur in stories through time
• Fic Written Organisation	Creative writing activities based around Refugee Boy, incorporating learning of story structure from Year 7 terms 2 to 4 and Reading Friday	Prior Learning: • Understand reasons for changing paragraphs in fiction • Have read some examples of effective openings and endings in fiction		Prior Learning: • • •	Consolidating understanding of story structure from 'Reading Friday' started in Term 1	Prior Learning: • Identify first impressions about existing characters • Understand basic narrative structure
		Takeaway Learning: • To be able to write effective openings and endings • To employ effective paragraph changes		Takeaway Learning: • • •		Takeaway Learning: • Understand the three act structure • Understand Booker's five stage story model
• Fic Written SPAG	Creative writing activities based around Refugee Boy; weekly spelling focus	Prior Learning: • Use a range of sentence types for effect • Maintain consistent tense and point of view		Prior Learning: • • •	Continuation of weekly spelling focus; word and sentence-level activities to build on Year 7 and Year 8 Term 1 learning	Prior Learning: • Use tenses correctly • Use a range of sentence types • Be able to spell high-frequency words
		Takeaway Learning: • Consolidate use of different sentence types for effect • Awareness of spelling patterns from spelling tests		Takeaway Learning: • • •		Takeaway Learning: • Use a range of sentence types for effect • Maintain consistent tense, point of view and tone
• Non-fic Written Content		Prior Learning: • • •		Prior Learning: • • •	Revisiting rhetorical devices and techniques from Year 7 Term 3	Prior Learning: • Understand a range of rhetorical devices
		Takeaway Learning: • • •		Takeaway Learning: • • •		Takeaway Learning: • Understand how to apply rhetorical devices for effect in a range of contexts
• Non-fic Written Organisation		Prior Learning: • • •		Prior Learning: • • •	Consolidation of paragraphing techniques from Year 7	Prior Learning: • Understand that paragraphs are used to structure prose • Know basic reasons for changing paragraphs
		Takeaway Learning: • • •		Takeaway Learning: • • •		Takeaway Learning: • Understand how to use connectives to structure an argument • Have practised using paragraphs to structure non-fiction
• Non-fic Written SPAG		Prior Learning: • • •		Prior Learning: • • •	Continuation of weekly spelling focus; word and sentence-level activities to reinforce KS2 knowledge and Year 7 learning	Prior Learning: • Use tenses correctly • Use a range of sentence types • Be able to spell high-frequency words
		Takeaway Learning: • • •		Takeaway Learning: • • •		Takeaway Learning: • Use a range of sentence types for effect • Maintain consistent tense, point of view and tone
Disciplinary Knowledge		• How do we make predictions about a text? • How can we take effective notes? • How can we refine our prior knowledge of refugees and asylum seekers? • How does Zephaniah use settings to convey important ideas about Alem's character?		• How does our study of propaganda illuminate the poems we've read? • How can we plan to compare two poems? • How can we write about how poets' backgrounds influenced their work?		• How can we understand the importance of archetypes in narratives and wider culture? • How can we use/subvert archetypal roles in our own writing?

			• How can we use our understanding of themes and contexts in our analysis? • How do we structure analysis? • How do we plan, monitor and evaluate our learning? • How can we use some of Zephaniah's techniques in our own writing?	• How can we use our understanding of life in the trenches? • How can we make use of prior learning around poetry? • How do we structure analysis? • How do we plan, monitor and evaluate our learning?	• How can we structure the opening of a story? • How can we articulate our own opinions in writing? • How can we use language to promote or exaggerate our own views? • How do we plan, monitor and evaluate our learning?
Implementation	**Common Misconceptions**		• In their analyses, students should prioritise the use of prose fiction-related disciplinary vocabulary i.e. characterisation, metaphor above word classification vocabulary i.e. noun, adjective • Students should avoid treating chosen quotations in isolation, instead showing their understanding of what each quotation means in terms of the wider text	• In their analyses, students should prioritise the use of poetry-related disciplinary vocabulary i.e. stanza, caesura above word classification vocabulary i.e. noun, adjective • Students tend to construct comparisons with no clear evidence of cognitive comparison. They should use a connective bank and plan how to write about the similarities and differences within the texts.	• In fiction writing, students need to plan opportunities to infer information to their readers – perhaps using the 'show, don't tell' principle. Students who produce low-quality assessments focus purely on physical description or on action. • Students to ensure that their non-fiction writing is planned with a 'golden thread' or through line, so that it does not read as a sequence of unrelated justifications.
	Enabling or Adapting the Curriculum	**SEND Students**	• Teachers to read aloud to students • Knowledge organisers for tracking concepts in longer text • Simplified Star Analysis laminates available • Visuals from popular culture to help students to associate with abstract concepts • Clear, written instructions on display • Use of Frayer model / PiXL Unlock to help students to organise ideas • Provision of vocabulary lists and use of SEEC model (select, explain, explore, consolidate)	• Teachers to read aloud to students • Knowledge organisers for consolidating understanding of poetic terminology • Simplified Star Analysis laminates available • Visuals from popular culture to help students to associate with abstract concepts • Clear, written instructions on display • Use of Frayer model / PiXL Unlock to help students to organise ideas • Provision of vocabulary lists and use of SEEC model (select, explain, explore, consolidate)	• PLC Strand laminates for creative writing • Visuals from popular culture to help students to associate with abstract concepts • Clear, written instructions on display • Use of Frayer model / PiXL Unlock to help students to organise ideas • Provision of vocabulary lists and use of SEEC model (select, explain, explore, consolidate) • Writing frames and templates available, targeted to MLD students
		Disadvantaged Students	• Audiovisual resources to make learning accessible for those with lower cultural literacy • References to prior knowledge in terms of archetypal plot types – cultural capital • Possible use of newspapers to illuminate discussion of the status of asylum seekers	• Audiovisual resources to make learning accessible for those with lower cultural literacy • References to prior knowledge in terms of World War contexts – cultural capital • Discussions about what we know of 20th Century warfare from popular culture	• Audiovisual resources to make learning accessible for those with lower cultural literacy • References to prior knowledge in terms of archetypal characters – cultural capital • References to film rather than books caters for students with lower literacy / reading ages
		More Able Students	•	•	•
	Literacy/Numeracy Skills	**VOCABULARY**	• Prose Fiction • Asylum • Refugee • Society • Culture • Setting • Prejudice • Analysis • Metaphor	• Poetry • Propaganda • Home Front • Honour • Trench Warfare • Post-Traumatic Stress Disorder • Analysis • Comparison • Terminology	• Archetypal • Gender roles • Character • Exposition • Planning • Narrative • Rhetoric • Concession • Language techniques
		Reading:	• Reading of *Refugee Boy* • Reading of associated texts i.e. newspaper articles	• Reading of selection of war poems included in the Scheme of Work • Reading of associated texts i.e. letters from the trenches	• Reading of archetypal texts including extracts from *From Russia with Love, Jane Eyre, Arabian Nights, To Kill a Mockingbird*

				• Reading of non-fiction articles about ethical food consumption, including *What if Everyone Went Vegan?*
	Writing:	• Suggested creative writing: refugee journal • Checkpoint and main assessments as below	• Possible note-taking activities around trench warfare videos • Suggested creative writing: letters responding to *Who's for the Game?* • Checkpoint and main assessments as below	• Making notes and guided reflection on lesson content • Composing a character introduction • Planning arguments • Main assessment as below
	Oracy:	• Discussion of refugees and asylum, including preconceptions and assumptions • Predictions about the narrative • Discussing representation of asylum seekers in the media	• Discussion of notions of honour and dignity • Discussions about the relative merits of different poems and their similarities and differences • Suggested discussion about the effects of poetic technique	• Discussion of gender roles in literature and in today's world • Recognition of character archetypes in film and story • Discussion of topics including ethical foods
	NUMERACY	• Discussion of asylum statistics	• Discussions around metre, in particular iambic pentameter in *Dulce*	• Identifying and creating statistics to reinforce argument
Digital Strategy		• Teacher iPads to screen mirror, modelling work and annotating scripts	• Teacher iPads to screen mirror, modelling work and annotating scripts	• Teacher iPads to screen mirror, modelling work and annotating scripts
Home Learning		•	•	•

	Composite Assessment											
Impact		Date:	Week 3 Week 6	Content:	Assessment 1: Refugee journal Assessment 2: Courthouse setting	Date:	Week 2 Week 4	Content:	Checkpoint assessment: Bayonet Charge Main Assessment: *Dulce et Decorum Est*	Date:	Week 3 Week 6	Content:	Checkpoint assessment: Character introduction Main Assessment: Synthetic meat