

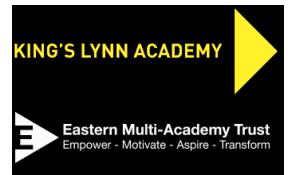


# Curriculum Narrative

<b>Subject: English</b>	<b>Year: 8</b>	<b>Author: MJO</b>
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Key Knowledge <i>Pupils will know</i>	Key Skills <i>Pupils will be able to</i>
<p><b>Key Threshold Concepts:</b></p> <p><i>Critically appreciate different text types</i></p> <p><i>Understand the different contexts of literary works</i></p> <p><i>Consolidate and develop grammatical knowledge to support writing</i></p> <p><i>Understanding bias in language</i></p>	<p><b>Subject Skills:</b></p> <p>How to read and write about different literary genres</p> <p>How to write in different genres – reflecting on audience and purpose</p> <p>How to structure an essay commenting on evidence, including closed book analysis</p> <p>How to use discourse markers and linked paragraphs</p> <p>Individual, peer and group presentations</p> <p>How to write persuasively.</p>

<p><b>Subject Specific Knowledge and Sequencing:</b></p> <ul style="list-style-type: none"> <li> <p><b><i>The Adventures of Sherlock Holmes</i></b>            What kind of Character is Sherlock Holmes?            Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals</p> </li> <li> <p><b><i>The Tempest</i></b>            How is Caliban presented in the extract and in the rest of the play?            The Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states</p> </li> <li> <p><b><i>Animal Farm</i></b>            How and why does the farm fail in Animal Farm?             Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption</p> </li> <li> <p><b><i>Writing for Pleasure</i></b> includes discreet grammar teaching</p> </li> </ul>	<p><b>Prerequisites and Spiral Teaching:</b></p> <ul style="list-style-type: none"> <li>Students will have increased understanding of genre conventions</li> <li>Key areas of literary history and heritage</li> <li>Variety of different text types</li> <li>Understanding the constructed nature of literary text</li> <li>Understanding of the relationship between texts and the societies in which they were produced</li> <li>Building on analysing the language of the text to understand the writer at work</li> </ul>
<p><b>Cross-Curricular Knowledge Links:</b></p> <p><i>Geography – Colonialism; Italian states</i></p> <p><i>History –Scientific developments in the Victorian Era; class and society in Victorian England; Elizabethan England and colonialism</i></p> <p><i>Drama- soliloquy and Monologue</i></p>	



**Reading Lists / Sources / Reading around the subject recommendations:**

- The Adventures of Sherlock Holmes- Arthur Conan Doyle
- The Tempest- William Shakespeare
- Animal Farm- George Orwell
- Reading for Pleasure Texts
- Personal Reading Choices