



# ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Learning overview for (subject): English			Year group: 8	
			'Beyond Ourselves – Understanding Identity and Responsibility'	
Term	Key topics / scheme of work	What pupils will learn: (Prior assessment may alter starting point & content)	Key skills used:	How will this learning be assessed?
1	Novel – 'Animal Farm'	<ul style="list-style-type: none"><li>• Exploring Identity and the self: <b>Reading.</b></li><li>• Fast Reading opportunity.</li><li>• Analysis of language and structure to evaluate characters' sense of responsibility and actions.</li><li>• Build on KS2 reading comprehension strategies.</li><li>• Link to GCSE - Literature Paper 2 sections A and B.</li><li>• Fast Reading opportunity to encourage a love of reading.</li></ul>	<ul style="list-style-type: none"><li>• Build on language and structure analysis from Year 7.</li><li>• Build on KS2 reading comprehension skills, making inferences to self, other texts and globally.</li><li>• Opportunities to analyse character development, themes and plot to produce an analytical Literature essay.</li></ul>	Practice and final assessment analytical Literature writing task.  Adaptive teaching/ongoing teacher assessment.  Homework.





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2	Fiction C1 Reading and Writing – Dystopian Genre	<ul style="list-style-type: none"> <li>• Exploring Identity and the self: <b>Reading and Writing</b> description of place.</li> <li>• Building on Term 1's <i>Animal Farm and the theme of dystopia</i>.</li> <li>• <b>Extracts from:</b> <i>'The Road'</i>; <i>'Road to Nowhere'</i>  <i>'Never Let Me Go'</i>  <i>'The Hunger Games'</i></li> <li>• Link to GCSE Language Component 1 – narrative writing and reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of paragraphs and organisational features in writing.</li> <li>• Development of descriptive and language techniques to create a dystopian description of setting.</li> <li>• Development of Language C1 analytical reading skills through the selection of quotes, tracking of tension across a text and the impact of language used by the writer.</li> </ul>	<p>Practice and final assessment C1 fiction reading and narrative writing task.</p> <p>Adaptive teaching/ongoing teacher assessment.</p> <p>Homework.</p>
3	Fiction C1 Reading – Conflict	<ul style="list-style-type: none"> <li>• Identifying Identity: <b>Reading</b>.</li> <li>• Link to GCSE Language Component 1 – narrative writing and reading.</li> <li>• Build upon last term's analytical reading skills to select and analyse information from an extract.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of Language C1 analytical reading skills through the selection of quotes, tracking of tension across a text and the impact of language used by the writer.</li> <li>• Identify implicit and explicit information in a text.</li> <li>• Identify and analyse how writers create tension.</li> <li>• Analyse how language is used to influence the reader. Identify language techniques.</li> </ul>	<p>Practice and final assessment C1 fiction reading task.</p> <p>Adaptive teaching/ongoing teacher assessment.</p> <p>Homework.</p>
4	Non-Fiction Writing – Crime Writing	<ul style="list-style-type: none"> <li>• Developing Identity: <b>Writing</b> – persuasive piece based on ideas from reading.</li> <li>• Link to <b>GCSE Language</b> Component 2 – persuasive writing.</li> </ul>	<ul style="list-style-type: none"> <li>• How to structure non-fiction writing – letter.</li> </ul>	<p>Practice and final assessment persuasive writing task.</p>





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		<ul style="list-style-type: none"><li>• Texts to consider the appeal of the crime genre across time, as well as addressing issues around crime and punishment.</li></ul>	<ul style="list-style-type: none"><li>• Development of paragraphs and organisational features in writing for effect.</li><li>• Development of persuasive and language techniques to persuade a reader.</li><li>• Securing use of punctuation for accuracy and fluency.</li></ul>	Adaptive teaching/ongoing teacher assessment.  Homework.
5	Poetry – Identity	<ul style="list-style-type: none"><li>• Identifying Identity: <b>Reading.</b></li><li>• Build on Y7 work on different forms of poetry, knowledge of how technique and words create meaning.</li><li>• Link to GCSE Literature Paper 2 section B.</li><li>• Fast Reading opportunity: start with themes and introduce 'big ideas'.</li></ul>	<ul style="list-style-type: none"><li>• Build on poetry and reading comprehension skills from Shakespearean sonnets in Year 7 through analysis of language.</li><li>• Explore different forms of poetry and the poet's use of language to portray identity.</li></ul>	Practice and final assessment analytical Literature writing task.  Adaptive teaching/ongoing teacher assessment.  Homework.
6	Narrative Writing – Building a Character	<ul style="list-style-type: none"><li>• Creating Identity: <b>Narrative Writing.</b> assessment task.</li><li>• Clear links back to the Conflict unit.</li><li>• Love of reading</li><li>• Link to GCSE - Language Component 1 – narrative writing.</li></ul>	<ul style="list-style-type: none"><li>• How to plan a story.</li><li>• Use of paragraphs and organisational features in writing.</li><li>• Development of descriptive and language techniques to create an effective character.</li><li>• Securing use of punctuation for accuracy and fluency.</li></ul>	Practice and final assessment narrative writing task.  Adaptive teaching/ongoing teacher assessment.  Homework.

