



English



Archdiocese of Liverpool

Curriculum intent:

English has a pre-eminent place in education and in society. A high quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them, leading to further understanding across diverse cultural, national, age and gender boundaries, thus empowering pupils' empathy for others. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature especially, plays a key role in such development. Reading also enables pupils to flourish, acquiring knowledge and understanding, building on what they know as well as enriching their understanding of what they may not yet have experienced. All the skills of language are essential to participating fully as a valuable member of society.

Year 8

TERM 1

Content

Linguistic and Literary Heritage

Crime and Punishment

Concepts and Skills

As pupils begin their study of English in Y8, they consider the deep roots of our linguistic heritage. Through the study of the origins of English and language change over time, pupils access and appreciate works such as Beowulf and The Canterbury Tales, considering how these works are evidence of an English which continues to evolve and change. Pupils also learn about semantic change and influences of technology on our language, using technical vocabulary to articulate an understanding of this. Through this unit pupils also have opportunities to work both creatively and analytically, consolidating their use of subject-specific vocabulary and the writers' craft.

In the second half term, pupils work with a series of texts linked thematically around ideas of crime and punishment. Through core texts including short stories and poetry, pupils explore ideas such as morality, repentance, and justice, considering ways in which writers portray these concepts through character, language devices, and literary form.

Throughout every term of Y8, pupils revisit and consolidate foundational skills such as spelling, punctuation, grammar and handwriting. These skills are largely supported holistically through curriculum design but are also explicitly covered in dedicated literacy lessons throughout the year.

TERM 2

Animal Farm

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In the spring term, pupils study a satirical allegorical novella, Animal Farm, through which they develop an understanding of dystopian societies and totalitarian regimes. As they delve into the analysis of characters and plot, pupils consider Orwell's belief that power can act as a corruptive force, exploring contextual links to the Russian Revolution. Throughout, pupils begin to appreciate the importance of rhetoric, as they discover the power of logos, ethos and pathos, and utilise these features in their own oracy and persuasive writing.

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TERM 3

The Natural World

The Tempest

In the summer term, pupils explore a range of fictional texts from the Romantic movement, whilst developing an understanding of the Age of Enlightenment and the Industrial Revolution. They encounter several writers such as William Blake, William Wordsworth and Charles Dickens. Pupils are also given the opportunity to be creative using their imaginations to explore the depths of emotion when considering the sublime power of nature.

Pupils then go on to study Shakespeare's The Tempest as they explore themes of power, relationships, loss, colonialism, and the value of forgiveness. Revisiting their understanding of language change, pupils begin to appreciate and understand the complexities of Early Modern English through Shakespeare's craft, as they begin to closely analyse the power of language as a means of expression.

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