



Autumn Term

Romeo and Juliet by William Shakespeare

This unit looks at *Romeo and Juliet* by William Shakespeare. Pupils think about the theme of conflict and how characters develop and change during the play. They look at the part played by different characters in the final outcome of the story through a courtroom drama to hot seat characters using the text as evidence to support their ideas. Pupils plan and write an alternative ending, using the writing milestones alongside their understanding of the play to guide them.

Non-Fiction Writing

Pupils will revise the non-fiction text types they were exposed to during KS2, alongside some new text types. They will explore the use of features such as formal and informal language, the active and passive voice and bias, and consider the effect these have on the reader. They will select a topic of their choice from an extensive list and research it using a variety of sources. Pupils will make this topic the focus of various text types, of which they will compose a selection of their own. Towards the end of the unit, pupils will compose a non-chronological report in the style of First News's 'Big Debate'.

Spring Term

Pre 20th Century Mystery Stories

Pupils read a series of short mystery stories and extracts by pre 20th century authors. They comment on the historical and social contexts that they were written in and the language used to create suspense. Pupils look for clues in texts and back up their ideas with evidence from the text. They are also given the opportunity to act in role, question suspects as well as predict endings to stories. Finally, pupils use the techniques identified to plan, write and level their own mystery story.

The Other Side of Truth by Beverley Naidoo

Pupils study how people from different countries and cultures live. They comment on political oppression, immigration and the implications of freedom of choice. Pupils empathise with characters and consider how they would react in the same situation. They act in role, produce speeches, write diary entries and make predictions. Pupils end the module with a discussion piece 'The truth' using quotes from the text and the PEEL technique to support.

Summer Term

AQA Poetry Anthology: Love and Relationships

This unit aims to introduce pupils to the skills required to study poetry, in preparation for their GCSE English poetry units. The unit explores the multi-faceted theme of 'love and relationships' from the AQA GCSE Poetry Anthology. The weekly structure allows pupils the opportunity to explore the poem through annotation and discussion, before producing a creative response to the poem. Towards the end of the unit, they answer a GCSE-style essay question based on a poem they have studied, using the SMILE and PETAL techniques to support them.

Fairy Tales

Pupils read and explore a wide variety of fairy tales. They discuss the common features of fairy tales and compare different versions of the same traditional story from authors such as Angela Carter, Phillip Pullman and The Brothers Grimm. They consider the stories from different perspectives and re-write them as different characters. Towards the end of the unit, they plan, draft and write up their own fairy tale, focussing on structure, characterisation and the use of V.C.O.P within their work.

English Curriculum - Year 7



During 2-3 sessions of Reciprocal Reading per week, pupils read and discuss the following texts: Stormbreaker by Anthony Horowitz; Goodnight Mr Tom by Michelle Magorian; Harry Potter by JK Rowling; The Demon Headmaster by Dick King Smith; The Chronicles of Narnia by CS Lewis; Boy by Roald Dahl. **These texts will be rotated around the classes.**

English Curriculum - Year 8



Autumn Term

Oliver Twist by Charles Dickens

Pupils research the poverty, cruelty and class system of Victorian Britain. They study the story of Oliver Twist and empathise with his and other characters. They act and evaluate scenes. Pupils understand why Dickens made the language choices he did in a series of tasks to consolidate their understanding. Pupils review the book considering an alternative ending that they will produce as a graphic novel.

Heroes and Villains

This unit is designed to introduce pupils to a wide variety of heroes and villains - mythical, fictional and real life. The unit asks pupils to justify what makes a hero or villain, and why. Each week has a different focus and exposes pupils to a wide range of English skills with a focus on both reading and writing and with many opportunities for speaking and listening. There is a focus on analysing language through close interpretations of quotes and pupils explore poetry, fiction, non-fiction and media throughout the unit.

Spring Term

Wonder by RJ Palacio

This unit looks at the novel Wonder by R.J.Palacio. During the module, pupils read the novel and explore the key themes within it, thinking about how society treats people who are 'different'. They discuss and explore life mottos or 'precepts' and debate their accuracy and relevance in our society. They use the text as evidence to support their ideas and views. Their final assessment task is to write a piece of extended writing discussing a chosen 'precept' in depth. They will also produce a creative response inspired by their chosen precept.

OCR Poetry Anthology: Youth and Age:

This unit builds upon the skills introduced during Year Seven to study poetry in preparation for their GCSE English poetry units. The unit explores the theme of 'youth and age' from the OCR GCSE Poetry Anthology. The weekly structure allows pupils the opportunity to explore the poem through annotation and discussion, before producing a creative response to the poem. Towards the end of the unit, they answer a GCSE-style essay question based on a poem they have studied, using the SMILE and PETAL techniques to support them.

Summer Term

'The Boy in Striped Pyjamas':

Pupils make notes on and discuss the text, retrieving specific information to answer questions and make predictions. They use clues from the text and Internet research to consolidate their understanding of the Auschwitz camp. Pupils make distinctions between the writer's point of view and that of the characters. They recognise the narrative voice and understand the effect 'Bruno's' voice has on the story.

Non-Fiction presentations

During this unit, pupils investigate different types of text on a chosen theme. They develop their research and note-taking skills, critically compare texts and then channel all they have learnt into their own presentation on their chosen topic. Finally, they deliver their presentation to an audience as well as take in the presentations of their peers, which they critically analyse.

English Curriculum - Year 8



During 2-3 sessions of Reciprocal Reading per week, pupils read and discuss the following texts: Holes by Louis Sachar; Skellig by David Almond; Flour Babies by Anne Fine; selected articles from the latest edition of First News. **These texts will be rotated around the classes.**