

English Knowledge from Year 7:

- Reading skills: themes, conventions, making inferences and referring to evidence, predict, question, clarify, summarise, figurative language and vocabulary acquisition.
- Writing skills: writing to entertain (four-part story structure), writing to persuade (world structure), using figurative and rhetorical devices, technical accuracy.

English Year 8: Ourselves

1

Autumn Term 1

The Monster in the Mirror
How does Gothic literature expose our fears?

- *The Yellow Wallpaper* by Charlotte Perkins Gilman
- Gothic literature
- 19th century attitudes towards women and mental health
- Four-part story structure: setting and character

2

Autumn Term 2

The Monster in the Mirror
How does Gothic literature expose our fears?

- *The Yellow Wallpaper* by Charlotte Perkins Gilman
- Gothic literature
- 19th century attitudes towards women and mental health
- Four-part story structure: flashback and return to the scene



3

Spring Term 1

Fighting for Our Rights
How can writers challenge normalised ideals?

- Environment: How can we protect our world?
- Poverty: How can we be socially responsible?
- Poetry and non-fiction related to our rights
- Rhetorical transactional writing WORLD structure: speech



4

Spring Term 2

Fighting for Our Rights
How can writers challenge normalised ideals?

- Poverty: How can we be socially responsible?
- Refugees: How can society be more inclusive?
- Poetry and non-fiction related to our rights
- Rhetorical transactional writing WORLD structure: speech



5

Summer Term 1

Wayward Souls
How can we rebel against society's confinements?

- William Shakespeare
- 'Romeo and Juliet' – tragic play
- Violence and rebellion
- Revisit narrative writing, using the play as a stimulus.



6

Summer Term 2

Reflect and Review

- Reflect and improve on key reading and writing skills
- Review vocabulary
- Review core knowledge
- Abridged Shakespearean tragedies



Skills Development:

- Develop our reading skills: vocabulary acquisition, understand increasingly challenging texts, making inferences and referring to evidence, exploring figurative language.
- Develop our writing skills: plan, draft, edit and proof-read our writing, write a story to entertain, write a speech to persuade, use figurative language, use rhetorical devices, technical accuracy.
- Develop our spoken language skills: read aloud, rehearse and perform plays and poetry, participate in debates to develop our own opinions.
- Big ideas: perception, reality, fear, equality, justice, power, rebellion, masculinity, relationships.

TOPICS TAUGHT ACROSS ENGLISH:

OURSELVES

- How does Gothic literature expose our fears?
- How can writers challenge normalised ideals?
- How can we rebel against society's confinements?
- How can I review my learning?

