| | SUBJECT | English | | Year | 8 | SUMMARY CURRICULUM PLAN |

Subject content (What will be covered)	As a result, what students should know /understand	What students should be able to do	How students will be assessed	By when (Half term 1 > 6)
• Character, themes and context of a 19th Century text • Features of persuasive and discursive writing • Features of speech writing and skills of giving a speech • CIEG: skills of writing formal and transactional texts for an audience • SMSC: moral, social and cultural issues surrounding 19th Century society and modern day society. The need to give to charity in modern times	• Why Dickens wrote 'A Christmas Carol' an understanding of Victorian Society and the context in which the novella was written (social commentary) • Plot, character and themes in 'A Christmas Carol' • An understanding of the conventions of discursive writing and persuasive charity leaflets	• Write analytically about character, theme, context; • Analyse language and structure devices in both fiction and non-fiction texts; • Create their own fiction and non-fiction texts	• Reading assessment based on an extract from A Christmas Carol • Reading assessment based on analysing language and structure devices in a charity leaflet • Writing assessment – write a speech and give a speech • Writing assessment - imaginative writing	End of term 2
• Characters, themes and context of a Shakespeare text: Romeo and Juliet • Features of review and letter writing • CIEG: skills of writing formal and transactional texts for	• Why Shakespeare wrote 'Romeo and Juliet' an understanding of Elizabethan Society and the context in which the novella was written (social commentary) • Plot, character and themes in 'Romeo and Juliet' • An understanding of the conventions of letter writing	• Write analytically about character, theme, context; • Analyse language and structure devices in both fiction and non-fiction texts; • Create their own fiction and non-fiction texts	• Reading assessment based on an extract from Romeo and Juliet • Reading assessment based on analysing language and	End of term 4

• an audience • SMSC: moral, social and cultural issues surrounding Shakespearean society and modern day society. • **Context, language, structure, SPAG**	and review writing		structure devices in a non-fiction text linked to key theme • Writing assessment – write a letter • Writing assessment - write a review	
• Analysing and evaluating a range of different poems from different cultures and traditions • Creative and Imaginative writing • CIEG – writing for purpose – descriptive and comparative • SMSC - celebrating other cultures; social issues of immigration, slavery, segregation and identity	• How poets use language and structure to shape meaning for the reader • The background of the poets themselves (context) and how this influences what they write • How to effectively structure imaginative writing	• Engage thoughtfully with language, making independent interpretations • Use PQA in essay • Use a variety of sentence structures and make effective vocabulary and punctuation choices in imaginative writing	• Using studied poems as a basis for pieces of creative writing *Writing Assessment* • Writing an essay comparing two of the poems studied *Reading Assessment* • P4C • *Speaking and Listening Assessment*	End of half term 6