

Year 8 Overview 2024-25 (English)

Date	Week	Assess	Units Studied & Learning Outcomes								
8 Weeks / 38 Days			UNIT 1: Tales Through Time (9 Weeks/32 Lessons*)								
2-Sep ¹	A	1	<p>Students will explore a range of myths, legends, fables, ballads and poems from writers such as Chaucer, Aesop, and Tennyson – much taken from the Literary Heritage, and spanning centuries. Students will enjoy and compare the collection of texts in relation to the theme of conflict. Equally, they will produce creative writing based on a time they did something wrong.</p> <p>Learning Outcomes: GW: Students understand and recognise different types of narrative hooks. BI: Students use and apply the characteristics of narrative hooks. EW: Students evaluate the impact of varied narrative hooks.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y7)</th> <th style="width: 33%;">Now (Y8)</th> <th style="width: 33%;">Next (Y9)</th> </tr> </thead> <tbody> <tr> <td>Comment on the language especially figurative devices, and the effect on the potential reader. Introduce the chronological story-arc structure to plan narratives.</td> <td>Show appreciation of the language particularly symbolism and motifs, and performance poetry (oral narrative). Appreciate the differing impacts of a variety of narrative hooks.</td> <td>Analyse the language closely using subject terminology accurately and analyse the purpose and reader. Explore the merit of adapting narrative structure for effect.</td> </tr> </tbody> </table>			Prior (Y7)	Now (Y8)	Next (Y9)	Comment on the language especially figurative devices, and the effect on the potential reader. Introduce the chronological story-arc structure to plan narratives.	Show appreciation of the language particularly symbolism and motifs, and performance poetry (oral narrative). Appreciate the differing impacts of a variety of narrative hooks.	Analyse the language closely using subject terminology accurately and analyse the purpose and reader. Explore the merit of adapting narrative structure for effect.
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9-Sep	B	2									
16-Sep ²	A	3									
23-Sep	B	4									
30-Sep	A	5									
7-Oct	B	6									
14-Oct	A	7									
21-Oct	B	8									
OCTOBER HALF TERM 7 Weeks / 35 Days			UNIT 2: When Disaster Strikes (10 Weeks/35 Lessons*)								
4-Nov	A	9	<p>Students will engage in a disaster themed unit of work which will see them analyse Shakespeare's 'Macbeth' - they will show understanding of the plot, characters, themes and context. Students will explore a range of non-fiction multi-modal media texts from the 21st century. All texts will focus on the disaster theme (including light-hearted texts). If time, there will be coverage of non-fiction writing also.</p> <p>Learning Outcomes: GW: Students will appropriately select quotes for discussion making apt comments. BI: Students will select a range of quotes and refer to reader/audience impact. EW: Students will analyse and evaluate quotations justifying their interpretations.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y7)</th> <th style="width: 33%;">Now (Y8)</th> <th style="width: 33%;">Next (Y9)</th> </tr> </thead> <tbody> <tr> <td>Understand Shakespeare's plays are meant to be performed. Share personal opinions with quotation to support.</td> <td>Appreciate the role and impact of a soliloquy in performance. Discuss and structure well evidenced personal arguments.</td> <td>Assess the dramatic conventions and their significance. Share personal judgements including alternate interpretations.</td> </tr> </tbody> </table>			Prior (Y7)	Now (Y8)	Next (Y9)	Understand Shakespeare's plays are meant to be performed. Share personal opinions with quotation to support.	Appreciate the role and impact of a soliloquy in performance. Discuss and structure well evidenced personal arguments.	Assess the dramatic conventions and their significance. Share personal judgements including alternate interpretations.
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11-Nov	B	ST1									
18-Nov	A	ST1									
25-Nov	B	12									
2-Dec	A	13									
9-Dec	B	14									
16-Dec	A	15									
CHRISTMAS HOLIDAY 6 Weeks / 30 Days			UNIT 3: Dystopia & Utopia (10 Weeks/35 Lessons*)								
6-Jan	B	16	<p>Students, as part of a dystopian and utopian themed unit, will explore a modern dystopian novel, <i>Flawed</i> (Ahern), covering plot, characters, context and themes. They will also study other thematically linked novels through extracts as well as some dystopian/utopian poetry. Likewise, students will explore the real world in relation to the theme using non-fiction texts e.g. 'Big Brother' pieces and protest pieces. If time, coverage of LANG C1SA skills too.</p> <p>Learning Outcomes: GW: Students share comments about the features/comparisons of the two genres. BI: Students explore the features/comparisons of both genres with supporting evidence. EW: Students evaluate the features/comparisons of the two genres with pertinent evidence.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y7)</th> <th style="width: 33%;">Now (Y8)</th> <th style="width: 33%;">Next (Y9)</th> </tr> </thead> <tbody> <tr> <td>Comment writers' use of narrative voice to present characters. Understand and apply the terms themes and genre in literature. Comment on the similarities and differences between texts.</td> <td>Form personal opinions on the writers' use of character narration. Develop understanding of the presentation of themes within texts. Discuss the similarities and differences between texts.</td> <td>Assess confidently how writers' shape characters through performance. Analyse thematic presentation through drama in relation to genre. Analyse the similarities and differences between texts.</td> </tr> </tbody> </table>			Prior (Y7)	Now (Y8)	Next (Y9)	Comment writers' use of narrative voice to present characters. Understand and apply the terms themes and genre in literature. Comment on the similarities and differences between texts.	Form personal opinions on the writers' use of character narration. Develop understanding of the presentation of themes within texts. Discuss the similarities and differences between texts.	Assess confidently how writers' shape characters through performance. Analyse thematic presentation through drama in relation to genre. Analyse the similarities and differences between texts.
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20-Jan	B	18									
27-Jan	A	19									
3-Feb	B	20									
10-Feb	A	21									
FEBRUARY HALF TERM 6 Weeks / 29 Days			UNIT 4: Dickensian (10 Weeks/35 Lessons*)								
24-Feb ³	B	22	<p>Students will delve into the Victorian period and discover what life was like for Charles Dickens and companions. It will be a context-rich unit as they explore child labour, education, enhancements in medicine and science as well the impact of the Industrial Revolution. Underpinning this unit will be an exploration of <i>Oliver Twist</i> which will see students explore the plot, characters and themes. They will use the novel as inspiration for transactional writing and play extracts for SPL opportunities.</p> <p>Learning Outcomes: GW: Students engage with the world of Dickens, the prosaic form and the Victorian Era. BI: Students make coherent links between the novel extracts and the context. EW: Students analyse and evaluate the impact of Dickens and the Victorians for today.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y7)</th> <th style="width: 33%;">Now (Y8)</th> <th style="width: 33%;">Next (Y9)</th> </tr> </thead> <tbody> <tr> <td>Introduce the origin (context) of pre-1900s prose and their features (classical/Greek period). Understand how purpose and audience influences content.</td> <td>Appreciate and recognise the features of pre-1900s prose (myths, fables and legends). Consider the style choices for different purposes and audiences.</td> <td>Assess and comment on the features of pre-1900s prose within the text. Select apt language and structure to achieve purpose and suit audience.</td> </tr> </tbody> </table>			Prior (Y7)	Now (Y8)	Next (Y9)	Introduce the origin (context) of pre-1900s prose and their features (classical/Greek period). Understand how purpose and audience influences content.	Appreciate and recognise the features of pre-1900s prose (myths, fables and legends). Consider the style choices for different purposes and audiences.	Assess and comment on the features of pre-1900s prose within the text. Select apt language and structure to achieve purpose and suit audience.
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3-Mar	A	23									
10-Mar	B	24									
17-Mar	A	25									
24-Mar	B	ST2									
31-Mar	A	ST2									
EASTER HOLIDAY 5 Weeks / 23 Days			NB: The ST2 falls prior to unit completion								
21-Apr ⁴	B	28									
28-Apr	A	29									
5-May ⁵	B	30									
12-May	A	31									
19-May	B	32									
SPRING HALF TERM 7 Weeks / 34 Days*			UNIT 4: Dickensian (10 Weeks/35 Lessons*)								
2-Jun	A	33	<p>Students will delve into the Victorian period and discover what life was like for Charles Dickens and companions. It will be a context-rich unit as they explore child labour, education, enhancements in medicine and science as well the impact of the Industrial Revolution. Underpinning this unit will be an exploration of <i>Oliver Twist</i> which will see students explore the plot, characters and themes. They will use the novel as inspiration for transactional writing and play extracts for SPL opportunities.</p> <p>Learning Outcomes: GW: Students engage with the world of Dickens, the prosaic form and the Victorian Era. BI: Students make coherent links between the novel extracts and the context. EW: Students analyse and evaluate the impact of Dickens and the Victorians for today.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y7)</th> <th style="width: 33%;">Now (Y8)</th> <th style="width: 33%;">Next (Y9)</th> </tr> </thead> <tbody> <tr> <td>Introduce the origin (context) of pre-1900s prose and their features (classical/Greek period). Understand how purpose and audience influences content.</td> <td>Appreciate and recognise the features of pre-1900s prose (myths, fables and legends). Consider the style choices for different purposes and audiences.</td> <td>Assess and comment on the features of pre-1900s prose within the text. Select apt language and structure to achieve purpose and suit audience.</td> </tr> </tbody> </table>			Prior (Y7)	Now (Y8)	Next (Y9)	Introduce the origin (context) of pre-1900s prose and their features (classical/Greek period). Understand how purpose and audience influences content.	Appreciate and recognise the features of pre-1900s prose (myths, fables and legends). Consider the style choices for different purposes and audiences.	Assess and comment on the features of pre-1900s prose within the text. Select apt language and structure to achieve purpose and suit audience.
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16-Jun	A	35									
23-Jun	B	36									
30-Jun ⁶	A	37									
7-Jul	B	38									
14-Jul	A	39									
*21-22/7/25 INSET converted to 6 x Twilight											

1. 2/9/24 INSET (In School) + 3/9 Y7 ONLY
2. 19/9/24 INSET (Open Evening)

3. 24/2/25 INSET (In School)
4. 21/4/25 Bank Holiday (Easter Monday)

5. 5/5/25 Bank Holiday (Easter May)
6. 4/7/24 INSET (SJB Trust)