

## Year 8 Our Day Out

<b>National Curriculum</b> - Meet the requirements of the National Curriculum	<b>Knowledge</b>	<b>Flourishing Citizens</b> - Enable students to understand themselves; manage themselves and value themselves and others - Enable students to make sound and considered decisions using their knowledge and understanding of a wide range of subjects	<b>Cross Curricular</b> Enable students to make meaningful connections between the subjects they learn and to apply their knowledge in a range of contexts	<b>Vocabulary Development</b> - Furnish students with the language they need to articulate their ideas, develop their understanding across all subjects and communicate successfully in and beyond school through reading across all subjects	<b>Cultural Capital</b> - Take students beyond their own experience and enhance their understanding of the world - Enable students to see the real life applications of their subject knowledge and skills	<b>Opportunities for Success</b> - Enable students to experience success, recognise their achievements and maximise their potential
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Read increasingly challenging material</li> <li>- learning new vocabulary, relating it explicitly to known vocabulary</li> <li>- knowing the audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>- knowing how language, including figurative language, vocabulary choice, grammar, text structure presents meaning</li> <li>- understanding how the work of dramatists is communicated effectively through performance</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-writing for a wide range of purposes and audiences, including:</li> <li>-stories, scripts, poetry</li> <li>- a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</li> <li>-applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- improvising, rehearsing and performing play scripts</li> </ul>	<ul style="list-style-type: none"> <li>- Conventions of a modern play script</li> <li>- know how to adapt language to convey emotion and atmosphere within character dialogue</li> <li>- understand stage directions</li> <li>- dramatic terminology</li> </ul>	<ul style="list-style-type: none"> <li>- Explore a range of healthy and unhealthy relationships (family, friendship and romantic)</li> <li>- Explore and understand emotions linked to deprivation and poverty as well as wealth and privilege &amp; reactions to this</li> <li>- To explore the position of children and young people in society and the history of ideas about intelligence and attainment at school</li> <li>- Explore and define own definitions of kindness, social class and intelligence</li> <li>-Demonstrate empathy and understanding of the position of another person.</li> </ul>	<p>History – Liverpool as a world centre for trade, Toxteth Riots, changes in education system since 1970s.</p> <p>Geography – Liverpool – urban regeneration. Tourism in 21<sup>st</sup> Century. Architecture.</p> <p>PSHCE – seeing how others manage their emotions, criminality, risky behaviours, adolescence, differing family structures.</p> <p>All subjects – conventions of formal letter writing, research skills,</p>	<ul style="list-style-type: none"> <li>- Read the entire play script</li> <li>- Listen to first person depictions of Toxteth riots on podcast and You Tube.</li> <li>-Examination of selected sections of Liverpool FC and Everton FC websites</li> <li>- Dialect specific words from the play</li> <li>- Conventions for stage directions and associated language</li> <li>-Use newly learnt vocabulary in own play scripts</li> </ul>	<p>Discussion about Liverpool idols – The Beatles, Gerry and the Pacemakers. The Albert Docks. Aintree &amp; Grand National.</p> <p>Liverpool architecture – the ‘Three Graces’ and associated history and information</p> <p>Conway Castle – fact finding for homework task.</p> <p>Willy Russel investigation</p>	<ul style="list-style-type: none"> <li>-Homework tasks</li> <li>-Comparative and/or analytical paragraphs/essays</li> <li>-Formative reading and writing opportunities</li> <li>-Class discussion, including sharing of personal experiences</li> <li>-Paired classwork</li> <li>-Small group and class discussion</li> <li>-Development of understanding of historical and cultural context</li> <li>-Dramatic performance</li> <li>- Creation of dramatic script</li> <li>-Speaking and listening opportunities</li> <li>-Class Charts achievements</li> </ul>

## Year 8 Dystopian Genre

<b>National Curriculum</b> - Meet the requirements of the National Curriculum	<b>Knowledge</b>	<b>Flourishing Citizens</b> - Enable students to understand themselves; manage themselves and value themselves and others - Enable students to make sound and considered decisions using their knowledge and understanding of a wide range of subjects	<b>Cross Curricular</b> Enable students to make meaningful connections between the subjects they learn and to apply their knowledge in a range of contexts	<b>Vocabulary Development</b> - Furnish students with the language they need to articulate their ideas, develop their understanding across all subjects and communicate successfully in and beyond school through reading across all subjects	<b>Cultural Capital</b> - Take students beyond their own experience and enhance their understanding of the world - Enable students to see the real life applications of their subject knowledge and skills	<b>Opportunities for Success</b> - Enable students to experience success, recognise their achievements and maximise their potential
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Read increasingly challenging material</li> <li>- learning new vocabulary, relating it explicitly to known vocabulary</li> <li>- knowing the audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>- knowing how language, including figurative language, vocabulary choice, grammar, text structure presents meaning</li> <li>- understanding how the work of dramatists is communicated effectively through performance</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-writing for a wide range of purposes and audiences, including:</li> <li>-stories, scripts, poetry</li> <li>- a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</li> <li>-applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- participate in structured discussions</li> </ul>	<ul style="list-style-type: none"> <li>- What is a dystopia</li> <li>- What are the key features of a dystopia</li> <li>- How do dystopias link to our world today</li> <li>- How do writers use dystopias to comment on our world today</li> </ul>	<ul style="list-style-type: none"> <li>- how to question/challenge and change groups in power</li> <li>- understand the value of freedom and free speech</li> <li>- understand the impact of developing technologies such as CCTV, mobile phones, social media</li> <li>- understand basic human rights</li> </ul>	<p>PSHE – social media use and reliance, government control, surveillance and monitoring</p> <p>RE – morality and ethics around how society is controlled</p> <p>Science – global warming and climate control</p>	<p>Wider reading of whole novels recommended.</p> <p>Key terminology of dystopias.</p> <p>Understand the language of power and control</p> <p>Understand how to use language to effectively challenge injustice</p>	<ul style="list-style-type: none"> <li>- To understand how challenges to authority are perceived and potential consequences in the wider world, other cultures and countries.</li> <li>- To allow students to explore potential issues in our world today and how these might develop</li> <li>- Allow students to look at the right to freedom in our lives and some of the freedoms we take for granted</li> </ul>	<ul style="list-style-type: none"> <li>-Homework tasks</li> <li>- analytical paragraphs/essays</li> <li>-Formative reading and writing opportunities</li> <li>-Class discussion, including sharing of personal experiences</li> <li>-Paired classwork</li> <li>-Small group and class discussion</li> <li>-Development of understanding of historical and cultural context</li> <li>-Speaking and listening opportunities</li> <li>-Class Charts achievements</li> </ul>

## Year 8 – Victorian Literature

<b>National Curriculum</b> - Meet the requirements of the National Curriculum	<b>Knowledge</b>	<b>Flourishing Citizens</b> - Enable students to understand themselves; manage themselves and value themselves and others - Enable students to make sound and considered decisions using their knowledge and understanding of a wide range of subjects	<b>Cross Curricular</b> Enable students to make meaningful connections between the subjects they learn and to apply their knowledge in a range of contexts	<b>Vocabulary Development</b> - Furnish students with the language they need to articulate their ideas, develop their understanding across all subjects and communicate successfully in and beyond school through reading across all subjects	<b>Cultural Capital</b> - Take students beyond their own experience and enhance their understanding of the world - Enable students to see the real life applications of their subject knowledge and skills	<b>Opportunities for Success</b> - Enable students to experience success, recognise their achievements and maximise their potential
<b>Reading</b> - Read increasingly challenging material - learning new vocabulary, relating it explicitly to known vocabulary - knowing the audience for and context of the writing and drawing on this knowledge to support comprehension - knowing how language, including figurative language, vocabulary choice, grammar, text structure presents meaning - understanding how the work of dramatists is communicated effectively through performance  <b>Writing</b> -writing for a wide range of purposes and audiences, including: -stories, scripts, poetry - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters -applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	- Contextual knowledge of the Victorian Period - key differences/divides in Victorian society - impact of Industrial Revolution - knowing how to apply contextual knowledge to analytical writing - knowledge of language used in Victorian Literature and how language has changed	- Explore and understand deprivation and poverty as well as wealth and privilege in Victorian Literature - Explore and define social class and prejudice and expectations linked to appearance and social class - explore the role and treatment of children in Victorian Literature and the differences to our world today.	History – Victorian England and the Industrial Revolution  Geography – The place and development of London and other major cities. Industrialisation, pollution, health.  GCSE English Language – reading unseen fiction and non-fiction  GCSE English Literature – preparation for 19 <sup>th</sup> Century text.	- Read the extract from a range of texts  - Discuss specific words from the time period and how language has changed and developed  - Develop student confidence in approaching text with unfamiliar vocabulary and decoding unknown words	- Trip to Industrial Museum Leeds (Link History)  - understand how our world has changed  - applying language decoding skills to texts across all subjects  -	-Homework tasks -Comparative and/or analytical paragraphs/essays -Formative reading and writing opportunities -Paired classwork -Small group and class discussion -Development of understanding of historical and cultural context -Speaking and listening opportunities -Class Charts achievements

## Year 8 – Strong Opinions

<b>National Curriculum</b> - Meet the requirements of the National Curriculum	<b>Knowledge</b>	<b>Flourishing Citizens</b> - Enable students to understand themselves; manage themselves and value themselves and others - Enable students to make sound and considered decisions using their knowledge and understanding of a wide range of subjects	<b>Cross Curricular</b> Enable students to make meaningful connections between the subjects they learn and to apply their knowledge in a range of contexts	<b>Vocabulary Development</b> - Furnish students with the language they need to articulate their ideas, develop their understanding across all subjects and communicate successfully in and beyond school through reading across all subjects	<b>Cultural Capital</b> - Take students beyond their own experience and enhance their understanding of the world - Enable students to see the real life applications of their subject knowledge and skills	<b>Opportunities for Success</b> - Enable students to experience success, recognise their achievements and maximise their potential
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Read increasingly challenging material</li> <li>- learning new vocabulary, relating it explicitly to known vocabulary</li> <li>- knowing the audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>- knowing how language, including figurative language, vocabulary choice, grammar, text structure presents meaning</li> <li>- understanding how the work of dramatists is communicated effectively through performance</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-writing for a wide range of purposes and audiences, including:</li> <li>- a range of other non-narrative texts, including arguments, and formal letters</li> <li>-applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- giving short speeches and presentations, expressing their own ideas</li> <li>- participating in formal debates and structured discussions</li> </ul>	<ul style="list-style-type: none"> <li>- features of articles, letters, speeches, and essays</li> <li>- Relevant, topical knowledge of current key issues and debates in the world</li> <li>- appropriate rhetorical devices</li> <li>- how to adapt language for a particular audience</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate empathy and understanding of the position of another person.</li> <li>- consider and appreciate viewpoints both similar and differing to their own</li> <li>- learn how to appropriately challenge and respectful discuss differing viewpoints</li> </ul>	<p>All subjects – conventions of formal letter writing, research skills</p> <p>Opinion pieces and debates may link to political topics (history/PSHCE/RE)</p> <p>Logic/valid arguments (philosophy/RE)</p>	<ul style="list-style-type: none"> <li>- discuss and teach the language of rhetoric</li> <li>- subject terminology for persuasive techniques developed</li> <li>- read a range of newspaper articles and identify unfamiliar vocabulary</li> <li>- examine how language can be used to manipulate and subtly coerce</li> </ul>	<ul style="list-style-type: none"> <li>- examine the language and conduct of professional speakers – e.g. house of commons, journalists in differing newspapers</li> <li>- topics covered allow students to experience viewpoints on debates previously not considered</li> <li>- discuss careers in persuasion (law, sales, advertising, journalism)</li> </ul>	<ul style="list-style-type: none"> <li>-Homework tasks</li> <li>-Formative writing opportunities</li> <li>-Class discussion, including sharing of personal experiences</li> <li>-Paired classwork</li> <li>-Small group and class discussion</li> <li>-Speaking and listening opportunities</li> <li>-Class Charts achievements</li> </ul>

## Year 8 Power Poems

<b>National Curriculum</b> - Meet the requirements of the National Curriculum	<b>Knowledge</b>	<b>Flourishing Citizens</b> - Enable students to understand themselves; manage themselves and value themselves and others - Enable students to make sound and considered decisions using their knowledge and understanding of a wide range of subjects	<b>Cross Curricular</b> Enable students to make meaningful connections between the subjects they learn and to apply their knowledge in a range of contexts	<b>Vocabulary Development</b> - Furnish students with the language they need to articulate their ideas, develop their understanding across all subjects and communicate successfully in and beyond school through reading across all subjects	<b>Cultural Capital</b> - Take students beyond their own experience and enhance their understanding of the world - Enable students to see the real life applications of their subject knowledge and skills	<b>Opportunities for Success</b> - Enable students to experience success, recognise their achievements and maximise their potential
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Read increasingly challenging material</li> <li>- learning new vocabulary, relating it explicitly to known vocabulary</li> <li>- knowing the audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>- knowing how language, including figurative language, vocabulary choice, grammar, text structure presents meaning</li> <li>- understanding how the work of dramatists is communicated effectively through performance</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-writing for a wide range of purposes and audiences, including:</li> <li>-stories, scripts, poetry</li> <li>- a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</li> <li>-applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>improvising, rehearsing and performing poetry</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to identify and explore a range of poetic techniques.</li> <li>- Know how power has been presented in poetry</li> <li>- the impact that power has</li> <li>- the role power plays in human relationships</li> <li>- Know how to make comparisons</li> </ul>	<ul style="list-style-type: none"> <li>- managing emotions in healthy/unhealthy ways</li> <li>- consider how and why we treat others in certain ways</li> <li>- using power to protect others and feeling powerless to help others</li> <li>- understanding of parent/child relationships</li> <li>- the role of power in relationships</li> </ul>	<p>Poems often link to powerful political and historical figures</p> <p>Poems studied from a range of literary periods (historical context taught where relevant)</p> <p>Science – impact of humans on nature/environment</p> <p>Geography - places mentioned in poems.</p>	<p>Explicitly teach subject terminology for poetry</p> <p>Examine layers of meaning in language</p> <p>Discuss the precision of language in poetry – why words are chosen and their power</p>	<ul style="list-style-type: none"> <li>- impact of humans on the environment.</li> <li>- the role of the government/propaganda and power over us</li> <li>- understand the link between ballads and music /lyrics</li> </ul>	<ul style="list-style-type: none"> <li>-Homework tasks</li> <li>-Comparative and/or analytical paragraphs/essays</li> <li>-Formative reading and writing opportunities</li> <li>-Class discussion, including sharing of personal experiences</li> <li>-Paired classwork</li> <li>-Small group and class discussion</li> <li>-Development of understanding of historical and cultural context</li> <li>-Speaking and listening opportunities</li> <li>-Class Charts achievements</li> </ul>

## Year 8 Crime/Detective Fiction

<b>National Curriculum</b> - Meet the requirements of the National Curriculum	<b>Knowledge</b>	<b>Flourishing Citizens</b> - Enable students to understand themselves; manage themselves and value themselves and others - Enable students to make sound and considered decisions using their knowledge and understanding of a wide range of subjects	<b>Cross Curricular</b> Enable students to make meaningful connections between the subjects they learn and to apply their knowledge in a range of contexts	<b>Vocabulary Development</b> - Furnish students with the language they need to articulate their ideas, develop their understanding across all subjects and communicate successfully in and beyond school through reading across all subjects	<b>Cultural Capital</b> - Take students beyond their own experience and enhance their understanding of the world - Enable students to see the real life applications of their subject knowledge and skills	<b>Opportunities for Success</b> - Enable students to experience success, recognise their achievements and maximise their potential
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Read increasingly challenging material</li> <li>- learning new vocabulary, relating it explicitly to known vocabulary</li> <li>- knowing the audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>- knowing how language, including figurative language, vocabulary choice, grammar, text structure presents meaning</li> <li>- understanding how the work of dramatists is communicated effectively through performance</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-writing for a wide range of purposes and audiences, including:</li> <li>-stories, scripts, poetry</li> <li>- a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</li> <li>-applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> </ul>	<ul style="list-style-type: none"> <li>- Key features of detective genre</li> <li>- Contextual factors around the development of the crime genre</li> <li>- Knowledge of key writers and characters within the crime/detective genre</li> <li>- Knowledge of plot and structural features within the crime/detective genre</li> </ul>	<ul style="list-style-type: none"> <li>- understanding and recognising factors leading to crime</li> <li>- empathy with people in different situations and the challenges they face</li> <li>- consider their own responsibility to vulnerable people</li> <li>- gender stereotypes and crime</li> </ul>	<p>History – Crime and Punishment</p> <p>Forensic science and crime</p> <p>PSHE – keeping yourself safe (“stranger danger” to online threats)</p> <p>Drama</p>	<p>Language of crime fiction genre</p> <p>Development of language from Victorian crime stories to modern crime stories</p> <p>Using language to build atmosphere and setting</p>	<ul style="list-style-type: none"> <li>- career roles linked to managing crime (gender stereotypes and overcoming these)</li> <li>- insight into how charities fundraise and support the vulnerable</li> <li>- explore stereotypes around “baddies” and “goodies”</li> </ul>	<ul style="list-style-type: none"> <li>-Homework tasks</li> <li>-Comparative and/or analytical paragraphs/essays</li> <li>-Formative reading and writing opportunities</li> <li>-Class discussion, including sharing of personal experiences</li> <li>-Paired classwork</li> <li>-Small group and class discussion</li> <li>-Development of understanding of historical and cultural context</li> <li>-Speaking and listening opportunities</li> <li>-Class Charts achievements</li> </ul>

