Curriculum Sequencing - Year 8



Year 9 Autumn Term 1: Words That Burn			bot	How it links to what will be studied:
Topics covered:		How it links to what has been studied		How it links to what will be studied:
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 Spoken word poetry on the topics of: Identity and being yourself Racism LGBTQ+ issues Feminism Writing to persuade and argue. How to present/ deliver to an audience. 		Students will have studied poetry at primary school, but also in Year 7 through the 'Going Global' unit, and the 'Gothic' unit in Year 8.		 Students will continue to explore how writers and characters express themselves, alongside ideas of oppression, throughout Year 9 when they study Dystopian Fiction, The Tempest, and a range of fiction and non-fiction texts from the 19th century onwards. Students will study a collection of poems entitled Worlds and Lives as part of the English Literature GCSE, many of which focus on
			Г	similar themes and ideas.
identity diversity nationality culture empathy religion oppression society equality patriarchy racism feminism opinion belief rhetoric intentions analyse compare		 Key skills: Understand and explain the surface and deeper meanings of poetry. Analyse key linguistic and structural choices made by writers. Discuss and explore the effect that context has on a text, developing empathy. Debate issues around identity, race and gender, listening and responding to the contribution of others respectfully through questioning and feedback. 		
Assessment focus			Revision	
Students will deliver a spoken language presentation in class based on a piece of written work - they will be able to choose whether this			• <u>I</u>	KS3 BBC Bitesize - Writing Slam and Spoken Word Poetry

Why we study it:

is a speech or a piece of their own poetry.

- The English Department are dedicated to promoting respect and an awareness of the cultural experiences of others through the texts that we study.
- Additionally, students will study a collection of poems with similar themes entitled Worlds
 and Lives as part of the English Literature GCSE, making links and comparisons between
 the poems.

BBC Teach - Making a Great Speech
 BBC Teach - Referencing other texts to

• BBC Teach - Inside the Writer's Mind

help you as a writer

Mastery in this subject

Students will be able to:

- Verbally express complex and sophisticated ideas and feelings using an insightful and highly original repertoire of vocabulary.
- Organise and structure their talk using a deliberate range of strategies to engage and intrigue the audience.
- Adapt their writing tone, style and register to match the purpose, form and audience of a task, using extensive and ambitious vocabulary with sustained crafting of linguistic devices.
- Critically evaluate texts with perceptive and insightful flair; analyse the effects of a range of writers' choices in a complex and sustained way.

Topics covered:

- Inference, summary and synthesis of nonfiction texts.
- Comparing the viewpoints and perspectives of two writers from different time periods.
- Writing to inform, explain, advise, argue and persuade.

How it links to what has been studied before:

- In KS2, students will have developed non-fiction writing skills including writing to advise, argue and persuade. They have then built on these throughout KS3 in a range of writing tasks.
- Students have been exposed to a range of modern and 19th Century non-fiction texts throughout KS3 English, as well as through reading The Day through the tutor programme.

How it links to what will be studied:

- This exam paper forms 50% of a student's English Language GCSE grade.
- In Section A, candidates read two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.
- In Section B, candidates produce a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

Key words: Key skills: Infer ideas from two texts from viewpoint perspective purpose form different centuries, Identifying and audience pathos summarising the writers' varying logos experiences. ethos summarise inference Analyse key linguistic and structural choices made by writers analyse compare argue persuade to express their viewpoints. **Assessment focus Revision tips** Relevant English Language AOs for this paper:

AO1 (Section A):

- identify and interpret explicit and implicit information and ideas.
- select and synthesise evidence from different texts.
- AO2 (Section A): Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
- AO3 (Section A): Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
- **AO5** (Section B): Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- AO6 (Section 6): Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Set a four minute timer and try this!

- Read any newspaper or magazine article and identify the PURPOSE, AUDIENCE and FORM. The Day is a good resource for non-fiction texts (link below).
- Seneca Learning: English Language
- **BBC Bitesize Analysing Non-Fiction**
- The Day (Username: WorthingTD Password: WorthingTD)

Why we study it:

The aim of this Language Paper 2 is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. Students then develop their own ability to express a viewpoint in the writing section of the paper, which is a transferable skill that students can carry forward into their academic and professional lives post-GCSE.

Mastery in this subject

Students will be able to:

- Show perceptive and/ or detailed synthesis and interpretation of both texts in the form of a summary.
- Demonstrate a detailed and perceptive understanding of language through analysis and the sophisticated and accurate use of subject terminology.
- Compares ideas and perspectives in a perceptive way, using judicious details from texts to analyse how writers' methods are used.
- Communicate clearly and effectively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organise information and ideas, using structural and grammatical features to support coherence and
- cohesion of texts.
- Write using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.



