

Bishop Wordsworth's School
English Department

Y8 TERM 1: ANIMAL FARM

AO1 : Reading, understanding and responding to texts; maintaining a critical style, using textual references

AO2: Analysing language, form and structure using relevant subject terminology

AO3: Understanding the relationship between texts and contexts

**Literature:
40 marks**

'Animal Farm' - George Orwell



**Bishop Wordsworth's School
English Department**



Y8 TERM 1: ANIMAL FARM

THE LOWDOWN

Through the study of one of the greatest political novels of the C20th, students learn how to respond to an extract-to-whole-text-task.

THE TEXTS

'Animal Farm' - George Orwell

THE TASK

Having studied the novel, students respond to a theme or aspect of a chosen extract from the novel. They then widen discussion out to discuss the text as a whole.

Bishop Wordsworth's School
English Department

Y8 TERM 2: THE STRUGGLE AGAINST PREJUDICE

**AO1 - Synthesising
information**

**AO2 - Analysing language
and structure**

**AO3 - Comparing writers'
perspectives**

across two or more texts

**AO5 - Finding and
organisationing material**

**AO6 - Controlling technical
accuracy: spelling,
vocabulary, punctuation,
grammar and expression.**

Language:

Reading and

Writing Non-

Fiction

40 + 40 marks

**Non-fiction extracts exploring
racial intolerance and injustice**



**Bishop Wordsworth's School
English Department**



Y8 TERM 2: THE STRUGGLE AGAINST PREJUDICE

THE LOWDOWN

There is no context in which racism can be tolerated. Students study a range of non-fiction writing which shows them the world through the eyes of those who have encountered discrimination. They go on to explore their own ideas and learn how the oppressed and their oppressors tell their own stories.

THE TEXTS

A short anthology of extracts from non-fiction texts exploring racial tension and injustice.

THE TASK

Students respond to four comprehension / analysis questions on two non-fiction texts, one of which will be new to them.

Bishop Wordsworth's School
English Department

Y8 TERM 3: **'ROLL OF THUNDER, HEAR MY CRY'**

**AO1 : Reading, understanding
and responding to texts;
maintaining a critical style,
using textual references**

**AO2: Analysing language,
form and structure using
relevant subject terminology**

**AO3: Understanding the
relationship between texts
and contexts**

**Literature:
Whole text (fiction)
40 marks**

**'Roll of Thunder, Hear My Cry' by
Mildred C Taylor**



**Bishop Wordsworth's School
English Department**



Y8 TERM 3: 'ROLL OF THUNDER'

THE LOWDOWN

The work in Term 4 has introduced students to the theme of racial tolerance, as well as this tough and moving story of a family's struggles with racist counterparts in 1930s America. This term, students learn how to select appropriate sections from the novel in order to plan and build a whole text response, consolidating the skills introduced in Term 2 of Year 7.

THE TEXTS

'Roll of Thunder, Hear My Cry' by Mildred C Taylor

THE TASK

Students plan and find evidence for a four-part essay, the title of which they are given in advance. They then prepare a response, which they produce under timed, closed-book conditions.

Bishop Wordsworth's School
English Department

Y8 TERM 4: ABOUT A BOY

**AO1 : Reading,
understanding and
responding to texts;
maintaining a critical style,
using textual references.**
**AO2: Analysing language,
form and structure using
relevant subject terminology**
**AO3: Understanding the
relationship between text
and contexts**

**Literature:
Unseen Poetry
40 marks**

**An anthology of poems about being
male in a modern world**



**Bishop Wordsworth's School
English Department**



Y8 TERM 4 ABOUT A BOY

THE LOWDOWN

Students read and discuss a range of poems written across the ages regarding perceptions of masculinity. Developing skills acquired in Year 7, they learn about more advanced poetic techniques, how to evaluate poetry, and how poets explore concepts of being male in a modern world.

THE TEXTS

An anthology of poems, ranging from C19th to C21st.

THE TASK

Under timed conditions, students repond to an unseen poem about being male.

Bishop Wordsworth's School
English Department

Y8 TERM 5:

'LOVE'S HEAVY BURDEN' - ROMEO AND JULIET

AO1 : Reading, understanding and responding to texts; maintaining a critical style, using textual references

AO2: Analyse language, form and structure using relevant subject terminology

AO3: Showing understanding of the relationship between texts and contexts

Literature:

Pre-C20th Drama

40 marks

**'Romeo and Juliet' -
William Shakespeare**



**Bishop Wordsworth's School
English Department**



Y8 TERM 5: 'LOVE'S HEAVY BURDEN' ROMEO AND JULIET

THE LOWDOWN

As they study one of Shakespeare's most universal tragedies, students focus on the character of Romeo. They learn how to plan, structure and write a response to an extract-to-whole-text question that they are given in advance.

THE TEXTS

'Romeo and Juliet' by William Shakespeare

THE TASK

An extract-to-whole-text essay question about Romeo's changing emotions over the course of the play.

Bishop Wordsworth's School
English Department

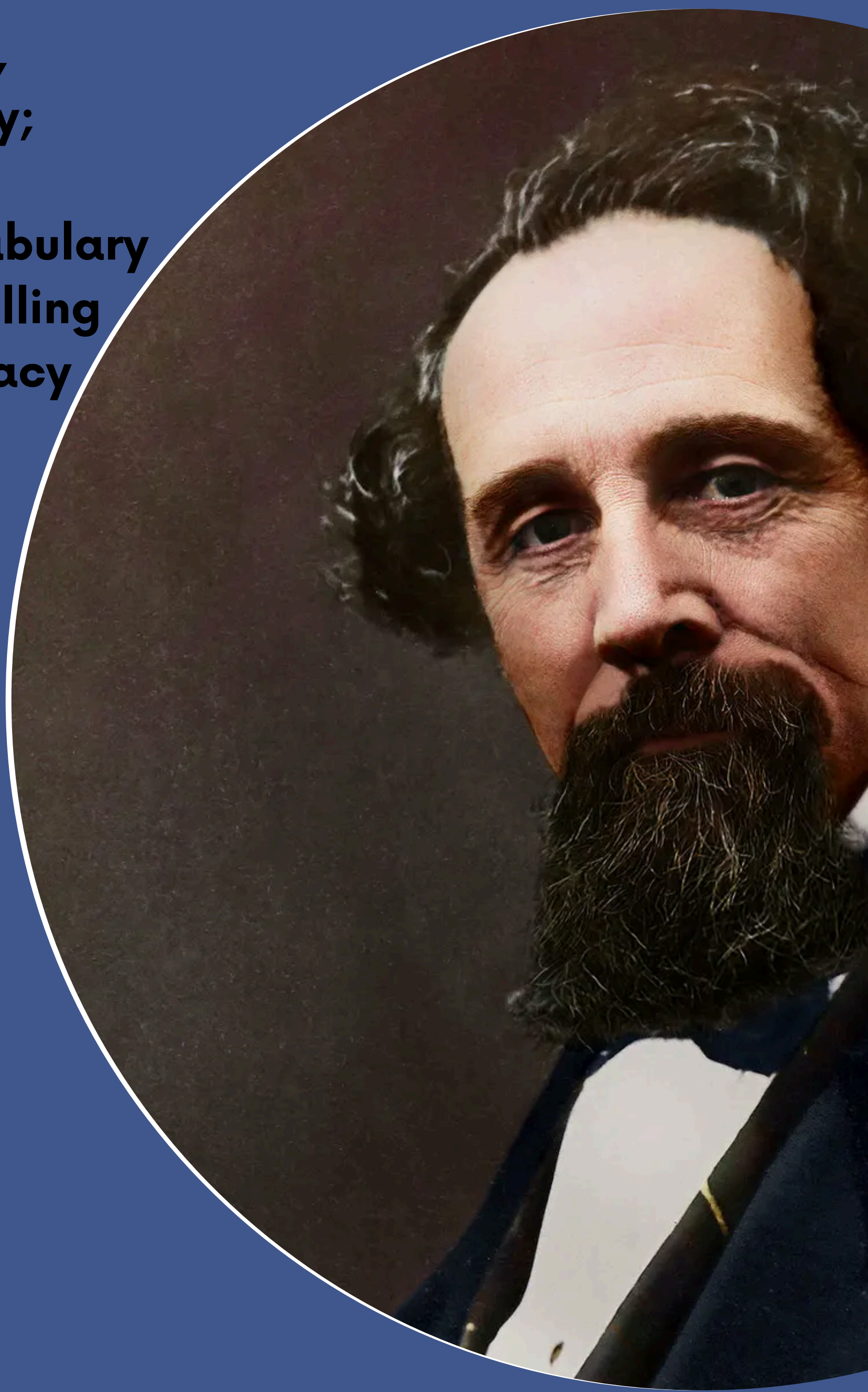
Y8 TERM 6: **DICKENS: MASTER STORYTELLER**

**AO5 - Communicating clearly,
effectively and imaginatively;
organising ideas**

**AO6 - Using a range of vocabulary
and sentence structures; spelling
and punctuating with accuracy**

**Language:
Creative Writing
40 marks**

**Stimulus: Extracts from fiction
and non-fiction written by
Charles Dickens**



**Bishop Wordsworth's School
English Department**



Y8 TERM 6: DICKENS: MASTER STORYTELLER

THE LOWDOWN

Charles Dickens remains one of the most popular writers in the English language. Students study extracts from Dickens' novels as well as a selection of his non-fiction writing. By focusing on settings and characters, they learn to apply his craft to their own pieces of writing - in a decidedly Dickensian style!

THE TEXTS

A selection from the works of Charles Dickens, including 'Nicholas Nickleby' and 'Great Expectations'.

THE TASK

Students write the opening of a novel or short story inspired by Dickens' writing. They should include aspects of setting and character in their final pieces.