



# ENGLISH Y8 CURRICULUM AND ASSESSMENT MILESTONES DOCUMENT

## YEAR 8 CURRICULUM MILESTONES: ENGLISH

<p><b>Unit 1:</b> <b>8.1 The Individual in Society</b></p>	<p>Pupils will learn new vocabulary and understand through the help of context            Make inferences about different poems and refer to evidence in the poems            Pupils will be able to recognise a range of poetic conventions            Pupils will be able to make critical comparisons across different poems, both seen and unseen</p>
<p><b>Unit 2:</b> <b>8.2 The Gothic We have always lived in the castle (novel)</b></p>	<p><b>Reading:</b>            Pupils will read a full challenging text            They will track characters, plot and themes across the full text            Pupils will know how language and organisational features present meaning.            Pupils will make in depth analysis of the language used  <b>Writing:</b>            Pupils will be able to plan, draft and edit a piece of gothic writing            Pupils will amend vocabulary and grammar to ensure overall effectiveness.</p>
<p><b>Unit 3</b> <b>8.3 Writing about Writers</b></p>	<p><b>Reading:</b>            Pupils will explore develop their understanding of different texts and genres by exploring novels, speeches, letters and religious extracts from the 17th century onwards.            Pupils will explore prior knowledge and recap the gothic to highlight the importance of historical knowledge for in depth analysis of language.            Students will have knowledge of how language features, such as vivid imagery, anecdotes and facts increase the believability of a speech  <b>Writing:</b>            Pupils will be able to identify the effects of persuasive techniques to construct in depth, analytical PEARL responses– focusing on writers' intentions.            Pupils will also be able to plan, draft and edit speeches and personal accounts of events as part of practicing creative writing in preparation for Q5 GCSE English Language.</p>
<p><b>Unit 4</b> <b>8.4 Language and Power (Julius Caesar)</b></p>	<p>Pupils will study their second Shakespeare play            Pupils will learn new vocabulary            Pupils will study setting, plot and characterisation and explore the effects of these            Pupils will understand how the work of Shakespeare is communicated effectively through a performance (explore the Royal Shakespeare Company)</p>
<p><b>Unit 5:</b> <b>8.5 Allegory (Animal Farm)</b></p>	<p>Pupils will study their second novel            Pupils will know the context of the novel to check their understanding            Pupils will study the setting, plot and characterisation of the novel and link this to events that were happening at the time (capitalism)</p>

## YEAR 8 ASSESSMENT MILESTONES: ENGLISH

<p><b>Unit 1:</b></p> <p><b>8.1 The Individual in Society</b></p>	<p>Diagnostic assessment (Week three SOW)</p> <p>"How do the poets use language and structure to challenge racism and promote empowerment?"</p> <p>Students assessed on ability to produce an analytical response in which they identify explicit ideas in text, interpret implicit ideas using inference and recognise when and how writers are using language and structure to shape meaning.</p> <p>Students will also adopt taught ideas about culture, society and identity, which they will need to access broad texts across the English curriculum and Y11.</p>
<p><b>Unit 2:</b></p> <p><b>8.2 The Gothic We have always lived in the castle</b></p>	<p>Summative written assessment (Week 2): Comparison</p> <p>"How does the author present Merricat Blackwood as an unreliable narrator?"</p> <p>Students will be initially supported through metacognition and a lesson of planning will be introduced with strategies they can adopt before students take part in the assessment.</p> <p>They will be assessed on exploring how the author presents the main character as an unreliable narrator. They will be expected to explore language techniques and bias to identify, analyse and produce a response with alternative interpretations and connotations of phrases to strengthen their responses and make it concise and clear.</p> <p>After Whole class feedback, students will have a feedback lesson where they are supported in improving their analysis through a new extract.</p>
<p><b>Unit 3</b></p> <p><b>8.3 Writing about Writers</b></p>	<p>Summative written assessment (Week 5):</p> <p>"Why did Equiano feel the need to write his own personal accounts of slavery?"</p> <p>Students will be introduced to the history of the transatlantic slave trade and the personal accounts of slaves.</p> <p>They will then explore Equiano's experiences and how his use of anecdotes affected his works towards the abolition of slavery to produce and construct analytical responses using PEARL structure – focusing on writers' intentions. Students will be able to identify and analyse the persuasive techniques and language features Equiano uses to present his account.</p> <p>Metacognition is a thread that students are encouraged to follow as students are instructed to think about what their next steps would be in producing their response.</p> <p>Teachers will mark the assessment across two weeks and a feedback lesson is structured within the scheme of work for students to address misconceptions and support their growth through effective and tailored feedback.</p>
<p><b>Unit 4</b></p> <p><b>8.4 Language and Power (Julius Caesar)</b></p>	<p>Diagnostic assessment (Week seven SOW)</p> <p>Students will complete retrieval questions, Comprehension and Vocabulary questions and skills questions that explore the linguistic knowledge students have retained across the year.</p> <p>Students will mark their assessments in class using green pen and file their assessments in their assessment folder.</p>

**Unit 5:****8.5 Allegory  
(Animal  
Farm)**

## Creative writing assessment

Pupils are introduced to a picture prompt and are encouraged using a robust and accessible planning process to observe key details (such as the field, gate, farm setting) and think about potential story elements (characters, events, atmosphere).

Pupils will first write their initial drafts based on their plans. After drafting, they will produce four paragraphs in assessment conditions.

Teachers will mark the assessment across two weeks and a feedback lesson is structured within the scheme of work for students to address misconceptions and support their growth through effective and tailored feedback.

Pupils will gain a deeper understanding of creative writing, particularly interpreting the picture prompt following a clear structure to produce a strong creative extract with vivid details and use of language features such as imagery and metaphors.

This also links to the GCSE curriculum as students are practicing and developing key skills that support future learning (GCSE English language, Paper 1 Question 5).