

**Barnsley Academy – Year 8 English Curriculum Overview 2023-24**

Autumn Term			Spring Term			Summer Term		
	Class Focus	Homework		Class Focus	Homework		Class Focus	Homework
Week 1	<b>Dracula:</b> How does Stoker use language to characterise Count Dracula in the extracts from Chapters Two-Four?	Core Knowledge – Key Vocabulary ( <i>characterisation, exposition, mood, Gothic fiction, literary conventions, epistolary novel, superstition, supernatural, atmospheric</i> )	Week 1	<b>Social Justice Anthology:</b> What is Yousafzai’s father’s perspective on the Taliban?	Core Knowledge – Key Vocabulary ( <i>ideological, intolerance, gender equality, indoctrination, moral integrity, anecdote, imagery</i> )	Week 1	<b>Dystopian Short Stories:</b> How does the writer use language to present the building and staff? (EM/IP)	Core Knowledge – Key Vocabulary ( <i>dystopian fiction, setting, mood, symbolism, dystopia, totalitarian, fatalistic, totalitarian, tyranny, perfunctory, dehumanise, bureaucratic</i> )
Week 2	<b>Dracula:</b> How does Stoker use language to characterise Count Dracula?	Core Knowledge – Key Vocabulary ( <i>mood, Gothic fiction, literary conventions, epistolary novel, superstition, supernatural, atmospheric</i> )	Week 2	<b>Social Justice Anthology:</b> What is Yousafzai’s perspective on education/gender equality?	Core Knowledge – Key Vocabulary ( <i>resistance, activist, gender equality, sexism, anecdote, imagery</i> )	Week 2	<b>Dystopian Short Stories:</b> How does Bradbury use language and other narrative techniques to depict the dystopian world in ‘The Pedestrian’?	Core Knowledge – Key Vocabulary ( <i>exposition, characterisation, rising action, motif, symbolism, dictatorship, futuristic, paradox, stagnating, dictatorship, tyranny</i> )
Week 3	<b>Dracula:</b> Stoker presents Lucy’s character in chapter sixteen as being possessed and in need of redemption. Do you agree?	Core Knowledge – Key Vocabulary ( <i>symbolism, climax, redemption, stertorous</i> )	Week 3	<b>Social Justice Anthology:</b> What is Angelou’s perspective on the encounter with the receptionist?	Core Knowledge – Key Vocabulary ( <i>normalising/normalised, racism, dialogue</i> )	Week 3	<b>Dystopian Short Stories:</b> How does the writer use language to describe the city at night and Leonard’s feelings about walking at night?	Core Knowledge – Key Vocabulary ( <i>rebellion, societal norms, oppression, futuristic, mood, repressed, oppressive</i> )
Week 4	<b>Dracula:</b> In chapter 21, there is a sense that Dracula is unstoppable. Do you agree?	Core Knowledge – Key Vocabulary ( <i>aquiline, pallor, stertorous, melodramatic, prodigious, supernatural, malignant</i> )	Week 4	<b>Social Justice Anthology:</b> What is Stephenson’s perspective on civil rights?	Core Knowledge – Key Vocabulary ( <i>racism, activist, resistance, civil rights, normalised, acceptance, short sentence, one-line paragraph</i> )	Week 4	<b>Dystopian Short Stories:</b> How does the writer present the Tyrannosaurus Rex?	Core Knowledge – Key Vocabulary ( <i>exposition, characterisation, rising action, motif, symbolism, dictatorship, futuristic, paradox, stagnating, dictatorship, tyranny</i> )
Week 5	<b>Creative Writing:</b> Structure	Core Knowledge – Key Vocabulary ( <i>characterisation, Set the Scene, Pathetic Fallacy</i> )	Week 5	<b>Creative Writing:</b> Sentence openers	Core Knowledge – Key Vocabulary ( <i>adverb, adjective, preposition</i> )	Week 5	<b>Dystopian Short Stories:</b> How does the writer create a sense of mystery?	Core Knowledge – Key Vocabulary ( <i>characterisation, foreshadowing, perfunctory, interminably, societal norms, nihilistic</i> )
Week 6	<b>Creative Writing:</b> Structure	Core Knowledge – Key Vocabulary ( <i>Flashback, catalyst, dialogue</i> )	Week 6	<b>Creative Writing:</b> Sentence openers	Core Knowledge – Key Vocabulary ( <i>subordinate clause, subordinate simile</i> )	Week 6	<b>Dystopian Short Stories:</b> How does Jackson use narrative techniques in the exposition to set up the beginning of her story as seemingly innocent?	Core Knowledge – Key Vocabulary ( <i>characterisation, foreshadowing, setting, exposition</i> )
Week 7	<b>Richard III:</b> How does Shakespeare characterise Richard III in the opening scene of the play?	Core Knowledge – Key Vocabulary ( <i>history play, villainy, amoral, usurp, villainy, treacherous, amoral, Machiavellian</i> )	Week 7	<b>Social Justice Anthology:</b> What are Hayden’s, Reynolds’ and Knan’s perspectives on being transgender?	Core Knowledge – Key Vocabulary ( <i>normalised, acceptance</i> )	Week 7	<b>Creative Writing:</b> Sentence openers and forms	Core Knowledge – Key Vocabulary ( <i>simple, compound, complex</i> )
Week 8	<b>Richard III:</b> How does Shakespeare further characterise Richard in Act I Scene II?	Core Knowledge – Key Vocabulary ( <i>corrupt, villainous, charismatic, Machiavellian</i> )	Week 8	<b>Social Justice Anthology:</b> What is Winterson’s perspective on authenticity?	Core Knowledge – Key Vocabulary ( <i>authenticity, acceptance, autobiography, dialogue, short sentences, one-line paragraphs</i> )	Week 8	<b>Creative Writing:</b> focus on misconceptions – punctuation, sentence forms/openers, ambitious vocabulary	Core Knowledge – Key Vocabulary ( <i>multi-clause, semi-colon list</i> )
Week 9	<b>Richard III:</b> How does Shakespeare use Acts II and III in the play to convey the theme of evil in the play?	Core Knowledge – Key Vocabulary ( <i>usurp, depose, ambition, slain, kinsmen, villainous, amoral, corrupt, usurper, Machiavellian</i> )	Week 9	<b>Creative Writing:</b> Sentence forms	Core Knowledge – Key Vocabulary ( <i>simple, compound, complex</i> )	Week 9	<b>Creative Writing and Dystopian Short Stories:</b> Independent Practice	Core Knowledge – Key Vocabulary ( <i>all above mentioned</i> )
Week 10	<b>Richard III:</b> The lamentation scene (Act IV Scene IV) serves an important purpose in the play. Do you agree?	Core Knowledge – Key Vocabulary ( <i>usurper, corrupt, tyrant, villainous, Machiavellian, amoral</i> <i>Key Terminology: rhyming couplets, aside</i> )	Week 10	<b>Creative Writing:</b> Sentence forms	Core Knowledge – Key Vocabulary ( <i>multi-clause, semi-colon list</i> )	Week 10	<b>Social Justice Poetry:</b> What is Osundare’s message in ‘Not My Business’?	Core Knowledge – Key Vocabulary ( <i>abuse of power, collective responsibility, activist, refrain, imagery, metaphor</i> )
Week 11	<b>Richard III:</b> How does Shakespeare present the theme of vengeance and justice in Act V Scene III of the play?	Core Knowledge – Key Vocabulary ( <i>soliloquy, destiny, vengeance, justice</i> )				Week 11	<b>Social Justice Poetry:</b> How does Lola use imagery and metaphor to convey her message? ‘For Those Who Listen When Courage Calls’	Core Knowledge – Key Vocabulary ( <i>activist, glass ceiling, ignorance, othering/othered, imagery, metaphor, simile</i> )
Week 12	<b>Creative Writing:</b> Ambitious Vocabulary	Core Knowledge – Key Vocabulary ( <i>gothic, emotive language</i> )				Week 12	<b>Social Justice Poetry:</b> What is Shelley’s message in ‘England in 1819’?	Core Knowledge – Key Vocabulary ( <i>polemic, homophobia, plosive sounds</i> )
Week 13	<b>Creative Writing:</b> Ambitious Vocabulary	Core Knowledge – Key Vocabulary ( <i>characterisation, pathetic fallacy</i> )				Week 13	<b>Social Justice Poetry:</b> What is Blake’s message in ‘The Chimney Sweeper’?	Core Knowledge – Key Vocabulary ( <i>exploitation, emotive language</i> )
Week 14	<b>Richard III:</b> Independent Practice	Core Knowledge – Key Vocabulary ( <i>usurp, depose, ambition, slain, kinsmen, villainous, amoral, corrupt, usurper, Machiavellian</i> )				Week 14	<b>Social Justice Poetry:</b> What is Angelou’s message in ‘Caged Bird’?	Core Knowledge – Key Vocabulary ( <i>oppression, metaphor/extended metaphor</i> )
Week 15	<b>Creative Writing:</b> Independent Practice	Core Knowledge – Key Vocabulary ( <i>characterisation, pathetic fallacy, catalyst, dialogue</i> )						
Assessment	<b>Mid-Year UL Assessment</b>		Assessment			Assessment	<b>End of Year UL Assessments</b>	