



YEAR 8 2023-24 Autumn TERM 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Travel

Curriculum Intent

In addition to working further on objectives from Year __, pupils will be taught, following National Curriculum guidelines, the following this term:

Reading

Pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
 - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
 - English literature, both pre-1914 and contemporary, including prose, poetry and drama
 - Shakespeare (two plays)
 - seminal world literature
 - choosing and reading books independently for challenge, interest and enjoyment.
 - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
 - understand increasingly challenging texts through:
 - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
 - making inferences and referring to evidence in the text
 - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
 - checking their understanding to make sure that what they have read makes sense.
 - read critically through:
 - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
 - recognising a range of poetic conventions and understanding how these have been used
 - studying setting, plot, and characterisation, and the effects of these
 - understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
 - making critical comparisons across texts

Skills/National Curriculum Links

- studying a range of authors, including at least two authors in depth each year.

Writing


Pupils should be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through:
- writing for a wide range of purposes and audiences, including:
 - well-structured formal expository and narrative essays
- stories, scripts, poetry and other imaginative writing
 - notes and polished scripts for talks and presentations
 - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
 - summarising and organising material, and supporting ideas and arguments with any necessary factual detail
 - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
 - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
 - plan, draft, edit and proof-read through:
 - considering how their writing reflects the audiences and purposes for which it was intended
 - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

Grammar and vocabulary

Pupils should be taught to:

- consolidate and build on their knowledge of grammar and vocabulary through:
- extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts
- studying the effectiveness and impact of the grammatical features of the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects

	<ul style="list-style-type: none"> ▪ knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English ▪ using Standard English confidently in their own writing and speech ▪ discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.¹ <p>Spoken English</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ speak confidently and effectively, including through: ▪ using Standard English confidently in a range of formal and informal contexts, including classroom discussion ▪ giving short speeches and presentations, expressing their own ideas and keeping to the point ▪ participating in formal debates and structured discussions, summarising and/or building on what has been said ▪ improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. <p>Curriculum Intent</p> <p>This unit of work is to model and show a range of non-fiction text types to students, for students to know the features of each text type and adapt their own writing to suit the purpose, audience and text type accordingly. They should be refining their skills of sentence structures, organising their paragraphs, using punctuation with accuracy as well as for effect etc. Students should also be developing their personal voice, write from different points of view, engage the reader and write in the most appropriate register. They should practise and refine their non-fiction writing skills in KS3, with a view to improve further for KS4 and the writing examination question.</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Spiritual, moral, social and cultural values are represented by consideration of a range of fiction and non-fiction texts</p> <p>PSHE/British Values: Individual liberty, democracy mutual respect and tolerance are represented by the reflection on how meanings are shaped</p> <p>Skills Builder:</p> 
Numeracy	
Literacy	<p>Refer to PPTs for more detail</p> <p>Vocabulary Tier 2:</p> <p>Vocabulary Tier 3: purpose, audience, formality, register, advise, persuade, argue, advise</p> <p>Reading: articles, non-fiction articles</p> <p>Writing: travel review</p> <p>Oracy: paired, group and class discussion</p>
Becoming future ready	<p>Careers/Employability: travel writer, blogger, reviewer, journalist,</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>

<p>QFT/SEND Provision</p>	<p>By product: a range of texts accessible to all students By resource: a range of resources By Intervention: by providing different levels of supervision and support By Progressive Questioning: exploring pupils' understanding through interactive dialogue. By Grouping: according to prior attainment, gender, social preference, preferred learning style. By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. By Offering Optional Activities: In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<p>Implementation Curriculum Delivery</p>	<p>Curriculum Implementation The planned sequence of lessons will cover the core skills and knowledge. The knowledge organiser for transactional and non-fiction writing should aid students in their learning and consolidation of key words, features, concepts. There should be a focus on modelling and analysing the features texts use, as well as modelling how to plan and write texts. As students progress, they should write more independently. It would help students to keep linking texts to the 'real world' and emphasis the importance of concise, accurate communication and clear expression of ideas and point of view.</p>
<p>Learning Outcomes (Knowledge)</p>	<p>Travel non-fiction writing Within this topic, we are working on 'writing from a viewpoint' in 'real world' tasks of texts, audience and purpose; argue-letter, review-blog, advice-leaflet.</p> <p>This unit of work will cover reading some classic fiction, modern non-fiction, skills of writing for a specific audience and purpose and knowing the features of different text types. It should also revisit and consolidate some of the skills taught in Year 7. Where Year 7 focussed on language, more structure and organisation terms should be introduced and used in reading and writing.</p> <p>Students should practise their skills of reading, understanding and analysis. Reading of texts should be used as opportunities to analyse language, structure, interpret, infer, compare, summarise etc.</p> <p>This unit should work on developing personal 'voice', engaging the audience and writing using sarcasm, humour, irony, exaggeration, metaphor etc for higher ability pupils.</p> <p>Core skills:</p> <p>Reading for meaning Analysing fiction and non-fiction Writing to advise, argue and review Writing to engage specific audiences – general adults, one person, online readers Writing different text types – leaflet, letter and travel writing blog Developing personal voice Adapting formality to suit audience and purpose Using language techniques selectively, depending on the purpose.</p> <p>Core knowledge:</p> <p>Key language terminology Language features specific to text types Formal and informal register Key authors and texts</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>

Current learning to be developed in the future within:	Students will continue to read and write more challenging non-fiction texts in Year 9 – linked to literary texts, media and Crime and Punishment. Skills of accuracy, developing tone, formality, audience, viewpoint will continue to be developed in preparation for KS4.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.