



YEAR 8 2023-24 Summer TERM 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Our Day Out

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

Skills/National Curriculum Links

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
 - 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>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>Intent – This unit of work aims to familiarise the students with a modern play. It is integral the students begin to develop these skills in KS3, ready to build on them as they progress into KS4 as they will answer a question on a modern text on the GCSE Lit paper. Our intention would be that the students become familiar with the format and features of a play, how to read a play, how to plan and write an essay and how to make inferences and support with evidence. The play has a rich social, historical and cultural context, and through this unit, students will understand how to relate this context to their reading and understanding of the text. The unit also aims to develop the students Speaking and Listening skills as students consider the fact that the play is intended to be performed for an audience. The weekly homework develops the students writing skills through research activities and creating writing tasks. Teachers should encourage cross curricular links, particularly with Humanities, to develop students’ knowledge and confidence with the play.</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Spiritual, moral, social and cultural values are represented by consideration of a play in depth. PSHE/British Values: : Individual liberty, democracy mutual respect and tolerance are represented by the themes in the play.</p> <p>Skills Builder:</p> 
Numeracy	
Literacy	<p>Refer to PPTs for more detail</p> <p>Vocabulary Tier 2:</p> <p>Vocabulary Tier 3: symbolism, foreshadowing, context, dialogue, accent, dialect</p> <p>Reading:</p> <p>Writing:</p> <p>Oracy: role play a script</p>
Becoming future ready	<p>Careers/Employability: playwright, author, director, reviewer, teacher</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>

QFT/SEND Provision	<p>By product:</p> <p>By resource:</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>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.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p>Implementation – in the table below, it details how the theory (intent) should be implemented by classroom teachers. There is a sample lesson sequence (with matched resources) and information about where to find more resources if needed. As always, the implantation phase is flexible and dynamic and changes according to the needs of the class. A more bespoke lesson sequence may be needed depending on the set you are teaching but the skills and knowledge, detailed in the intent statement, are non-negotiable.</p>
Learning Outcomes (Knowledge)	<p>Core Knowledge:</p> <ul style="list-style-type: none"> • Declarative: Format and features of a play. • Declarative: Subject Terminology- Playwright, context, characterisation, dramatic irony • <u>Procedural: How to analysis language and show contextual awareness</u> • Procedural: How to plan and write an essay • Procedural: How to memorise and explode a quotation • <u>Procedural: How to make inferences and support with evidence</u> <p>Supporting Knowledge:</p> <ul style="list-style-type: none"> • Declarative: Context of Our Day Out • Declarative: Characters and plot of Our Day Out • Declarative: Key quotations from Our Day Out • Procedural: How to read a play
Current learning to be developed in the future within:	A study of a play will link to the Shakespeare text in Year 9 and GCSE, and more specifically to the modern drama text with social issues and themes.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.