

# Y8 ENGLISH



## ENGLISH AT YARDLEYS

**INTENT:** English has the ability to greatly enrich and transform lives: it helps students to express themselves, communicate accurately and interrogate information critically, allowing them to not only understand the world around them, but also to confidently and effectively contribute to it. Subsequently, in the English Department, our students journey on a progressive, knowledge-led curriculum based on the conceptual frameworks of identity, power and conflict, because we believe that these schemas can help students to broaden and deepen their knowledge, not only for success at GCSE, but more importantly, for their development as individuals that will outlast the classroom, English lessons or their time with us at Yardleys. Yes, we want them to make sense of the texts that they study, but also to use those texts (and the subject as a whole) to make sense of, add value to and advance their lives, since it is this “powerful knowledge” that has the emancipatory potential to take them beyond their present experiences, situations and communities.

## KS3 ENGLISH AT YARDLEYS

Students continue their learning journey in Year 8 through exploring the concept of power, both their own and others', and how this intersects with their knowledge and understanding of identity from Year 7

## Year 8 -POWER

	Power Poetry Anthology and Transactional Writing (Speech)	'The Merchant of Venice'	Long Writing (Power Gone Wrong)	Choice of Novel and Creative Writing
<b>SUBSTANTIVE KNOWLEDGE</b>	<p>Types of power - what is power and where does it come from / how is it formed?</p> <p>How might identity shape and impact the amount of power someone has?</p> <p>→ Through the anthology and in the students' transactional writing.</p>	<p>Power dynamics - the relationship between the powerful and powerless.</p> <p>Why do different identities have different power?</p> <p>→ The contrast between the Christian characters (and audience) and Shylock.</p>	<p>What happens when power is abused? Is there such a thing as too much power?</p> <p>How can identity be used to leverage power?</p> <p>→</p>	<p>Expressions of power (in conjunction with identity).</p> <p>→ Within the novel and the students in their creative writing.</p>
<b>DISCIPLINARY KNOWLEDGE (primary focus in capitals)</b>	<ul style="list-style-type: none"> <li>• Reading for meaning</li> <li>• LANGUAGE AND STRUCTURE analysis</li> <li>• Understanding writers' intentions and contextual influences</li> </ul> <p>Writing for accuracy, purpose and effect</p>	<ul style="list-style-type: none"> <li>• Reading for meaning</li> <li>• WHOLE TEXT analysis and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• LONG WRITING, (grammar for writing), creating an authentic authorial voice</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for meaning</li> <li>• LANGUAGE AND STRUCTURE analysis</li> <li>• Understanding writers' intentions and contextual influences</li> </ul> <p>Writing for accuracy, purpose and effect</p>