

Curriculum Planning

Year 8 Medical English

1 Year Plan

Half Term	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1: Sep – Oct	<p>Descriptive Writing</p> <ul style="list-style-type: none"> Recapping language techniques Spelling, grammar and punctuation Creating imagery 	<p>Accessible and engaging, applying the established skills of all learners. This scheme will guide students from basic description skills to focusing on crafting their language choices in preparation for GCSE (A05 and A06)</p>	<p>Links to Component 1 section B. Students learn to focus on their own writing craft and transfer this into exploring the craft of other writers and texts.</p>		<p>Opportunities to explore examples of description across a range of texts.</p>	
Half Term 2: Oct – Dec	<p>Gothic fiction</p> <ul style="list-style-type: none"> Reading and analysing characters 	<p>Students can apply their understanding of writing craft to exploring the more specific craft of writers of gothic fiction. Students will</p>	<p>Links to Component 1 section A in the GCSE Language exam. Students learn how to analyse a range of extracts</p>	<p>Exploring the gothic female. Students will develop an understanding of representations of gender</p>	<p>This scheme explores canonical literature extracts, allowing learners to</p>	<p>Miss Havisham extract depicts the impact of depression through language and how Dickens presents a</p>

	<ul style="list-style-type: none"> • Understanding 19th century society • The context of gothic literature • Exploring the effects of language 	explore a range of texts and examine how the writers have constructed prose through sequencing, language choices and gothic motifs.	using A01, A02 and A04.	throughout history and the inequality that women have been subjected to over time.	investigate language development in literature over time.	protagonist living with severe mental health issues. Opportunities to discuss mental health disorders and how these are can be stigmatised.
Half Term 3: Jan – Feb	<p>Animal Farm – a novella</p> <ul style="list-style-type: none"> • Understanding the form and purpose of the allegory • Historical and political exploration • Analysis of language • Persuasive language devices 	Students continue to develop analytical skills, compiling this with context through the novel. Learners will understand how allegories can be used as part of the writer’s craft to advocate social messages of responsibility and politics.	Learners will employ the skills required for 19 th Century Literature with a focus on A01, A02 and A03. Additionally, the novella allows students to begin to look at texts thematically as they will do across all elements of the Literature exam.	The text is a social commentary and allows students to explore political conflict and history in other parts of the world.	As an allegory, the novella provides an opportunity to explore a very different genre of texts.	
Half Term 4: Feb – April	Poetry from other cultures	Students have learned the fundamental skills to approach more	Learners will develop the disciplinary knowledge to	The scheme includes poems from different cultures and	Poetry from other cultures.	The topic of race and discrimination is explored through

	<ul style="list-style-type: none"> • Studying dialect • Understanding the term 'culture' • Reading a range of poems from other cultures • Examining the effect of poetic devices 	<p>sophisticated poetry. They will continue to explore cultural difference through the range of poems which develops their understanding of world issues, heritage and social conflict.</p>	<p>analyse poetry, both for the Poetry Anthology aspect of the literature exam as well as the mandatory Unseen Poetry section, using A01, A02 and A03.</p>	<p>explores the difference in dialect, cultures and appearance. Furthermore, there is a focus on migration and the impacts on society as well as discrimination.</p>		<p>the poetry of John Agard, This allows students to empathise with feelings of marginalisation and cultural difference.</p>
<p>Half Term 5: April – May</p>	<p>People and Places</p> <ul style="list-style-type: none"> • Reading and analysing short texts • Comparison of different texts • Understanding how rhetorical devices are used and for what purpose • Travel writing 	<p>Following on from world culture, students will focus upon transactional writing through the topic: people and places. This scheme covers aspects of transactional writing and non-fiction reading with a focus on attitudes, impressions and travel writing. Essentially,</p>	<p>Non-fiction reading and writing form the foundation of Component 2 in the GCSE exam and students will utilise A01, A02, A03, A04, A05 and A06.</p>	<p>Texts explore the differing attitudes and perspectives of the writers as well as providing knowledge of different destinations in the UK that students may or may not have visited, with insights into heritage.</p>	<p>Learners will read a wide range of non-fiction texts based around travel writing and perspectives and analyse language, vocabulary and structure.</p>	

		students begin to compare and contrast texts in preparation for Component 2.				
Half Term 6: June – July	<p>Introduction to Shakespeare</p> <ul style="list-style-type: none"> • Introduction to Elizabethan social and historical context. • Reading the play: <i>Romeo and Juliet</i> • Analysing figurative language • Applying context to analysis 	As students have developed confidence to explore a variety of text types and have gained a wider knowledge of social and historical context, they will be introduced to the more complex heritage writing of Shakespeare. They will develop an understanding of the Elizabethan era through <i>Romeo and Juliet</i> .	This will prepare students for the compulsory Shakespeare unit within the literature exam and strengthen their ability to decode complex archaic vocabulary and figurative techniques to strengthen their ability to respond to challenging text types.	Students develop an understanding of plays and play writes as well as developing knowledge of British cultural heritage. Where appropriate, students will have the opportunity to visit a theatre to watch a production of the play at the theatre.	Reading a play and understanding the differences between drama and prose writing and reading including a focus on the stage directions.	Students will be able to discuss societal developments through the exploration of patriarchy in <i>Romeo and Juliet</i> and debate the role of women in the play.