Year 8	Subject: English		Exam Specification AQA		
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	The Adventures of Sherlock Holmes	Mystery Narrative Writing	Noughts and Crosses (Play Text)	Conflict Poetry	Writers Viewpoints and Perspectives	Viewpoint and Spoken Language
Unit Length	7 Weeks	7 Weeks	6 Weeks	5 Weeks	8 Weeks	5 Weeks
Knowledge/ Skills	Key Knowledge • Detective conventions, Victorian context, clues, deduction, red herrings and suspense. • Watson's narrative viewpoint and Holmes's characterisation. Key Skills • Infer, select relevant evidence and analyse language, structure and viewpoint. Explain intended effects and relevant context; develop an independent analytical essay.	Key Knowledge • Mystery conventions, setting, character, clues and effective endings. Narrative viewpoint, sequencing and withholding information. Key Skills • Plan, draft and edit a coherent mystery. Use varied sentences, accurate punctuation, paragraphs and deliberate language techniques. Proofread spelling, including complex vocabulary.	Key Knowledge • Plot, characters and relationships; prejudice, power, inequality and conflict. • Dialogue, stage directions, dramatic tension and performance choices. Key Skills • Develop an evidence based interpretation. Analyse dramatic methods and audience effects. • Plan a balanced argument and structure an essay; rehearse contrasting performances.	Key Knowledge • Speaker, perspective and representations of conflict. • Imagery, poetic form, stanza, rhythm, repetition and relevant contexts. Key Skills • Interpret and compare poems. • Select evidence from both texts; explain similarities and differences in writers' methods and purposes. • Sustain a comparative argument.	Key Knowledge • Non-fiction forms, viewpoints, purpose, audience and context. Fact, opinion, inference, tone, rhetoric and organisation. Key Skills • Retrieve and synthesise information; analyse language and compare perspectives and methods across two texts. • Support interpretations with precise evidence.	Key Knowledge • Purpose, audience, form, register and persuasive organisation. • Spoken Standard English, tone, gesture and discussion roles. Key Skills • Write a coherent viewpoint with reasons and examples. • Edit sentences, punctuation and spelling. • Present complicated ideas convincingly; share roles, listen actively and respond thoughtfully.
Prior Learning/ End Point	Build on Year 7 prose analysis, quotation selection and inference. **End point**: an independent essay explaining how Conan Doyle creates character or mystery.	Transfer atmosphere and suspense from Year 7 Gothic writing and Holmes reading. **End point**: a revised mystery narrative with a purposeful ending.	Build on Year 7 drama and contextual interpretation. **End point**: a supported argument about character or theme, explaining dramatic choices.	Build on Year 7 poetry analysis and evidence from drama. **End point**: an essay comparing how two poets present conflict through their methods.	Transfer inference, word analysis and comparison to non-fiction. **End point**: supported comparison of viewpoints and methods in unfamiliar texts.	Build on Year 7 viewpoint speeches and this year's non-fiction reading. **End point**: controlled viewpoint writing and a rehearsed group presentation with individual responses.
Assessment Objectives	Literature AO1 and AO2; AO3 where context supports interpretation. Analysis I can grid: statements, quotations, reader effects, word choices and terminology, question focus and context.	Language AO5 and AO6. Writing I can grid: sentences, punctuation, paragraphs, language techniques and spelling. Assess purposeful organisation alongside these criteria.	Literature AO1, AO2 and AO3. Use analysis I can statements; use evaluation grid for a statement based judgement, assessing consistent evaluation, evidence and focus.	Literature AO1 and AO2; relevant context supports interpretation. Comparison grid: statements, evidence from both poems, effects and purpose, comparisons, and question focus.	Language AO1, AO2 and AO3. Use analysis and comparison I can grids for the corresponding skills. Evaluation grid is a separate critical reading check, not a Paper 2 question requirement.	Language AO5 and AO6 for writing. Spoken language skills: presenting, responding and appropriate Standard English. Apply all six spoken language I can criteria, including group roles, questions and listening.
Adapted Resources Challenge and Scaffolds	Pre-teach Victorian and detective vocabulary; chunk extracts and model fluent reading. Use guided quotation selection and sentence stems, then reduce support. Challenge through implicit interpretations and narrative reliability.	Model planning and a short opening through I do We do You do. Provide vocabulary banks and oral rehearsal. Reduce prompts as control improves; extend through carefully planted clues and structural choices.	Clarify plot and unfamiliar language before analysis. Read roles aloud and model annotation. Use scene summaries and sentence stems; extend through contrasting interpretations supported by evidence.	Check literal meaning first; provide glossaries, paired rehearsal and a comparison organiser. Model links between methods and meaning; extend through nuanced differences in purpose.	Chunk non-fiction and explicitly teach unfamiliar vocabulary. Model retrieval separately from inference and analysis. Use paired comparison tables before independent responses; extend through subtle differences in attitude.	Model form and paragraph organisation; provide oral rehearsal and editing prompts. Allocate equitable group roles and make individual adjustments. Extend through counterarguments, nuanced register and responsive discussion.

NC/Spec Coverage	**Reading**: pre-1914 short stories, inference, evidence, setting, plot, character and narrative methods. **Writing**: analytical essays and organised notes.	**Writing**: imaginative narratives for a defined audience; planning, drafting, editing and proofreading. **Grammar and vocabulary**: apply knowledge to control meaning and effect.	**Reading**: contemporary drama and alternative interpretations through performance. **Spoken English**: rehearse and perform scripts; discuss how delivery changes meaning.	**Reading**: poetic conventions and comparisons across texts. **Writing**: coherent critical essays. **Spoken English**: read and perform poetry to explore meaning.	**Reading**: challenging non-fiction; infer, support views and compare texts. **Grammar and vocabulary**: discuss register, linguistic choices and their effects.	**Writing**: arguments and scripts shaped for purpose and audience. **Spoken English**: speeches, structured discussion, building on contributions and appropriate Standard English.
Cross-Curricular Links	**History:** Victorian society. **Drama:** character and narration.	**Drama:** suspense and storytelling. **Art:** setting and visual atmosphere.	**Citizenship and RE:** dignity and equality. **Drama:** staging and performance. **History:** racial segregation and the Civil Rights Movement.	**History:** contexts of selected conflicts. **Music:** rhythm and voice.	**Citizenship:** public debate. **Media:** representation and source choices.	**Citizenship:** argument and participation. **Drama:** delivery and audience.
Assessments	Analytical essay on Sherlock Holmes. Check inference and quotation choice before writing. Reteach the main gap and apply feedback to a fresh extract.	Mystery narrative. Check plan and opening before the final draft. Pupils revise a section in green pen and explain how the change improves its effect.	Analytical essay on the play. Add a short statement based evaluation to practise the evaluation I can grid. Check plot knowledge and evidence before extended writing.	Comparative essay on conflict poetry. Check understanding of each poem before comparison. Apply feedback to a fresh pairing or stanza.	Paper 2 style reading assessment, adapted to Year 8. Check retrieval, inference, language analysis and comparison separately. Use skill grids diagnostically rather than treating their marks as GCSE totals.	Viewpoint writing plus group presentation linked to persuasion. Assess each pupil's contribution, delivery, vocabulary and gesture, group roles, responses and listening; provide rehearsal feedback first.
Catholic School/ British Values	• Justice, compassion and the rule of law. • Discuss evidence, fair judgement and individual responsibility.	• Responsibility and mutual respect. • Consider ethical choices and their consequences in an original story.	• Human dignity, solidarity and justice. • Explore discrimination critically and discuss difference respectfully.	• Compassion and peace. • Consider suffering, diverse perspectives and the human consequences of conflict.	• Truthfulness and democratic participation. • Check evidence, recognise perspective and discuss opposing views respectfully.	• Individual liberty, mutual respect and democratic participation. • Listen fairly, share responsibility and disagree respectfully.
Cultural Capital Building new horizons	• Explore the detective tradition and compare prose with a selected adaptation. • **Possible enrichment**: literary or archive workshop.	• Read contrasting mystery openings and endings. • **Possible enrichment**: creative writing workshop.	• Compare stage interpretations and consider whose voices are heard. • **Possible enrichment**: theatre visit or drama workshop.	• Encounter poets with different experiences of conflict. • **Possible enrichment**: poetry performance or poet visit.	• Read journalism, essays and speeches from different periods and perspectives. • **Possible enrichment**: journalist talk.	• Hear contrasting public speeches and practise reasoned participation. • **Possible enrichment**: debate or public speaking event.
Career Links	Author, editor, archivist and researcher.	Author, screenwriter, editor and publishing.	Playwright, actor, director and theatre production.	Poet, editor and arts programming.	Journalist, researcher, editor and communications.	Advocacy, communications, law and public speaking.
Literacy/ Numeracy Links	• Teach terminology and analytical verbs explicitly. • Practise precise quotations, inference and structured paragraphs. • Sequence events and organise evidence logically.	• Practise sentence boundaries, deliberate punctuation and paragraph shifts. • Teach spelling patterns and word roots. • Sequence clues and manage narrative chronology.	• Develop dramatic vocabulary, contextual explanation and evidence-based paragraphs. • Track scene sequence and character relationships.	• Teach comparative connectives, poetic terminology and analytical verbs. • Use stanza and line references accurately; examine rhythmic patterns where relevant.	• Teach viewpoint vocabulary, summarising and evidence selection. • Distinguish numerical evidence from unsupported claims and interpret figures in context.	• Practise cohesive argument, accurate punctuation and proofreading. • Rehearse formal vocabulary; plan speaking time and share group responsibilities fairly.