



AC1: Key Outcomes – Year 8

Curriculum: English



**Excellence.
No Excuses.**

Section	KC:	Outcomes:	How students will demonstrate success:
1	E8.1.1	Scholars will know what propaganda is.	Scholars will remember how to define “propaganda”.
	E8.1.2	Scholars will know how to read a poem for political messages.	Scholars will remember how to identify the political tone of a poem linking to one piece of evidence.
			Scholars will remember how to summarise the political message of a poem into 5 bullet points.
E8.1.3	Scholars will know how to place poetry in a historical and political time frame.	Scholars will remember how to discuss a poem in relation to its political and historical time frame – choose one example from the poem and link to a political or historical idea.	
2	E8.1.4	Scholars will know how poets use metaphors.	Scholars will remember how to define “metaphor”.
			Scholars will remember how to identify a metaphor within a poem and analyse its effectiveness.
	E8.1.5	Scholars will know how poets use similes.	Scholars will remember how to define “simile”.
			Scholars will remember how to identify a simile within a poem and analyse its effectiveness.
E8.1.6	Scholars will know how poets use semantic fields.	Scholars will remember how to define “semantic field”.	
		Scholars will remember how to identify a semantic field within a poem and analyse its effectiveness.	
E8.1.7	Scholars will know how poets use language features to align with their political message.	Scholars will remember how to analyse at least two language features for their effectiveness of presenting the poet’s message.	
3	E8.1.8	Scholars will know how poets use rhyming couplets.	Scholars will remember how to define “rhyming couplets”.
			Scholars will remember how to identify an example of rhyming couplets within a poem and analyse its effectiveness
	E8.1.9	Scholars will know how poets use enjambment.	Scholars will remember how to define “enjambment”
Scholars will remember how to identify enjambment or use of punctuation within a poem and analyse its effectiveness			
E8.1.10	Scholars will know how poets use structural features to align with their political message.	Scholars will remember how to analyse at least two structural features for their effectiveness of presenting the poet’s message	
4	E8.1.11	Scholars will know the role of the Women’s Land Army.	Scholars will remember how to explain two necessities of the Women’s Land Army
	E8.1.12	Scholars will know how to identify the voice of a poem.	Scholars will remember how to establish the voice of a poem in relation to historical and political events - link one moment of the poem to a piece of historical knowledge
			Scholars will remember how to distinguish the “voice” of the poem from the poet
E8.1.13	Scholars will know different perspectives on war and conflict.	Scholars will remember how to evaluate the importance of poetry in documenting historical and political moments in time	



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5	E8.1.14	Scholars will know how to identify the emotion within a poem.	Scholars will remember how to track two emotional changes within a poem Scholars will remember how to demonstrate how these emotions are created in one aspect of the poet's use of language
	E8.1.15	Scholars will know how to use evidence to support an interpretation of emotion.	Scholars will remember how to analyse the effect of emotion within a poem from a piece of evidence
6	E8.1.16	Scholars will know how to read for stereotypes of refugees and immigrants in non-fiction.	Scholars will remember how to define "stereotype"
	E8.1.17	Scholars will know how the media is responsible for stereotypes.	Scholars will remember how to read a piece of non-fiction and identify one main stereotype
			Scholars will remember how to discuss how the media is responsible for perpetuating stereotypes
	E8.1.18	Scholars will know how to read for alternative representations in poetry.	Scholars will remember how to explain how poetry can challenge popular beliefs
E8.1.19	Consolidation of learning so far: read a poem for metaphors, similes, semantic fields, rhyming couplets, enjambment, punctuation, emotion, voice, perspective.		
7	E8.1.20	Scholars will know life after war and PTSD.	Scholars will remember how to define "PTSD"
	E8.1.21	Scholars will know how to apply knowledge of life after war to Agard's poem using evidence.	Scholars will remember how to identify the effects of war in a poem using one piece of evidence
	E8.1.22	Scholars will know how to read a poem independently for metaphors, similes, semantic fields, rhyming couplets, enjambment, punctuation, emotion, voice, perspective.	Scholars will remember how to independently identify metaphors, similes, semantic fields, rhyming couplets, enjambment, punctuation, emotion, voice, perspective (Agard)
	E8.1.23	Scholars will know how to read non-fiction and summarise modern day conflict (race riots 2020).	Scholars will remember how to summarise non-fiction into four main elements
	E8.1.24	Scholars will know how to apply contemporary poetry to contemporary conflict .	Scholars will remember how to apply knowledge of contemporary conflict to Bilston's <i>American is a Gun</i> by linking a line in the poem to modern day conflict
8	E8.1.25	Extended: Start to compare two poets' use of language metaphors, similes and semantic fields.	Extended: Begin to compare the use of language features across two poems
	E8.1.26	Extended: Start to compare two poets' use of rhyming couplets and punctuation.	Extended: Begin to compare the use of structural features across two poems
	E8.1.27	Extended: Scholars will know how to consider how poetry is important for documenting history .	Extended: Consider the validity of poetry as a subjective source