

English Year 8

Learning Intentions Autumn Term 2

2024- 2025

Year 8	LESSON 1	LESSON 2	LESSON 3
WEEK 9 wc 4 <sup>th</sup> November	To understand the journey to Greece Pages 151- 157 WINTMTL: To find quotations to showcase Enaiatollah’s journey. To explain the effects of the quotations. To form a what-how-why on the journey to Greece.	To appreciate the difficulties in Greece Pages 158-165 WINTMTL: To identify Enaiatollah’s difficulties. To appreciate minor character’s roles (the old lady)	To know the importance of friendship (Jamal) (Marked piece) Pages 166-175 (up to “... the Olympics, I said”) WINTMTL: To know what a theme To know and track the theme of friendship in the novel
WEEK 10 wc 11 <sup>th</sup> November	To explore Enaiatollah’s decisions Pages 175 (from “I can buy a ticket...”) -181 WINTMTL: To understand Enaiatollah’s decision. To annotate an extract from pages 180-181 for methods. To write about the experience displayed.	To understand Enaiatollah’s entrance into Italy Pages 185 – 190 (to “...two apples, nothing else”) WINTMTL: To know what language and structure methods are. To identify language and structure methods. To form a what-how-why on language and structure methods.	Green pen feedback
WEEK 11 wc 18 <sup>th</sup> November	To explore the fiction v non-fiction elements of the novel An extract from 190 (“How do you choose”) - 191 (“...the name of my future was Payam”) WINTMTL: To know the differences between fiction and non-fiction. To have a justified opinion about if the novel is fiction or non-fiction.	To know the importance of Payam Page 191 (from “As I mentioned before...”) - 196 (up to “More for his sake than mine.”) WINTMTL: To annotate an extract from page 196 for methods. To form a what-how-why on the significance of Payam.	To understand Enaiatollah’s “new life” Pages 196 (from “The family lived outside Turin”) – 201 WINTMTL: To know changes in Enaiatollah’s life. To explain changes in Enaiatollah’s life.
WEEK 12 wc 25 <sup>th</sup> November	To explore the end of the text Pages 202-211 WINTMTL: To have an opinion and comment on the impact of the novel.	To understand the cyclical structure of the novel WINTMTL: To know what a cyclical structure is. To know how the cyclical structure works in the novel. To form a what-how-why on the structural impact.	To debate and discuss the question – can a book change the world? WINTMTL: To form an opinion. To support an opinion. To speak about an opinion. To debate opinions.

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<p>WEEK 13 wc 2nd December</p>	<p>PAZ WEEK – 1 lesson for PAZ, date TBC (Marked piece)</p>	<p>To explore ideas about meanings and representations and how media can begin to express different viewpoints and perspectives WINTMTL: To know the differences between fiction and non-fiction. To know how the media expresses viewpoints. To comment on the media’s influence.</p>	<p>To introduce students to first theme of non-fiction: Education, Activism and Corruption To explore key activists eg: Malala Yousafzai WINTMTL: To understand the terms activism and corruption. To identify corruption within an extract.</p>
<p>WEEK 14 wc 9<sup>th</sup> December</p>	<p>To explore vociferous tone WINTMTL: To know what vociferous tone is. To comment on how the poem ‘Still, I Rise’ conveys hope. To form a what-how-why on the importance of activists.</p>	<p>To transform poetry to speeches WINTMTL: To know what a speech is. To transform a poem to a speech. To create a speech from poetry.</p>	<p>PAZ Green pen feedback</p>
<p>WEEK 15 wc 16<sup>th</sup> December</p>	<p>To explore the representation of a teenager's identity WINTMTL: To know the terms representation and identity. To identify representation of identity in an extract. To comment on identity.</p>	<p>To explore the representation of a teenager's identity WINTMTL: To know the terms representation and identity. To identify representation of identity in an extract. To comment on identity.</p>	<p>To compare the representations of a teenager's identity WINTMTL: To know how to compare. To know comparative connectives. To produce a comparison.</p>