



Year 8 English Knowledge Overview



Week No.	Big question	Learning intentions	Assignment	Online Resource	Offline Resource
1	<p>For students to be able to identify the PAF of a text independently.</p> <p>For students to use their analysis skills to address the effects of persuasive techniques in nonfiction texts.</p>	<p>Understanding emotive/statistical/anecdotal language and how and why a writer might use these in non-fiction writing.</p> <p>For students to be able to confidently recall PAF and identify each feature in a text.</p> <p>For students to understand the persuasive effects of emotive language and closely analyse the writer's intentions.</p>	How do writers use persuasive techniques to convey their message to the reader?	<p>Live Lessons</p> <p>YouTube video – “Purpose, Audience, Form (P.A.F)”</p> <p>BBC Bitesize – “The Persuader’s Toolkit”</p> <p>BBC Bitesize – “How to Summarise a Text”</p>	
2	Explore how writers from different time periods use language to convey their message	<p>Students to understand work place attitudes during the 19th century.</p> <p>Students to demonstrate their understanding of different viewpoints.</p> <p>Students to identify similarities and differences across two sources.</p> <p>Students to analyse how different quotations contrast the viewpoints of two different writers.</p>	How have attitudes toward the work place changed over time?	<p>Live Lesson</p> <p>YouTube video – ‘How to summarise’</p> <p>YouTube video – ‘Comparing non-fiction texts’</p>	



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3	<p>Crafting a piece of persuasive writing</p>	<p>Students to understand what persuasive techniques they can employ in their own persuasive writing.</p> <p>Students to be able to use a variety of persuasive techniques in their writing.</p> <p>Students to consolidate knowledge of emotive and statistical language and apply these to their own work.</p> <p>Students to confidently and coherently express their viewpoint in a cohesive way throughout a piece of independent writing.</p>	<p>How do I craft my writing to persuade others?</p>	<p>Live Lesson</p> <p>BBC Bitesize – ‘Writing to persuade, argue and advise’ video</p> <p>YouTube – ‘KS3 Persuasive Writing’</p>	
4	<p>Making a comparison between two sources about climate change, and identifying what linguistic features have been used by writers to express their viewpoints.</p>	<p>For students to use their reading skills and knowledge of how to break down texts to understand the source and the viewpoints expressed.</p> <p>For students to understand how a writer expresses their viewpoint through the use of different linguistic features.</p> <p>For students to apply their knowledge of the two sources in order to compare similarities and differences in the attitudes displayed.</p> <p>For students to use their comparison skills to write a piece of detailed and comprehensive analysis.</p>	<p>How have writers compared their different thoughts on climate change?</p>	<p>Live Lesson</p> <p>YouTube – ‘Greta Thunberg full speech at UN Climate Change’</p> <p>BBC Bitesize – ‘Language and Structure’ video</p>	
5	<p>For students to express viewpoints on a topic and develop their ideas through the use of figurative language</p>	<p>For students to recall and be able to apply prior persuasive techniques learned.</p> <p>Students to develop their knowledge and use of figurative language and apply this to non-fiction writing.</p> <p>Students to be able to clearly express their viewpoint through writing, and use a variety of figurative language methods for persuasive effect on the reader.</p>	<p>Using figurative language to express my viewpoint</p>	<p>Live Lesson</p> <p>BBC Bitesize – ‘Figurative language: Hyperbole, similes and metaphors’</p>	