

# Long-term planning

## English - Year 8

Year 8 Themes	Autumn Term – CHARACTER Divided Selves	Spring Term – POWER AND PROTEST Control and chaos	Summer term – DIFFERENT PERSPECTIVES Other cultures and belonging			
<p>Each term centres on a specific theme, allowing students to explore similar ideas across paired reading and writing units.</p> <p>The curriculum is also sequenced thematically, so that students can develop their knowledge and understanding over time. Each year considers how literature: explores character and identity; challenges power and provides a medium for protest; and introduces us</p>	<b>Students will know that</b>					
	<p><b>Modern gothic novel: <i>Mister Creecher</i> by Chris Priestley</b></p> <ul style="list-style-type: none"> <li><i>Mister Creecher</i> – plot, characters, themes.</li> <li>The Industrial Revolution, the city vs. the countryside.</li> <li>Romanticism and the Romantic poets.</li> <li>Key conventions of gothic literature.</li> </ul>	<p><b>The Monster within: gothic reading and writing</b></p> <ul style="list-style-type: none"> <li>Study of extracts from <i>Frankenstein</i>, <i>Jane Eyre</i>, <i>The Tell-Tale Heart</i>.</li> <li>More key conventions of the gothic genre.</li> <li>Methods to build tension – contrasts, semantic fields, pathetic fallacy, symbolism.</li> <li>Gothic literature as a response to the Enlightenment and the Scientific Revolution.</li> </ul>	<p><b>2025 only. A Midsummer Night's Dream by Shakespeare thereafter.</b></p> <p><b><i>The Tempest</i> by William Shakespeare</b></p> <ul style="list-style-type: none"> <li><i>The Tempest</i> – plot, characters, relationships, themes.</li> <li>Shakespeare's theatre and genres.</li> <li>Context of early European colonialism.</li> <li>Power and inequality.</li> </ul>	<p><b>2025 only as part of the transition to the new KS3 curriculum.</b></p> <p><b>Monologues</b></p> <ul style="list-style-type: none"> <li>Range of monologues from Shakespeare to modern theatre.</li> <li>Key features and functions of monologues and diary writing.</li> <li>Monologues can be a way of giving a voice to those who feel excluded or neglected by society.</li> </ul>	<p><b>Poetry from other cultures</b></p> <ul style="list-style-type: none"> <li>Anthology of poetry exploring other cultures.</li> <li>Prose, drama and non-fiction extracts exploring culture and identity.</li> <li>Context – colonialism and its legacy in modern society.</li> <li>Post-colonial literature</li> <li>More advanced poetic features</li> <li>Spoken language variety – accent, dialect, sociolect.</li> </ul>	<p><b>Class reader – modern novel or play</b></p> <ul style="list-style-type: none"> <li>A modern novel or play, exploring conflicted or dual identities.</li> <li>Similarities and differences between non-fiction, prose fiction, drama and poetry.</li> </ul>
	<b>Students will know how</b>					
	<p><b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>Support interpretations with a range of evidence from across an extract or text.</li> <li>Explain how a writer uses a range of methods to create gothic characters and settings, and to build tension.</li> <li>Explore how writers can be inspired by other literature and historical figures.</li> <li>Explore how modern writers present new perspectives and interpretations of established literary characters.</li> <li>Make links between an extract and the rest of a text.</li> </ul>	<p><b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>Explore deeper meanings by seeing characters and settings as constructs designed to achieve specific effects or convey certain messages.</li> <li>Explore the influence of historical context on writers' ideas and messages.</li> </ul> <p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>Use semantic fields, figurative language and sensory language to create a gothic atmosphere.</li> <li>Select vocabulary to create an appropriate and consistent atmosphere.</li> <li>Use structural choices such as switching focus to build tension.</li> </ul>	<p><b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>Use character profiles and effective note-taking to track character development.</li> <li>Write thesis statements and related topic sentences.</li> <li>Explore the writer's choices at word and phrase level, using analytical verbs.</li> <li>Make links between themes and the specific historical context.</li> </ul> <p><b>Speaking &amp; listening skills:</b></p> <ul style="list-style-type: none"> <li>Construct an effective argument.</li> <li>Plan and take part in an effective debate.</li> </ul>	<p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>Plan a monologue using a 3-part structure.</li> <li>Control tone through effective and ambitious vocabulary choices.</li> <li>Use sensory language to evoke a character's experiences.</li> <li>Use symbolism to add emotional depth.</li> <li>Use simple rhetorical devices to engage the audience</li> </ul> <p><b>Speaking and listening skills:</b></p> <ul style="list-style-type: none"> <li>Control voice and body language when delivering a monologue.</li> </ul>	<p><b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>Analyse the effects of a greater range of poetic methods.</li> <li>Make relevant, thoughtful and insightful comparisons between texts</li> </ul> <p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>Explore writing about the same themes across a greater range of forms, including poetry, prose narrative and drama.</li> <li>Create a sense of voice through control of tone and register, and use of vocabulary and dialect.</li> <li>Use a motif or symbol in writing.</li> <li>Use a greater range of sentence structures to achieve specific effects.</li> </ul>	<p><b>Consolidation of reading skills developed in Year 8:</b></p> <ul style="list-style-type: none"> <li>Plan and write essay responses that explore a thesis; construct evaluative topic sentences.</li> <li>Use of rich quotations and supporting evidence from across a text.</li> <li>Explore deeper meanings by seeing characters and settings as constructs; analysis of a greater range of methods.</li> <li>Analysis of writer's choices – words, phrases, figurative language.</li> <li>Use contextual information to develop analytical paragraphs.</li> </ul>
	<b>Vocabulary and the concepts they link to</b>					
<p><b>Tier 2 – big picture</b> Romanticism, modernity, nature/nurture, monstrosity, ambivalence, duality</p>	<p><b>Tier 2 – big picture</b> The Industrial Revolution, the Enlightenment, rational/irrational, hubris, transgression</p>	<p><b>Tier 2 – big picture</b> Usurp, exploitation, colonialism, slave, subversive</p>	<p><b>Tier 2 – big picture</b> Outsider, subservient, stereotype, isolated, society</p>	<p><b>Tier 2 – big picture</b> Ethnicity, diaspora, stereotype, alienation, prejudice</p>	<p><b>Tier 2 – big picture</b> <i>Recap and application of Year 7 and 8 vocabulary to new text.</i></p>	

<p>to new perspectives and ways of seeing the world.</p> <p>The units of study in year 8 develop students' appreciation of how identity is complex: we are never simply one thing or another, and our identities can be made up of a range of competing or even conflicting influences and motivations.</p>	<p><u>Tier 3 – subject terminology</u> Bildungsroman, intertextuality, direct/indirect characterisation, flat/round characters, dynamic/static characters,</p>	<p><u>Tier 3 – subject terminology</u> Gothic literature, pathetic fallacy, tension, semantic field, figurative language</p>	<p><u>Tier 3 – subject terminology</u> Theatre, character profile, imperative, staging, thesis</p>	<p><u>Tier 3 – subject terminology</u> Monologue, tone, rhetoric, emotive language, body language</p>	<p><u>Tier 3 – subject terminology</u> Metonymy, defamiliarization, rhyme, rhythm, accent/dialect</p>	<p><u>Tier 3 – subject terminology</u> <i>Recap and application of Year 7 and 8 vocabulary to new text.</i></p>
	<b>Assessment</b>					
	<p><b>Reading 1</b> – Extract question on the presentation of a character.</p>	<p><b>Knowledge Test 1</b> <b>Writing 1</b> - Gothic description: what Emily sees behind the veil.</p>	<p><b>Reading 2</b> – How does Shakespeare present Prospero's treatment of Caliban?</p>	<p><b>Speaking &amp; Listening</b> – Performance of own monologue from the perspective of an outsider.</p>	<p><b>Writing 2</b> – Script or prose narrative inspired by a poem that we have read.</p>	<p><b>Knowledge Test 2</b> <b>Reading 3</b> – Choice of reading question on text.</p>
	<b>Diversity &amp; development of cultural capital</b>					
	<p>This unit builds on the study of <i>Oliver Twist</i> in Year 7 by exploring the themes of crime and punishment, modernity, and nature versus nurture. It develops cultural capital by offering a new perspective on classic literary characters and mixing in references to real people such as the Romantic poets.</p>	<p>This unit develops students' understanding of the gothic genre by exploring classic and influential texts such as <i>Frankenstein</i> and <i>Jane Eyre</i>. It explores the influence of context and less obvious, symbolic meanings attached to characters and plot events. The unit also develops students' own narrative and descriptive writing skills.</p>	<p>This unit explores issues of democracy, citizenship and the use and abuse of power. The unit also encourages students to be appreciative of the cultural diversity of our society by teaching them about its origins in empire and colonialism.</p>	<p>Writing from the perspective of an outsider develops empathy and tolerance. The unit also introduces students to rhetoric – one of the cornerstones of a classical education and still much-prized today.</p>	<p>This unit explores the legacy of colonialism in our modern multicultural society. It examines a range of poetry, prose and drama from around the world, which offer new and challenging perspectives on culture, identity and belonging. We also celebrate the creativity that belonging to more than one culture can bring – especially in the realm of language.</p>	<p>This unit allows students to consolidate their learning over the year by applying vocabulary, concepts and skills to a new text. It builds cultural capital and encourages a love of English by exploring the complexity of identity and competing social influences in a modern and engaging text.</p>
	<b>Cross-curricular opportunities and enrichment</b>					
	<p>Links to other subjects:</p> <ul style="list-style-type: none"> <li>History – Industrialisation unit, yr8 Summer 2</li> </ul> <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> <li>SLA reading club</li> <li>Creative writing club</li> </ul>	<p>Links to other subjects:</p> <ul style="list-style-type: none"> <li>Art – portraits and symbolism, yr8 Autumn 2</li> <li>History – Industrialisation unit, yr8 Summer 2</li> </ul> <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> <li>SLA reading club</li> <li>Creative writing club</li> <li>Portland Basin visit</li> </ul>	<p>Links to other subjects:</p> <ul style="list-style-type: none"> <li>History – Elizabeth: the Golden Age? yr8 Autumn 1</li> </ul> <p>Links to celebration days:</p> <ul style="list-style-type: none"> <li>February - National Storytelling Week</li> <li>February – Valentine's Day</li> </ul> <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> <li>Debate club</li> <li>Theatre tour</li> </ul>	<p>Links to celebration days:</p> <ul style="list-style-type: none"> <li>March - World Book Day</li> <li>March - World Poetry Day</li> </ul> <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> <li>Debate club</li> </ul>	<p>Links to other subjects:</p> <ul style="list-style-type: none"> <li>Art – different cultures' approach to still life, yr8 Summer 1</li> <li>History – end of empire unit, yr9 Summer 1</li> </ul> <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> <li>Poetry club</li> </ul>	<p>Enrichment opportunities:</p> <ul style="list-style-type: none"> <li>Poetry club</li> </ul>