

Long-term planning

English - Year 8

Year 8 Themes	Autumn Term – CHARACTER <u>Divided Selves</u>	Spring Term – POWER AND PROTEST <u>Control and chaos</u>	Summer term – DIFFERENT PERSPECTIVES <u>Perspectives on conflict</u>			
<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>	Students will know that					
	<p>The Monster within: gothic reading and writing</p> <ul style="list-style-type: none"> Study of extracts from canonical gothic texts such as <i>Frankenstein</i>. Key conventions of the gothic genre. Methods to build tension – contrasts, semantic fields, pathetic fallacy, symbolism. Gothic literature as a response to the Enlightenment and the Scientific Revolution. 	<p>Modern gothic novel: <i>Mister Creecher</i> by Chris Priestley</p> <ul style="list-style-type: none"> <i>Mister Creecher</i> – plot, characters, themes. The Industrial Revolution, the city vs. the countryside. Romanticism and the Romantic poets. Intertextuality – how writers use references to existing characters and historical figures. 	<p><i>A Midsummer Night's Dream</i> by Shakespeare</p> <ul style="list-style-type: none"> Shakespearean comedy and dramatic methods. Context of Elizabethan folklore and attitudes to witchcraft. Context of Elizabethan patriarchy, hierarchy and the Great Chain of Being. The theatre as a space for disorder and subversion. 	<p>Participating in effective discussion and debate</p> <ul style="list-style-type: none"> The importance of discussion and debate to democratic societies (including origins in Ancient Athens). Characteristics of effective and active listening. Features of effective discussion. Structure, roles and features of formal debate. 	<p>From patriotism to protest: literature of WW1</p> <ul style="list-style-type: none"> Anthology of war poetry, prose, drama and non-fiction extracts exploring the First World War from different perspectives – combatants, relatives, pacifists, women, etc. Context – British society pre-1914 and the social changes the war helped to bring about. 	<p>From patriotism to protest: linked writing</p> <ul style="list-style-type: none"> The features of formal and informal letters. The features of newspaper articles. The features of writing to advise. The features of persuasive speech writing.
	Students will know how					
<p>Writing - DESCRIPTION</p> <ul style="list-style-type: none"> Use gothic conventions to establish an appropriate setting, atmosphere and theme. Select vocabulary and use descriptive methods such as figurative language and pathetic fallacy to create specific effects. Use structural choices such as switching focus to build tension. <p>Through reading quality examples of gothic description, students also develop their analytical skills.</p>	<p>Reading - ANALYSIS</p> <ul style="list-style-type: none"> Select and explore rich quotations for zoomed in analysis. Use supporting evidence from across a text to develop points. Explore how writers can be inspired by other literature and historical figures. Use the QME paragraph structure. <p>Students' enjoyment and understanding of the novel will also be developed through ongoing imaginative writing.</p>	<p>Reading – ESSAY SKILLS:</p> <ul style="list-style-type: none"> Plan and write essay responses that explore a thesis (making use of topic sentences). Support interpretations with rich and supporting quotations from across the text. Analyse the effects of a range of dramatic methods. Use contextual information to develop analysis. <p>Students' study will also be supported through opportunities for creative writing and work in role.</p>	<p>Speaking & Listening - DEBATING</p> <ul style="list-style-type: none"> Develop arguments with specific detail, evidence, statistics, and testimonials. Use discourse markers to create a clear argument. Develop and demonstrate active listening skills. Plan and take part in a formal debate. <p>Students will support their speaking and listening preparation through transactional persuasive writing opportunities.</p>	<p>Reading - COMPARISON</p> <ul style="list-style-type: none"> Explore writing about the same themes across a greater range of forms, including poetry, prose narrative and drama. Analyse the effects of a range of poetic methods. Make relevant, thoughtful and insightful comparisons between texts. Reference context when explaining writers' different ideas and perspectives. <p>Enjoyment of poetry study will be supported through</p>	<p>Writing – ADAPTING FOR PURPOSE, AUDIENCE, FORM</p> <ul style="list-style-type: none"> Use reading texts as inspiration for developing writing. Use the language and structural features of a range of transactional writing forms. Adapt language for a greater range of purposes and audiences. Control tone and register through effective vocabulary choices. <p>This unit and the previous unit are designed to run alongside each other so that</p>	

<p>to new perspectives and ways of seeing the world.</p> <p>The units in year 8 share a focus on the “how”: reading focuses on zoomed-in analysis of writers’ choices and methods, whilst writing instruction emphasises the importance of crafting.</p> <p>Whilst each unit has a specific skills focus to ensure effective sequencing, we also revisit skills across the units so that reading, writing, speaking and listening develop holistically.</p>					students’ own poetry writing.	students’ writing is informed by their reading.
	Vocabulary and the concepts they link to					
	<p><u>Tier 2 – big picture</u> The Industrial Revolution, the Enlightenment, rational/irrational, duality, transgression</p> <p><u>Tier 3 – subject terminology</u> Gothic literature, pathetic fallacy, tension, semantic field, extended metaphor, pace</p>	<p><u>Tier 2 – big picture</u> Romanticism, modernity, nature/nurture, monstrosity, ambivalence</p> <p><u>Tier 3 – subject terminology</u> Intertextuality, flat/round characters, dynamic/ static characters, third person, analysis, rich quotation/supporting evidence</p>	<p><u>Tier 2 – big picture</u> Patriarchy, supernatural, hierarchy, disorder, restore</p> <p><u>Tier 3 – subject terminology</u> Shakespearean comedy, theme, stage directions, dramatic irony, soliloquy, essay</p>	<p><u>Tier 2 – big picture</u> Discussion, debate, critical, credible, speculation</p> <p><u>Tier 3 – subject terminology</u> Active listening, rhetoric, anecdote, proposition/ opposition, rebuttal, rhetorical question</p>	<p><u>Tier 2 – big picture</u> Propaganda, patriotism, suffrage, trauma, idealism/realism</p> <p><u>Tier 3 – subject terminology</u> Rhyme, rhythm, onomatopoeia, alliteration, refrain, caesura</p>	<p><u>Tier 2 – big picture</u> The Home Front, egalitarian, disenchantment, pacifism, commemorate</p> <p><u>Tier 3 – subject terminology</u> Fact/opinion, register, slang, accent/dialect, sarcasm, list of three</p>
	Assessment					
	<p><u>Summative Assessment Period 1</u></p> <ul style="list-style-type: none"> • Knowledge Test 1 – Tests previously taught Tier 3 vocabulary. • Reading Assessment 1 – Extract and whole text question on a text we have studied. • Writing Assessment 1 – Choice of prepared and drafted imaginative writing task, written up in controlled conditions. 			<p><u>Summative Assessment Period 2</u></p> <ul style="list-style-type: none"> • Knowledge Test 2 – Tests previously taught Tier 3 vocabulary. • Reading Assessment 2 – Language Paper 2 style paper on two unseen extracts on related theme / topic. • Writing Assessment 2 – Prepared and drafted transactional writing task, written up in controlled conditions. 		
	Diversity & development of cultural capital					
	<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 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. It also explores how young people can be vulnerable to criminals</p>	<p>This unit develops students’ cultural capital by exploring the nature and social role of theatre in more detail. Students learn about the social context of Elizabethan England – focusing on hierarchy and patriarchy. They are then taught to explore how the theatre can be a safe space for challenging and subverting the status quo.</p>	<p>This unit builds on the brief introduction to rhetorical techniques in Year 7 by immersing students in discussion and debate. From Ancient Athens to modern day society, skills in discussion and debate have been crucial to democracy and engaged citizenship. Developing these skills facilitates future academic and career success.</p>	<p>This unit explores the impact of World War 1 - both on the combatants themselves and on British society more generally. It develops students’ cultural capital by examining a pivotal moment in British history from a range of different perspectives. The unit also gives students a taste of the kind of focused study of a topic they would experience at A Level but on a much smaller scale.</p>	<p>This unit is designed to run alongside the war literature unit and introduces students to a range of transactional writing. It uses the reading material as both stimuli and models for students’ own writing in forms such as letters, newspaper articles and speeches. The ability to adapt writing for different forms, audiences and purposes is a key skill for future academic and career success.</p>

<p>These are tested through ongoing formative assessment and at two summative assessment points in each year.</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 align="center">Cross-curricular opportunities and enrichment</p>					
	<p>Links to other subjects:</p> <p>History</p> <ul style="list-style-type: none"> Victorian society and anxieties Industrialisation and social change <p>Science</p> <ul style="list-style-type: none"> Science vs. Superstition Early psychology and the human mind <p>RE</p> <ul style="list-style-type: none"> Good vs. Evil Belief in the supernatural <p>Art</p> <ul style="list-style-type: none"> Gothic visual imagery <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> SLA reading club Creative writing club 	<p>Links to other subjects:</p> <p>History</p> <ul style="list-style-type: none"> Child labour and class divisions Entertainment and spectacle in the 19th century <p>Citizenship</p> <ul style="list-style-type: none"> Power and responsibility Moral choices and justice <p>PSHE/IDP</p> <ul style="list-style-type: none"> Peer pressure and moral courage <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> SLA reading club Creative writing club Portland Basin visit 	<p>Links to other subjects:</p> <p>History</p> <ul style="list-style-type: none"> Elizabethan society and theatre Social hierarchy Patriarchy and marriage <p>RE</p> <ul style="list-style-type: none"> Fate vs. Free will The natural vs. Supernatural <p>Drama</p> <ul style="list-style-type: none"> Physical theatre and staging Interpretation of character <p>Art</p> <ul style="list-style-type: none"> Costume and set design <p>Links to celebration days:</p> <ul style="list-style-type: none"> February - National Storytelling Week February – Valentine’s Day <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> Debate club Theatre tour 	<p>Links to other subjects:</p> <p>Citizenship</p> <ul style="list-style-type: none"> Democracy and public speaking <p>History</p> <ul style="list-style-type: none"> Historical debates and turning points Ethical decision in past societies <p>PSHE</p> <ul style="list-style-type: none"> Listening and empathy Respectful disagreement Confidence and oracy <p>Links to celebration days:</p> <ul style="list-style-type: none"> March - World Book Day March - World Poetry Day <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> Debate club 	<p>Links to other subjects:</p> <p>History</p> <ul style="list-style-type: none"> Causes and consequences of WWI Trench warfare and soldier experience Propaganda and morale <p>Geography</p> <ul style="list-style-type: none"> Trench systems and landscapes <p>RE</p> <ul style="list-style-type: none"> Moral questions around war Sacrifice and remembrance <p>PSHE/IDP</p> <ul style="list-style-type: none"> Trauma and mental health Loss and resilience <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> Poetry club 	<p>Links to other subjects:</p> <p>History</p> <ul style="list-style-type: none"> Using historical knowledge to shape voice Authenticity in representation <p>Citizenship</p> <ul style="list-style-type: none"> Conflict and responsibility The impact of war on individuals <p>PSHE/IDP</p> <ul style="list-style-type: none"> Empathy and emotional literacy Coping with loss and fear <p>Drama</p> <ul style="list-style-type: none"> Spoken testimony First-person perspective <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> Poetry club