|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 8 English** | | | | | |
| Intent: Students will build on their knowledge from Year 7, with each unit designed to enhance and develop previous learning. Students will explore a range of more challenging prose, drama, poetry and non-fiction texts.  Students will begin by exploring the conventions and craft of gothic writing in order to develop their knowledge and use of vocabulary, sentence structures and creative writing skills. During the study of the gothic, students will begin to think about contextual influence on writing. Students will then move on to read literature texts which reflect or critique societal issues. Students will learn about how texts can contain characters and symbols which represent the larger ideologies of society and how characters and themes can be developed throughout of stories for a certain purpose. Students will finish the year by looking at how literature can be an agent for social change and use the themes and issues they have studied over year to inspire their own writing. | | | | | |
| Term | **Unit One** | **Unit Two** | **Unit Three** | **Unit Four** | **Unit Five** |
| Unit | **Gothic** | **Animal Farm** | **Blood Brothers** | **Social Justice Poetry and**  **Journalistic Writing** | |
| **Conceptual Knowledge** | 1. Literacy genres contain key recognisable conventions.  2. Settings establish genre and mood.  3. Settings reflect characters in the gothic genre.  4. Characters are constructs of a writer.  6. A motif can be used throughout a story for a particular meaning.  7. Connotations allow us to interpret meaning from key language in a text | 1. Texts as a conscious construct  2. Context as a concept (how context can give a text meaning).  3. Characters can symbolise historical figures  4. Texts contain symbols that represent larger ideologies within society.  5. Context gives the text meaning and purpose  6. Rhetoric can be broken down into three domains: Pathos, Logo and Ethos (Passion, Logic and Ethics) | 1. Plays, like stories, construct characters for certain purposes.  2. Plays can be used to represent microcosms of society.  3. Characters can represent different views, values and beliefs of a writer.  4. Playwrights use different types of sentences to convey character hierarchy | 1. Poems can contain specific structural elements different to narratives  2. Poems can also develop characters or stories.  3. Poems have strong narrative voices which can reflect the opinions of a poet.  4. Writers can develop a voice and tone to express an opinion. | |
| **Unit Knowledge** | *Students are introduced to the gothic genre by exploring a range of gothic stories for exploration before using these texts to work on the craft of their own setting and characters.*  **Gothic Conventions**  Students will learn about the specific conventions we find in gothic stories. They will explore how gothic stories evoke mystery, fear, emotional distress, and the supernatural.  **Gothic settings and characterisation:**  Students will focus on exploring and then developing their own settings and characters, inspired by the gothic. Students will look at how writers use the setting to craft a mood and tone.  **Motifs and Symbols:** Students will build on their understanding of symbolism and motifs. They will explore the purpose of a symbol and a motif in a text. | *Students will build on their learning from Y7 to develop understanding of characterisation (7U1,2, 3, 6) and authorial intent by exploring how a literature text can be based on real life events. (Building from 7U4).*  **The story and the context:**  Students will read the story of Animal Farm and understand its links to the Russian Revolution.  **Allegory and Writer Craft:**  Students will learn about what an allegory is and what is its purpose. They will also explore how and why the writer crafts a narrative to deliver an important message to the reader.  **Rhetoric:**  Students will look at the power language has to persuade, influence and manipulate (e.g. propaganda). They will also explore the purpose and use of rhetoric, linking back to their inspiring voices work in Year 7. | *Students will get the opportunity to explore a modern drama with continued and developing focus on the use of characterisation. Students will revisit their learning of a play form from 7U6 and apply their analysis skills to focus on the presentation of class divide and use of characterisation.*  **Conversations of a Modern Drama:** Students will revisit their learning on plays and narrative structure**.**  **Thematic Development:** Students will now explore the themes of class and fate and track the development of these themes throughout the play.  **Characterisation and Intent:** Students will build on their understanding of character craft with a focus on tone | *Using the discussions and learning from 8U4 students will study four poems which link to the theme of social justice from around the world. Students will deepen their understanding of poetic form covered in 7U6 (Sonnets) and 8U1 (Gothic).*  **Literature as an agent for social change:** Students will use their previous reading, combined with this unit to explore how literature can be an agent for social change.  **Poetic Form:** Students will explore poetic form.  **Social Justice and Authorial Intent:** Students will explore the idea of social justice and how poets throughout the ages have use poetry and as way to fight for this. | *Students will use their learning on rhetoric and the power of language from 8U3 and build on their writing for purpose skills from 7U4 and 5 to complete some transactional writing about issues important to them.*  **Newspaper Articles:**  Students will use their knowledge from their discussions of social class, social justice, fear and change to inspire their writing.  **Journalistic Writing:**  Students will also get the chance to learn how to pitch their ideas, research a topic, plan, edit and re-draft their writing. |
| **Skills:** | 1. Students can identify gothic conventions in a story.  2. Explain how a writer has demonstrated thoughts and feelings in their literary text.  3. Evaluate how well a writer builds tension throughout their literary text.  4. Discuss thematic links between texts such as the conflicted mind in Tell Tale Heart and the Raven.  5. Analyse how a narrator is presented as unreliable.  6. Craft a narrative mirroring texts explored that contains a clear setting and character with a range of structural features.  7. Craft a narrative using semantic field. | 1. Understand and explain the story and purpose of Animal Farm.  2. Analyse how language is crafted to persuade, influence and manipulate.  3. Analyse the presentation of key characters.  4. Use analytical verbs to explore characterisation.  5. Explore how Orwell presents the abuse of power.  6. Embed textual references to support their ideas.  7. Use non-finite verbs to link to authorial intent  8. Develop analysis skills by offering multiple interpretations of characters. | 1. Students can track and understand the story of Blood Brothers.  2. Explore the development of different themes throughout the play with a focus on social class and fate.  3. Explore the intent of Willy Russell on the audience and key moments in the play.  4. Recall and recognise a range of key play conventions of a play and their use in this modern drama.  5. Analyse the use of sentence, tone and dialogue to present characters for different purposes. | 1. Students can recognise different poetic forms and key poetic terminology.  2. Students can explore authorial intent and the purpose of the poems.  3.Students can recognise and explore how poets use figurative language to represent a key idea.  4. Compare poems on their message and presentation.  3. Continue to develop analysis skills by exploring both the surface and the deeper meaning of a poet. | 1. Students can plan, draft and write an article for a certain purpose or intent.  2. Students can craft sentences, with careful vocabulary choice, to ensure language is powerful and persuasive.  3. Students can structural their writing to use different structural techniques to match PAF. |
| **Enrichment** | Young Speaker Competition  Journalism Club | | | | |