

Curriculum Plans: Year 8

| | Topic | Knowledge: By the end of the unit students will know: | Skills: What skills will students have developed by the end of this unit? | Key terms: What new terms will be learnt in this unit? | Summative Assessment: How will pupils be assessed in this unit? |
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| HT 1 | Travel Writing | <ul style="list-style-type: none"> About the travel writing genre and its conventions Read extracts from 19th and 20th century travel writing The difference between style and tone How to identify and comment on writer's attitude How writers create humour and apply this in their own writing The conventions of a VLOG and how to create one | <ul style="list-style-type: none"> Analysing language and structure Writing for different Purpose and Audience, and creatively using specific vocabulary and detail to inform writing How to use a range of vocabulary to create mood and atmosphere Speak clearly and purposefully in role in VLOG – present ideas to audience | Superlative Colloquial Language Figurative language Informal register Travel writing VLOG | Write a piece of travel writing |
| HT 1 and 2 | Of Mice and Men | <ul style="list-style-type: none"> How to approach offensive language in the text Context of 20th Century America to a level which is appropriate for the key stage About the American Dream Marginalisation/segregation Awareness of themes Key characters and their relationships: G&L, C&CW, C and dog, Crooks and others Hierarchy of the ranch | <ul style="list-style-type: none"> Begin analysing themes e.g. isolation Writing in role Being analysing literary symbols e.g. Candy's dog Discuss the historical, social, and cultural context of the novella. Select and retrieve relevant information Develop analysis of character, setting and symbolism Summarise key information Identify a range of language devices used in a | Segregation Dust Bowl American Dream Symbolism Microcosm Novella Monologue | <p>Deliver a monologue from the perspective of a key character</p> <p>How does Steinbeck present the theme of outcasts and loneliness in <i>Of Mice and Men</i>?</p> |

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| | | | <p>text and explore their effects</p> <ul style="list-style-type: none"> • Analysis of character in paragraphs • Structure an essay on outcasts, focusing on Crooks • How to use model examples to inform their writing • How to reflect on their own writing and provide diagnostic feedback to self/others • To redraft and improve writing using feedback | | |
| HT 3 | Power, Corruption and Lies: Speaking to present a viewpoint | <ul style="list-style-type: none"> • What constitutes power and its misuse • To build on understanding of different text types • Formal and Informal writing • Conventions of a letter newspaper article, blog and speech • Features of a front page • Persuasive techniques • Sentence structures • How to build arguments and include counter-arguments • About the FIFA scandal | <ul style="list-style-type: none"> • Delivering a speech • Developing persuasive language • Developing prosodics • Applying persuasive techniques and sentence structures • Debate ideas • How to select relevant evidence • How to research independently | Corruption Emotive language Hard evidence Soft evidence Bias | Deliver a speech on corruption in FIFA |
| HT 3 and 4 | The Merchant of Venice | <ul style="list-style-type: none"> • a clear account of events in the play • understanding of characters and their motivation • understanding of Shakespeare's language | <ul style="list-style-type: none"> • Develop analysis of character • Develop analysis of soliloquy • Develop understanding of themes e.g. prejudice | Usury Antisemitism Aside Soliloquy Casket Forfeit | <p>Character analysis of Shylock</p> <p>Debate: Shylock a victim or a villain?</p> |

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| | | <ul style="list-style-type: none"> • Use and effect of asides • The development of Shylock's character and motivations from start to end of play. • The rules and conventions of debating | <ul style="list-style-type: none"> • Group debating • Include a range of relevant textual details, including quotation • Writing in role • Focusing on extract based responses • Developing analytical responses using models and success criteria • Work collaboratively • Write a short, persuasive speech • Write as a news reporter | Patriarch Rialto Bond Ducat | |
| HT 5 | Mystery Fiction and Conan Doyle | <ul style="list-style-type: none"> • The conventions of the mystery genre • Awareness of Sir Arthur Conan Doyle to a level which is appropriate for the key stage • The plot, theme and conventions of Conan Doyle's short stories • How to write in the style of the mystery genre | <ul style="list-style-type: none"> • Inference and deduction • Begin analysing how texts are structured for effect • Summarise key information • Develop comparison (of two texts) • Writing in the style of a genre | Foreshadowing Subvert Deduce Infer Detective Mystery genre Suspect Sleuth Motive | Write the opening of a mystery story |
| HT 6 | Poetry from other Cultures | <ul style="list-style-type: none"> • The conventions of poetic language, structure and form • Key poetic terms and how to identify and discuss them • To reflect on different cultures • The traditions of various poetic forms | <ul style="list-style-type: none"> • Develop analysing poetry using key terminology • Writing poetry • Performing poetry • How to use model examples to inform their writing • How to reflect on their own writing and provide | Non-standard phonetic spelling Idiolect Culture Haiku Limerick Free verse Acrostic poem | End of year exam Write and perform a poem inspired by pupils' own culture |

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| | | | diagnostic feedback to self/others | | |
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