

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic (s)	<u>Monsters of our own creation</u> WW2 context supported by non-fiction texts. The Boy in the Striped Pyjamas by John Boyne and Vultures by Chinua Achebe. Developing into the fictional creation of 'monsters' using Gothic Fiction anthology.		<u>All the world's a stage</u> Shakespeare- Much Ado About Nothing (1598), supported by contextual reading (Women in Elizabethan England). An Inspector Calls (1945) supported by contextual reading (women in Edwardian England).		<u>Notes from a big planet</u> <i>Views of Britain - Poetry of other cultures.</i> Island Man/ Presents from my Aunts in Pakistan/ Singh Song/ Search for my Tongue. Transactional writing to persuade and advise on global issues.	
Topic Objectives	Developing on from the idea of the individual in Year 7, Year 8 focuses on how societal expectations shape individuals' identities and beliefs (both in a positive and negative way). Year 8 begins with a study of a novel exploring human capacity for evil. Analysis skills will be developed through investigation of key chapters and the use of language and structural techniques. Students will develop their descriptive and narrative writing by exploring the genre conventions and crafting choices of a range of Gothic Fiction texts and then attempting to craft their own using the same conventions.		Using the play form to focus on social expectations, particularly patriarchal dominance, in plays that span almost 350 years. Spring term explores representations of gender (a focus on patriarchal attitudes will support Macbeth in Y9). Students will explore how attitudes towards gender, femininity and masculinity have shifted over time. Students will compare across texts and develop their analytical writing to offer a personal viewpoint of the playwrights' intentions. Study of AIC will also explore the shift in attitudes to British social class, injustice and the concept of social responsibility.		Year 8 will continue to explore identity, by looking at the idea of 'Britishness' in the poetry of different cultures. Students will study a range of diverse writers and dialects, encouraging them to understand the value of tolerance and equality in British society and the impact that empire, colonisation, invasion and immigration have had on British identity. They will also examine a range of poetic techniques. Students will explore the art of rhetoric through the analysis, creation and delivery of transactional texts on global issues.	
Acquired Knowledge / Skills	Students will develop their analytical and inference skills, in particular; selection and retrieval of information; commentary on writer's language and structure; offering a personal viewpoint (after exploring critical perspectives on the main text). Comparison of perspectives of father in TBITSP and the Commandant in Vultures will also help to consider human behaviour that seems monstrous.	Students will explore gothic conventions, alongside their ability to write using varied vocabulary and descriptive techniques in keeping with the genre. Particular attention will be made on development of pathetic fallacy, semantic field and use of text level and sentence level structure to build tension. Learning visit– Exeter Underground passages and cathedral	Students will explore interplay between language, structure, writer's purpose, themes and characterisation, rather than discussing these skills in isolation. Learners will also integrate contextual knowledge suited to the task set. They will develop their analytical writing by using a range of evidence to explore Benedick's changing attitudes and presentation in the play.	Students continue to develop analysis skills, charting the development of Sheila. They will gain understanding of changing attitudes to women between 1912 & 1945 (link to contextual knowledge in Y7 - Private Peaceful). Exploitation of workers links to global issues in Y8 term 3. Learners will also embed their non-fiction writing skills in diary writing using past tense verb forms, participle agreement and chronological discourse markers.	Students will develop their understanding of prejudice, equality, stereotypes and the impact of colonialism through analysis of a range of poetic devices and techniques. They will develop their response to – this links to the study of Malorie Blackman's Noughts and Crosses in Term 1 of Year 9. Following this, students will develop their ability to write creatively with a range of poetic techniques.	Students will develop their S&L skills, creating a text using different cohesive and rhetorical devices. They will employ skills of repetition, rhetorical Qs, topic sentences and discourse markers. Opportunity to link to sweatshops and fast fashion
Assessment	✓ Reading analysis of extract from novel. Assesses ability to select and retrieve key information/comment on writer's language and structure/ offer a personal viewpoint	✓ Writing: In the style of the Gothic tradition. Assesses ability to compare across texts/ write clearly and effectively in an organised way/write with care	✓ Reading: analysis of Benedick. Assesses the ability to select and retrieve key information/comment on writer's language and structure/compare across texts	✓ Reading: Chart Sheila's development. Assesses ability to compare across texts/ offer a personal viewpoint ✓ Writing: Eva Smith's diary. Assesses writing clearly and effectively in an organised way	✓ Reading: Compare the presentation of Britishness across texts assessed on the ability to offer a personal viewpoint on writer's perspectives. ✓ Writing burst - assessed on clear, effective and organised writing,	Writing: to persuade/ advise on a global issue. Assessed on ability to offer a personal viewpoint/ write clearly and effectively in an organised way/ write with care