

### What are the aims and intentions of this curriculum?

The aim of our Year 8 curriculum to ensure that students continue to engender a love for reading and writing. As such, students are exposed to a new range of renowned classic, contemporary literary and non-literary texts. Students are supported to deepen their understanding of why writers produce the texts they do and broaden their understanding on how they achieve their purposes. Students are also given ample opportunities to build upon and develop their own writing craft. Satellite units of learning within the Autumn and Summer Literature terms will see students exposed to wider sources, whether that be poetry, non-fiction or fiction prose, and art, that align with themes and contexts within the overarching set text they will be studying.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<b>Romeo &amp; Juliet</b> (Literature: Shakespeare)	<ul style="list-style-type: none"> <li>Elements of Tragedy in Shakespearean play.</li> <li>Elements of plots, subplots and stage directions and props.</li> <li>Establish and analyse techniques used by Shakespeare in exploring character and themes.</li> <li>Determine Shakespeare's message/aims in presenting themes/characters</li> <li>Make contextual links to life in Elizabethan England: the role and perception of women within a patriarchal society and the institute of marriage.</li> <li>Essay writing – demonstrate how to write cohesively and critically</li> <li>Students to discover human and cultural concepts of:</li> <li>Elizabethan theatre and theme of tragedy</li> <li>Rule of law and role of women</li> <li>Death, revenge, morality, sympathy</li> <li>Malapropism, oxymoron, inference, connotations and soliloquy</li> <li>Understand and explore the concept of tragedy.</li> <li>Understand Shakespeare's decision about how to open the play (prologue).</li> <li>Explain the way Shakespeare establishes character.</li> <li>Understand Shakespeare's ideas in the social and political context.</li> <li>To understand the setting of <i>Romeo and Juliet</i></li> <li>To explore the themes of the play: death, love, conflict, family.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Writing with confidence</li> <li>✓ Reading with understanding</li> <li>✓ Critical Thinking-making judgement influenced by own opinion of studied text</li> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Researching</li> <li>✓ Exploring the importance of language, form/genre, structure and context of a text and how they influence meaning</li> <li>✓ Selecting ambitious quotes from text to support opinion</li> <li>✓ Assess how ideas/message from studied text link to modern society</li> <li>✓ Identifying and evaluating literary devices</li> <li>✓ Identifying and evaluating structural devices</li> <li>✓ Memorisation and recitation of key quotes</li> <li>✓ Reading comprehension</li> </ul>	<p><b>Summer 1:</b></p> <p>Creative Assessment/ TAG</p> <p>Students will produce a Shakespeare project across the half term. Assessment throughout the half term in relation to reading and writing comprehension.</p>
Autumn 2		<p>Satellite Units:</p>		<p>In line with GCSE Literature Paper 1 Section A – Literature AO's: AO1, AO2 and AO3</p> <p>Students to write an extended essay that is extract based and values 30 marks and 4marks for SPaG.</p>

		<ul style="list-style-type: none"> <li>• Week 4 – Shakespeare’s Sonnets</li> <li>• Week 8 – Reading and Writing, Non-Fiction</li> <li>• Week 9 – Reading and Writing, Fiction</li> </ul> <p>PSHE – Families, Marriage (including forced marriage), Teenage Relationships.</p> <p>Careers – Directors, Actors, Scriptwriters</p>	<ul style="list-style-type: none"> <li>✓ Recalling information</li> <li>✓ Performances/debates</li> <li>✓ How to construct/organise an essay</li> <li>✓ Critical thinking</li> <li>✓ Speaking and listening</li> <li>✓ The use of accurate, sophisticated vocabulary, SPaG</li> </ul>	
Spring 1	<b>Poetry Across Eras</b>  <b>(Literature: Poetry)</b>	<p>Students to discover the concepts of:</p> <ul style="list-style-type: none"> <li>• <i>Anthropomorphism</i></li> <li>• <i>Enjambment</i></li> <li>• <i>Language heritage</i></li> <li>• <i>Cultural influence</i></li> <li>• <i>Transcendentalism</i></li> <li>• <i>The Sublime</i></li> <li>• Introduction to various forms of poetry including lyric, monologue, narrative, ballad and free verse</li> <li>• Explore poetic elements such as title, persona, narrative perspective, rhyme and figurative language.</li> <li>• Examine the poets’ use of language and structural techniques to create meanings; establish tone and mood and explore themes.</li> <li>• Identify and comment of various images and experiences conveyed by the poet.</li> </ul> <p>PSHE – Relationships, Society, Cultural expectations</p> <p>Careers – Poets, Literary critics, biographers</p>	<ul style="list-style-type: none"> <li>✓ Poetic techniques, Inference</li> <li>✓ Extended metaphor, Tone and language</li> <li>✓ Sounds, Use of personas</li> <li>✓ Justification of inference</li> <li>✓ Writing with confidence</li> <li>✓ Reading with understanding</li> <li>✓ Critical Thinking-making judgement influenced by own opinion of studied poem</li> <li>✓ Assessing the impact of language, form/genre, structure and context of a poem and how they influence meaning</li> <li>✓ Selecting judicious evidence from text to support opinions</li> <li>✓ Assess how ideas/message from studied poem link to modern society.</li> </ul>	<p>Written assessment examining two of the studied poems.</p> <p>In line with GCSE Literature Paper 2 Section B – Literature AO’s: AO1, AO2 and AO3</p>
Spring 2	<b>Gothic Short Stories</b>  <b>(Literature: 19th/20<sup>th</sup> century Fiction)</b>	<p>The following short stories will be used to explore the gothic genre and how different authors presents themes, characters, plot:</p> <p>Short stories:</p> <ul style="list-style-type: none"> <li>• <i>Masque of the Red Death</i> by Edgar Allen Poe</li> <li>• <i>Tell Tale Heart</i> by E. A Poe</li> <li>• <i>Examination Day</i> by Henry Slesar</li> <li>• <i>Red Room</i> by H. G. Wells</li> <li>• <i>Journey by Night</i> by Undine Giuseppe</li> </ul> <p>For the lower ability students, the collection:</p> <ul style="list-style-type: none"> <li>• Edgar Allen Poe’s Murder and Mystery illustrated by the Gris Grimly.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Skills developed across this unit focus on:</li> <li>✓ building students’ analytical skills whereby they can confidently view a range of texts across a specific genre</li> <li>✓ understand how writers have used language techniques and be able to comment with multiple layers of inference on word choices made by the authors.</li> </ul>	<p>In line with GCSE Literature Paper 1 Section B – Literature AO’s: AO1, AO2 and AO3</p> <p>It’s an extended writing piece that is extract based and values 30 marks and 4marks for SPaG.</p>

		<ul style="list-style-type: none"> <li>• Elements of short story including, main plots, sub plots, point of view, character construction, themes.</li> <li>• Emphasis and usage of specific convention explored in stories - Gothic, dystopian, realism, science fiction</li> <li>• Establish and analyse techniques used by writers in exploring character, setting and themes, including narrative form, symbolism, motif, allegory</li> <li>• Determine and evaluate writer's message/aims in presenting themes/characters</li> <li>• Make contextual links to life in the specific time period of each short story: American Gothic literature, Masquerade culture. Authorial influences and reception of piece based on time period.</li> </ul> <p>PSHE – Romance, Families, Gender expectations, Psychological issues Careers – Historian, Writers, Researchers</p>	<ul style="list-style-type: none"> <li>✓ Spelling of key vocabulary associated with specific stories if applicable</li> <li>✓ Use quotes and paraphrase correctly and explore depth of each</li> <li>✓ Write cohesively and exploring of art of writing and developing argument/viewpoint- using a structure to first establish a key focus/thesis, then use the text to support argument</li> </ul>	
Summer 1	<b>Animal Farm</b>  (Literature: Prose)	<ul style="list-style-type: none"> <li>• To identify literary devices</li> <li>• To identify structural/organisational devices</li> <li>• To effectively analyse literary and structural devices, commenting on inferences, connotations and intended effects</li> <li>• To identify key quotations</li> <li>• To comment on the personalities of characters</li> <li>• To understand the allegory and satire of the novella and how it parallels the Russian Revolution.</li> <li>• To understand how the context of the novella heavily influences and shapes the plot and moral message.</li> <li>• To understand the novella as a cautionary tale and a morality text, holding a mirror up to society.</li> <li>• To expand pupils' vocabulary, challenging them with new words and phrases.</li> <li>• To develop pupils' understanding of, and ability to identify and analyse figurative language and other linguistic devices.</li> <li>• To develop pupils' academic writing, whereby an appropriate and yet challenging writing structure is learnt and applied.</li> <li>• To utilise discussion and debate effectively, therefore bolstering pupils' oracy levels, alongside their ability to listen and respond using high levels of Standard English.</li> <li>• All aspects of literature including development of setting, character, plot and themes and the writer's use of language and structural techniques to develop each element.</li> <li>• Discuss the context of the text: Leadership &amp; corruption, propaganda and protest, control over the intellectually inferior,</li> </ul>	<ul style="list-style-type: none"> <li>✓ Writing with confidence</li> <li>✓ Reading with understanding</li> <li>✓ Critical Thinking-making judgement influenced by own opinion of studied text</li> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Researching</li> <li>✓ Exploring the importance of language, form/genre, structure and context of a text and how they influence meaning</li> <li>✓ Selecting ambitious quotes from text to support opinion</li> <li>✓ Assess how ideas/message from studied text link to modern society</li> </ul>	<p><b>Summer 1:</b></p> <p>Creative Assessment/ TAG</p> <p>Students will produce a piece of propaganda art as a homework project across the half term. Assessment throughout the half term in relation to reading and writing comprehension.</p>
Summer 2				<p><b>Summer 2:</b></p> <p>Written assessment will focus on an extract from the text. Students will examine a character or a specific theme using the extract with</p>

		<p>lies &amp; deceit, dreams, hope &amp; plans, religion etc.</p> <ul style="list-style-type: none"> <li>• Learn about Dystopian literature while discovering new key words: Fable, satire, allegory, communism, Propaganda etc.</li> <li>• Compare and contrast characters and how they interact with other characters and situations.</li> </ul> <p><b>Satellite Units:</b></p> <p>Week 1: Propaganda and Protest</p> <ul style="list-style-type: none"> <li>• Propaganda art analysis</li> <li>• Revolution poems/songs/writing</li> </ul> <p>Week 8: Soviet Poetry</p> <ul style="list-style-type: none"> <li>• Anna Ahkmatova - <i>Requiem</i></li> <li>• Osip Mandelsson - <i>Stalin Epigram</i></li> </ul> <p>Week 9: Reading and Writing, Non-Fiction</p> <ul style="list-style-type: none"> <li>• Bernard Shaw's letter to the editor having visited Soviet Union</li> <li>• Post-Soviet Union Articles etc.</li> </ul> <p>PSHE – Communism, War, Propaganda, Misuse of Power, Hierarchy in society</p> <p>Careers – Historian, Politician, Journalist</p>		<p>reference to the wider text.</p> <p>In line with GCSE Literature Paper 1, Section A – Literature AO's: AO1, AO2, AO3 and AO4</p>
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