

## 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 & Autumn 2	<b>Dystopian Fiction:</b> <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</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>✓ Participating in formal debates and structured discussions, summarising and/or building on what has been said</li> </ul>	<b>Autumn 1 and 2:</b>  Reading: Analysis of an extract and novella as a whole.  Writing: Writing to argue letter  Speaking: Persuasive speech

	<p>inferior, 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><li>• Rhetoric</li></ul> <p>Week 8: Soviet Poetry</p> <ul style="list-style-type: none"><li>• Anna Ahkmatova - <i>Requiem</i></li><li>• Osip Mandelson - <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><li>• Presentations</li></ul> <p><b>PSHE</b> – Communism, War, Propaganda, Misuse of Power, Hierarchy in society</p> <p><b>Careers</b> – Historian, Politician, Journalist</p>		
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<p><b>Spring 1</b></p>	<p><b>Poetry Across Eras</b></p> <p><b>(Literature: Poetry)</b></p>	<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><b>PSHE – Relationships, Society, Cultural expectations</b></p> <p><b>Careers – Poets, Literary critics, biographers</b></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>Reading: Analysis of studied poem.</p> <p>Writing: Write poem based on given criteria.</p> <p>Speaking: Performance poetry</p>
<p><b>Spring 2</b></p>	<p><b>Shakespeare's Tragedy:</b></p> <p><b>Romeo &amp; Juliet</b></p> <p><b>(Literature)</b></p>	<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> </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> </ul>	<p>Reading: Analysis of major social issue presented in the text.</p> <p>Writing: Analytical essay on a theme or character.</p> <p>Speaking: Debate on topical issues within the text</p>

		<ul style="list-style-type: none"> <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> <p>Satellite Units:</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>✓ Identifying and evaluating structural devices</li> <li>✓ Memorisation and recitation of key quotes</li> <li>✓ Reading comprehension</li> <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> </ul> <p>The use of accurate, sophisticated vocabulary, SPaG</p>	
<p><b>Summer 1</b></p>	<p><b>Writing through a lens</b></p> <p><b>Creative Writing</b></p>	<p>Develop an understanding of writing fiction texts for specific purposes and audiences, with a specific focus on characterisation.</p> <ul style="list-style-type: none"> <li>✓ Understand further the process of narrative writing through researching, planning, drafting, proof-reading and editing our own narratives.</li> <li>✓ Appreciate and develop the use of descriptive language to enhance characterisation, focusing on, alliteration, adjective, metaphor, repetition, and personification.</li> <li>✓ Understand the importance of characterisation in enhancing a narrative.</li> </ul> <p>PSHE – Families, Age, Gender</p> <p>Careers – Novelists, Editors</p>	<ul style="list-style-type: none"> <li>✓ Understand how to create a piece of creative writing with effective and developed characterisation.</li> </ul> <p>✓ Plan, draft, proof-read and edit extended writing pieces to produce a character which is fully-fleshed and believable.</p> <p>✓ Choose vocabulary and linguistic devices to create specific effects in bringing the character to life for the readers</p>	<p>Reading: Analysis of a range of extracts, with a focus on characterisation.</p> <p>Writing: Compile a collection of narrative extracts, with a focus on characterisation.</p> <p>Speaking: Individual presentation of a character</p>

Summer 2

**Gothic Fears:**

**Dracula Play text**

- ✓ Pupils will master the conventions of play scripts, including stage directions and character development, and understand how these elements shape genre and themes.
- ✓ Interpreting characters, conveying impressions of people and places, and crafting tension and mood will be central aspects of study, fostering an understanding of text meaning and authorial techniques.
- ✓ Crafting of language
- ✓ Methods of characterisation
- ✓ Narrative structure
- ✓ Creating setting

- ✓ Pupils will learn play script conventions, including stage directions and character development, and write in the Gothic genre.
- ✓ They will differentiate between novels and plays to appreciate various literary forms and contexts, enhancing their understanding of meanings and ideas like the Gothic genre.
- ✓ Exploring Gothic horror in plays will help them understand character influences and writer's choices.
- ✓ Additionally, performing play scripts will improve their spoken English skills and language generation.

Reading:  
Analysis of a key scene.

Writing:  
Writing a short script inspired by 'Dracula'

Speaking  
Performance of a key scene.