



Year Group	Year 8					
Subject intent	Students will understand that literature is a reflection of, a response to, and an influence on, the context in which it was written. They will study a range of texts that are shaped by the context in which they were produced and key concepts and will explore big ideas like power, class, power, gender, identity etc. Students will become familiar with the conventions of different genres as well as introducing them to the more demanding language and powerful imagery of Shakespearean plays and the Romantic writers.					
Subject Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p>Non-fiction unit <b>'WHO AM I?'</b></p> <p>Features of autobiographical writing *features of writing to inform</p>	<p><b>Of Mice and Men/ Hunger Games</b> Context: dystopia</p> <ul style="list-style-type: none"> <li>❖ Narrative</li> <li>❖ Setting</li> <li>❖ Narrator</li> <li>❖ Character</li> <li>❖ Themes</li> <li>❖ Language</li> </ul>	<p><b>Romantic poets</b> Context: Romanticism</p> <ul style="list-style-type: none"> <li>❖ Form</li> <li>❖ Structure</li> <li>❖ Language</li> <li>❖ Themes</li> </ul>	<p><b>Shakespeare – Merchant of Venice / Taming of the Shrew</b> <b>Powerful women</b> Context: English renaissance <b>Shakespeare</b> <b>Ovid's Metamorphoses</b> Form: comedy Structure:</p> <ul style="list-style-type: none"> <li>❖ Soliloquy</li> <li>❖ Stage directions</li> <li>❖ Props</li> <li>❖ Role reversal</li> <li>❖ Dramatic irony</li> <li>❖ Aside</li> </ul> <p>Language:</p> <ul style="list-style-type: none"> <li>❖ Allusion</li> <li>❖ Metaphors</li> </ul>	<p><b>Dystopian short stories:</b> <b>Kurt Vonnegut's "Harrison Bergeron"</b> <b>Ray Bradbury's "The Veldt"</b> <b>Shirley Jackson's "The Lottery"</b> Context: Dystopia Short stories' features:</p> <ul style="list-style-type: none"> <li>❖ Narrative</li> <li>❖ Setting</li> <li>❖ Narrator</li> <li>❖ Character</li> <li>❖ Themes</li> <li>❖ Language</li> <li>❖ Comparing and contrasting</li> </ul>	<p><b>Mr Pip/ Whale Rider</b> Narrative</p> <ul style="list-style-type: none"> <li>❖ Setting</li> <li>❖ Narrator</li> <li>❖ Character</li> <li>❖ Themes</li> <li>❖ Language</li> </ul>



				❖ The rule of three etc.		
<b>Skills</b>	<p>*Writing to describe and narrative</p> <ul style="list-style-type: none"> <li>• Use of a range of language devices including similes, metaphors</li> </ul> <p>*Planning, drafting, writing in timed conditions, proofreading and redrafting.</p>	<p>*Understand increasingly challenging texts by learning new vocabulary -themes, language, structure and character</p> <p>*Big ideas- migration, The American Dream The Great Depression</p>	<p>*Identifying figurative language using accurate terminology</p> <p>*Understanding of writer's choice of language for effect</p> <p>*Discussing / commenting the theme of nature by romantic poets</p>	<p><b>*Further develop understanding of Shakespearean language</b></p> <p><b>*Commenting on /analysing/evaluating how the author presents the role of women in society</b></p>	Compare characters presents in the texts	Analysing and evaluating writer's craft Cultural identity and alienation commenting
<b>Subject Impact</b>	Making connections between personal and educational-organicity	Exploring social problems by integrating with the present.	Exploring environmentalism through Romanticism.	Exploring the concept of love in comedy.	Exploring environmentalism through the dystopian genre.	Exploring the concept of the other/alienation and memories.
<b>Assessment</b>	<p><b>Formative assessment:</b> Write a creative piece of fiction, using sensory language</p> <p><b>Summative assessment:</b></p>	<p><b>Formative: creative writing- a response poem having as a stimulus one of poems studied</b></p> <p><b>Summative assessment:</b></p>	<p><b>Formative assessment:</b> re-enacting an extract from a relevant scene in the play, e.g. Portia commenting on her suitors.</p>		<p><b>Formative assessment:</b> compare the presentation of Harrison Bergeron's character with another character</p>	<p><b>Formative assessment:</b> Speech/letter/diary entry/blog/newspaper article</p> <p><b>Summative assessment:</b></p>



	<b>Author's craft:</b> commenting on /analysing/evaluating the presentation of A major character in an extract and the novel as a whole.	<b>contextual study -</b> discussion/comment/ analysis of the theme of nature by one of the Romantic poets.	<b>Summative assessment:</b> <b>Themes-</b> commenting on /analysing/evaluating how the author presents the		from the stories studied. <b>Summative assessment:</b> <b>creative writing: own short dystopian story</b>	Cultural identity and alienation commenting on/analysing/evaluati ng on author's craft.
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