

TERM	Year 8
T1 KNOWLEDGE	<p>PERSUASION - THE ART OF RHETORIC:</p> <ul style="list-style-type: none"> ● a range of rhetorical devices ● the meaning of denotation and connotation ● ethos, pathos and logos ● common structures of persuasive speeches <p>WW1 POETRY:</p> <ul style="list-style-type: none"> ● short-term and long-term factors leading to the outbreak of WW1 ● the social, cultural and historical context of poems studied ● the terms 'patriotism' 'propaganda' 'jingoism', also 'denotation' and 'connotation' (revisited) ● different ways propaganda was used in WW1, and the different forms it took ● different persuasive techniques used in propaganda and their intended effect on the audience
T1 SKILLS	<p>PERSUASION - THE ART OF RHETORIC:</p> <p>Reading</p> <ul style="list-style-type: none"> ● to identify and interpret explicit and implicit information and ideas in a range of persuasive speeches ● to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology ● to compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts ● to show understanding of the relationships between texts and the contexts in which they were written ● to know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning ● to identify rhetorical devices in a range of speeches (non-fiction and fiction) and be able to explain their effect

	<p>Writing</p> <ul style="list-style-type: none"> • to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register • to organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts • to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation • to apply their growing knowledge of vocabulary, grammar and text structure to their writing • to draw on knowledge of literary and rhetorical devices from their reading to enhance the impact of their writing • to plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended; and amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness • to study the effectiveness and impact of the grammatical features of the texts they read • to draw on new vocabulary and grammatical constructions from their reading and listening, and use these consciously in their writing and speech to achieve particular effects <p>WW1 POETRY:</p> <ul style="list-style-type: none"> • to analyse propaganda texts, identifying persuasive devices (text and image), explaining the use of denotation and connotation, and commenting on the effect on the reader • to study the effectiveness and impact of the grammatical features of the texts they read to discuss language with precise and confident use of linguistic and literary terminology • to identify and interpret explicit and implicit information and ideas • to evaluate texts critically and support this with appropriate textual references • to show understanding of the relationships between texts and the contexts in which they were written • to know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
T2 KNOWLEDGE	<p>WW1 POETRY (CONT.):</p> <ul style="list-style-type: none"> • the conditions of trench warfare • a range of poetic terms/devices /forms used by poets for specific purposes.

	<ul style="list-style-type: none"> • how a poet's experience of war affects the nature of the poems they wrote • how to compare two poems (purpose, context and language) <p>CRIME FICTION:</p> <ul style="list-style-type: none"> • the features of crime fiction • the techniques that Conan Doyle uses to reveal the character of Sherlock Holmes to the reader • the techniques that Conan Doyle uses to create suspense in an extract from 'The Adventure of the Speckled Band'
T2 SKILLS	<p>WW1 POETRY:</p> <p>Reading</p> <ul style="list-style-type: none"> • to identify and interpret explicit and implicit information and ideas • to recognise a range of poetic conventions and understand how these have been used • to show understanding of the relationships between texts and the contexts in which they were written • to know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • to select evidence from different texts • to compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts <p>Writing</p> <ul style="list-style-type: none"> • to plan and draft a formal comparative essay • to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register • to organise information and ideas, using structural and grammatical features to support coherence and cohesion • to analyse language with precise and confident use of linguistic and literary terminology • to use standard English in a formal context <p>CRIME FICTION:</p>

	<ul style="list-style-type: none"> • to study setting, plot, and characterisation, and the effects of these • to evaluate texts critically and support this with appropriate textual references • to identify the key features of a genre and be able to recognise them in a range of texts • to show understanding of a text and focus on a question by examining in detail what has been written and how the writer has communicated his/her meaning. • to recognise, discuss, analyse and explain how and why a writer has deliberately used words and phrases, linguistic techniques and literary devices when describing characters and creating suspense • to ask increasingly confident and sophisticated questions which allow meaning (and alternative interpretations of that meaning) to be teased out of a text
SUMMATIVE ASSESSMENT 1	<p>Reading: T2 - Comparative war poetry essay (Jessie Pope and Wilfred Owen) /40 T2 – Reading response to an extract from ‘The Speckled Band.’ How does Conan Doyle build suspense?</p> <p>Writing: T1 - Persuasive speech (mark /40)</p>
T3 KNOWLEDGE	<p>‘LAMB TO THE SLAUGHTER’:</p> <ul style="list-style-type: none"> • the ways in which Roald Dahl carefully structures the short story to create suspense and to build up to a plot twist • the ways in which Roald Dahl reveals details of his characters <p>GOTHIC LITERATURE:</p> <ul style="list-style-type: none"> • the techniques used by a range of writers which create a gothic atmosphere and characters • ways in which sentence forms and structures are manipulated for effect • a range of punctuation that can be used for effect
T3 SKILLS	<p>‘LAMB TO THE SLAUGHTER’:</p> <ul style="list-style-type: none"> • to study setting, plot, and characterisation, and the effects of these

	<ul style="list-style-type: none"> • to show understanding of the relationships between texts and the contexts in which they were written • to identify and interpret explicit and implicit information and ideas • to select evidence to support a point of view (Mary Maloney - victim or villain?) <p>GOTHIC LITERATURE:</p> <p>Reading</p> <ul style="list-style-type: none"> • to identify and interpret explicit and implicit information and ideas • to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology • to evaluate texts critically and support this with appropriate textual references • to recognise a range of poetic conventions and understand how these have been used • to explain how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • to show understanding of how a writer can structure a text in order to build tension and to consider the effect of structural devices • to show understanding of a writer's choices and their effect on the reader in assessed reading responses, with increased independence <p>Writing</p> <ul style="list-style-type: none"> • to use the features of a genre in a piece of original writing • to use a wide range of punctuation for effect in their own writing • to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation • to draw on knowledge of literary devices from their reading to enhance the impact of their writing • to plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended; and amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
T4 KNOWLEDGE	<p>'WOLF HOLLOW' - A NOVEL STUDY:</p> <ul style="list-style-type: none"> • the social and historical context of the novel (The Great Depression and America's involvement in WW1 and WW2) • the features of a newspaper article (including passive voice and bias)

	<ul style="list-style-type: none"> ● the features of formal and informal language ● the term 'hygge' and the ways in which it appears in the novel ● the themes present in the novel ● Interiority and foreshadowing to reveal elements of plot and character
T4 SKILLS	<p>'WOLF HOLLOW' - A NOVEL STUDY:</p> <p>Reading</p> <ul style="list-style-type: none"> ● to study setting, plot, and characterisation, and the effects of these ● to identify and interpret explicit and implicit information and ideas ● to evaluate texts critically and support this with appropriate textual references ● to explain how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning ● to identify ways in which social and historical context influences a writer's choices of plot, character and setting ● to independently recognise a range of linguistic devices and literary techniques ● to identify the key themes and motifs in a novel ● to identify the key hygge features of the novel and evaluate its purpose (and contrast them with the dramatic and destructive events of the novel) <p>Writing</p> <ul style="list-style-type: none"> ● to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register ● to organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts ● to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation ● to plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended; and amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness ● to write an authentic newspaper article ● to write informally using a range of techniques ● to take notes independently to track character, plot and setting

SUMMATIVE ASSESSMENT 2	<p>Reading: T3 - Response to an extract from 'The Woman in Black' (mark /24)</p> <p>Writing: T3 - Gothic story (opening) (mark /40) T4 – Betty's diary (Wolf Hollow) - informal piece (mark /40)</p>
T5 KNOWLEDGE	Wolf Hollow (cont.)
T5 SKILLS	Wolf Hollow (cont.)
T6 KNOWLEDGE	<p>CIVIL RIGHTS - A TRIBUTE:</p> <ul style="list-style-type: none"> • significant events in the life of Nelson Mandela and the history of apartheid • how a poem can express a poet's feelings on apartheid ('Nothing's Changed' by Tatamkhulu Afrika) • how emotive language can be used to influence a reader • the importance of context when understanding poetry • the range of poetic devices used by a poet <p>SHAKESPEARE - 'MACBETH':</p> <ul style="list-style-type: none"> • the social and historical context of the play - society's view of witches and women - and its influence on the play • the ways in which the character of Lady Macbeth would shock an audience at the time • strategies for understanding challenging texts
T6 SKILLS	<p>CIVIL RIGHTS - A TRIBUTE:</p> <p>Reading</p> <ul style="list-style-type: none"> • to read closely for research and note-taking • to use a range of subject specific terminology when responding to a poem • to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology • to evaluate texts critically and support this with appropriate textual references

	<ul style="list-style-type: none"> • to show understanding of the relationships between texts and the contexts in which they were written <p>Writing</p> <ul style="list-style-type: none"> • to use a range of devices for emotive effect • to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register • to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation • to plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended; and amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness <p>SHAKESPEARE - 'MACBETH':</p> <ul style="list-style-type: none"> • to identify and interpret explicit and implicit information and ideas • to show understanding of the relationships between texts and the contexts in which they were written • to evaluate a range of interpretations of the witches in Macbeth • to show independent understanding of Shakespeare's language • to analyse Lady Macbeth's speeches in act 1 scene 5 and act 1 scene 7
<p>SUMMATIVE ASSESSMENT 3</p>	<p>Reading: T5 – analysis of the way drama is created by the author in Chapter 7 of 'Wolf Hollow' (mark /24)</p> <p>Writing: T5 - Newspaper article ('Wolf Hollow')</p>