

Year 8	Curriculum Related Expectation	Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Characters in the Canon	Family Relationships Poetry	Rhetoric: writing to persuade	Genre study: Ghost Stories	Class Novel	Romeo and Juliet
		KNOWING WHAT... (information, facts and content)	<ul style="list-style-type: none"> - The conventions of Epic poetry - The basic plots of 'Beowulf' and 'The Iliad' - The concepts of Anglo-Saxon and Homeric heroism - The presentation of Beowulf and Achilles - The social political influences on the works of Geoffrey Chaucer - Soliloquy (Richard III) and features of dramatic verse (iambic pentameter, imagery, sound effects) - Victorian England and attitudes towards crime and punishment - Plot of chapter one of 'Great Expectations' - Dickens' presentation of Magwitch 	<ul style="list-style-type: none"> - Terminology: stanza, speaker, form. - How poets use poetic techniques for effect: metaphor (Praise Song); extended metaphor (Mother to Son); simile (Mid-Term Break); symbolism (Mother to Son, Mid-Term Break) - How poets use diction for effect: all named poems - The significance of social, historical and biographical context (all named poems) 	<ul style="list-style-type: none"> - The Aristotelian triad: ethos, pathos, logos - Rhetorical devices: rhetorical question, repetition, imagery, alliteration, contrast, emotive language, hyperbole, triadic structure, imperatives, direct address - Significance of social, historical and biographical context (all named speeches) - Structures of persuasive speeches 	<ul style="list-style-type: none"> - The plot of named short stories - Narrative techniques: perspective, characterisation, suspense and tension - How writers create mood and atmosphere via: structural features, language, imagery and sentencing - Victorian attitudes towards ghosts and superstition. 	<ul style="list-style-type: none"> - How to recognise authorial intent - How to read for meaning and comment on language - The influence of context on selected novel - How a personal response to the text 	<ul style="list-style-type: none"> -The plot of the play and the role of the main characters -The features of dramatic verse (iambic pentameter, imagery, sound effects) - Dramatic conventions (staging, setting, character, soliloquy, monologue, asides, stage directions, symbols, motifs) -Social and historical context: patriarchy – the role of women, arranged marriages, femininity and masculinity.
		KNOWING HOW... (methods and processes)	<p>Read, reflect and respond to extracts from 'The Iliad', 'Beowulf', 'The Canterbury Tales', 'Richard III' and 'Great Expectations' with a focus on characterisation.</p> <p>Decode and retrieve information from a range of texts</p> <p>Infer and deduce meaning from a range of text</p> <p>Understand and comment on the writers' use of language, structure and form</p> <p>Use embedded quotations</p> <p>Engage with context</p>	<p>Read, reflect and respond to a range of modern poetry by poets of British and American heritage with a focus on relationships and identity.</p> <p>Analyse poetry and develop personalised responses to poems.</p> <p>Decode and retrieve information from a range of texts</p> <p>Infer and deduce meaning from a range of text</p> <p>Understand and comment on the writers' use of language, structure and form</p> <p>Use embedded quotations</p> <p>Engage with context</p>	<p>Read, reflect and respond to speeches from antiquity to modern day.</p> <p>Analyse writers' use of ethos, pathos and logos, and rhetorical features.</p> <p>Adapt writing to genre conventions</p> <p>Use punctuation and sentencing for effect</p> <p>Structure and paragraph writing for effect</p> <p>Edit and proofread</p>	<p>Read, reflect and respond to a range of extracts from 19th and 20th century ghost stories.</p> <p>Read, reflect and respond to one full short story.</p> <p>Decode and retrieve information from a range of texts</p> <p>Infer and deduce meaning from a range of text</p> <p>Adapt writing to genre conventions</p> <p>Use punctuation and sentencing for effect</p> <p>Structure and paragraph writing for effect</p> <p>Edit and proofread</p>	<p>Read, reflect on respond to a whole novel.</p> <p>Decode and retrieve information from a range of texts</p> <p>Infer and deduce meaning from a range of text</p> <p>Understand and comment on the writers' use of language, structure and form</p> <p>Use embedded quotations</p> <p>Engage with context</p>	<p>Analyse and response to seven scenes from the play with a focus on the writer's craft and use characterisation.</p> <p>Decode and retrieve information from a range of texts</p> <p>Infer and deduce meaning from a range of text</p> <p>Understand and comment on the writers' use of language, structure and form</p> <p>Use embedded quotations</p> <p>Engage with context</p>
		Planned ASSESSMENT opportunities	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p>
			<p>Summative assessment</p> <p>Response to extract from 'Great Expectations'*</p>	<p>Summative assessment</p> <p>Response to anthology poem*</p>	<p>Summative assessment</p> <p>Write a speech on a topical issue*</p>	<p>Summative assessment</p> <p>Write the opening of a ghost story*</p>	<p>Summative assessment</p> <p>Extract response</p>	<p>Summative assessment</p> <p>Response to extract from Act 3, Scene 5*</p>

* All students should have access to scaffolding that is similar in form and format to that on the shared area. Teachers to use and adapt as appropriate.