

Year 8		Curriculum Related Expectation				
Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>KNOWING WHAT... (Information, facts and content)</p>	<p>Characters in the Canon</p> <ul style="list-style-type: none"> - The conventions of Epic poetry and 'The Iliad' - 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 	<p>Family Relationships Poetry</p> <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 (Follower); symbolism (Mother to Son, Before You Were Mine) - How poets use diction for effect: all named poems - The features of a sonnet (Sonnet 18; Thirty-Five) - The significance of social, historical and biographical context (all named poems) 	<p>Rhetoric: writing to persuade</p> <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 	<p>Genre study: Ghost Stories</p> <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. 	<p>Class Novel</p> <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 	<p>Romeo and Juliet</p> <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.
	<p>KNOWING HOW... (Methods and processes)</p>	<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 Caribbean, Irish, Scottish 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>Planned ASSESSMENT opportunities</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>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>Compare the presentation of parent and child relationships in the 'Follower' by Seamus Heaney and one other 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.