Share Multi Academy Trust: Thornhill Community Academy

Curriculum Planning

Thornhill Community Academy

Subject: English Year 8 Ability All

Term / Date(s)	**Half-term 1**	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Topic	**Trash**	**Gothic Fiction**	**Relationship Poetry**	**Non Fiction writing and oracy: current affairs**	**Shakespeare 'Romeo and Juliet' by William Shakespeare**	**Blood Brothers**
Topic overview **Pupils will learn…**	The analysis of how a writer creates atmosphere, character, setting, constructs plot and creates a satisfying ending.	How to emulate the gothic genre through a piece of creative writing, whilst engaging with a range of gothic texts.	How to interpret the meaning of poems and to analyse the language, form, themes, writer's craft and structure of each individual poem. All the poems will be linked to the theme of 'Relationships' and will build on this thematic approach to studying poetry.	How to analyse a range of non fiction texts and emulate these styles in their own writing. Pupils will learn to write accurately, fluently, effectively and at length for pleasure and information through applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.	Students will understand and explore the relationships between texts and the contexts in which they were written to develop a deeper understanding of the meanings and ideas. Context should focus on Elizabethan England, Queen Elizabeth and the fate, the Great Chain of Being and the role of women. Students will know how to read, understand and respond to texts in order to confidently analyse a text independently. Students will use textual references, including quotations, to support and illustrate their own interpretations and ideas. Students will know how to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate in order to explore how Shakespeare used archaic language and the meanings behind more complex phrasing. Students will understand how to identify and analyse key themes in order to develop a considered interpretation of the writer's	Students will read 'Blood Brothers' in depth so that they are able to discuss and explain their understanding and ideas about characters, themes and context.

					intentions and to be able to track these themes through the play. Students will be able to maintain a critical style and develop an informed personal response in order to express a point of view and thoughts on a text. Students will know how to use a range of vocabulary and sentence structures to ensure their written work has clarity, purpose and effect, with accurate spelling and punctuation.	
Components	Students will read the novel in order to see how the writer creates and develops a plot. Students will use relevant, concise quotations and textual references when writing about the novel to support and develop an interpretation in an extended analysis. Students will explore the writer's craft, identifying and commenting on language, tone and structural techniques used in order to evaluate how a writer creates meaning and effects in a successful novella. Students will explore the events and ideas in the story in order to understand, describe and interpret information, events and ideas and use quotations when writing about the story and forming their own viewpoint or line of enquiry.	Students will read and understand a range of gothic texts in order to emulate this style of writing in their own gothic story. Students will identify gothic features in a text in order to use examples of these features in their own work. Students will use quotations to support opinions about characters, themes and gothic features, in order to understand a writers' choice in their texts and support a viewpoint. Students will write effectively in the style of the gothic genre, using a range of gothic features and language that emulates the style of gothic in order to explore this genre thoroughly. Students will write with a conscious sense of audience in order to create tension and suspense in their own fiction writing. Students will write effectively and coherently in order to engage and sustain a reader's interest.	Students will read unseen poems in order to understand the meaning and ideas presented by a poet. Students will explore how relationships and roles in society have changed over time in order to deepen their understanding of the themes. Students will explore how poets use language, form and structural devices when conveying a theme or message in order to analyse writers' methods and write about them confidently. Students will use concise quotations and textual references to support and develop interpretation and comparisons in order to support a personal viewpoint. Students will explore how writer's use poetic devices to convey themes in order to draw comparisons across poems and analyse techniques efficiently. Students will explore how writers use poetic devices to convey themes in order to draw comparisons across poems. Students will explore a range of perspectives and presentations of relationships in order to analyse writers' choices and understand	Students will read a variety of non fiction texts. Students will analyse the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. Students will write accurately, fluently, effectively and at length for pleasure and information through applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. Students will speak confidently and effectively, including through giving short speeches and presentations, expressing their own ideas and keeping to the point. Students will participate in formal debates and structured discussions, summarising and/ or building on what has been said.	Students will have explored a range of texts, developing their knowledge of how to consider contextual elements and how to analyse a text, though not necessarily with Shakespeare. Students should have a basic knowledge of who Shakespeare is and have studied extracts in Y7.	Students will understand the difference between a novel and a play in order to support their knowledge of how texts are constructed and why. Students will understand the relationships between texts and the contexts in which they were written to develop an understanding of the meanings and ideas. Students wil understand the influences on the characters and the writer's choices. Students will use relevant, concise quotations and textual reference when writing about the play to support and develop an interpretation in an extended analysis. Students will explore the writer's craft in order to identify and comment on language, tone and structural techniques used by the writer Students will explore the events and ideas in the play in order to understand, describe, and interpret information, events or ideas from the play and use quotations when writing about the play. Students will explore how Russel creates character and how characters develop or change

	Students should know how to read and understand a text at a basic level (The Breadwinner, Greek Mythology: Y7) Students should know how to include supporting evidence in writing. (The Breadwinner, Greek Mythology, Shakespeare's women Y7) Students should know how to identify and analyse the writers' methods in a text though this may be inconsistent at this stage. Students should understand how characters and setting are used to develop themes and add meaning to a text. (The Breadwinner, Frankenstein: Y7)		how conflicts affect individuals and communities. Students will build a comparative word bank in order to support their comparative essay skills. Students will compare poets' ideas and themes across two poems; comparing the writers' ideas of how relationships are presented in order to write a developed analytical comparative response. Students will consider how the poets' life experience influence their choices in their poems.			across the stories in order to show consideration of how structure is used to influence the reader. Students will identify Russells's choice of vocabulary, grammatical and structural features in order to evaluate how a writer creates meaning and effects.
What pupils should already know (prior learning components)	Students should know that characters and settings are used to develop themes and add meaning to a text (Novel, Year 7) Students should know how to use supporting evidence (Novel, Year 7) Students should be able to identify and analyse the writer's methods in a text, though this may be inconsistent.		Students should be able to read and understand a range of texts. Students should be able to select relevant quotes to support a viewpoint; this skill was covered when studying Trash, Frankenstein and Animal Poetry Students should be able to use inference and deduction to form personal responses and should be able to apply this to poems Students should be able to identify and analyse poetic devices; this skill was covered in Animal Poetry in Y7. Students should be able to relate texts to their social, cultural and	Students should already be accustomed to number of purposes of writing and be able to adapt form and style in their own writing; this skill was covered during the non-fiction unit in Year 7. Students will know how to analyse a text; this skill was acquired during the study of 'The Breadwinner', 'Trash', 'Shakespeare's women' and 'Frankenstein'.	Through reading 'Romeo and Juliet', students will develop their cultural and contextual knowledge of the world. They will develop their confidence with reading, understanding and responding to a text. Students will develop their use of textual references to support and illustrate interpretations. Students will be able to apply their knowledge of how to analyse the language, form and structure used by a writer to create meanings and effects to a range of texts across subjects and in further study.	Students will have read and analysed modern novels and extracts from Shakespeare plays in Year 7. Students will have explored plot and characterisation in simpler plays. Students should be able to understand information, events or ideas from different texts and use quotation and reference. Students should be able to deduce, infer and interpret information, events or ideas from a range of texts. Students should be able to explain and comment on writer's

			historical traditions as they have considered the effect of context on the writer's choices when studying.			use of language, structure and form. Students should be able to identify and comment on writer's purposes and viewpoints, and the overall effect of the text on the reader. Students should be able to relate texts to their social, cultural and historical traditions, as they have considered the effect of context on the writer's choices when studying.
Transferrable knowledge (skills)	This topic builds on students' confidence in reading, understanding and responding to a text. It further develops students' ability to analyse the language, form and structure used by a writer to create meanings and effects. It also furthers students' confidence in exploring the relationships between texts and the contexts in which they were written.	The topic builds on students' understanding of the gothic genre (Frankenstein Y7) Builds on students' confidence in reading, understanding and responding to a text. Build on students' confidence when writing effectively and coherently. It also furthers students' ability to emulate the style of a writer(s).	This topic builds on students' confidence in reading, understanding and responding to a text. It further develops students' ability to analyse the language, form and structure used by a writer to create meanings and effects. It also furthers students' confidence in exploring the relationships between texts and the contexts in which they were written.	This topic builds on students' confidence in reading, understanding and responding to a text. Students will build on their understanding of how analyse nonfiction texts and improve their ability to identify the purpose, audience and from of text. Students will build on their ability to adapt their own language to suit a purpose, audience and type of writing.	Elizabethan, protagonist, antagonist, motif, pathetic fallacy, symbolism, foreshadowing, soliloquy, structure, stage directions, lighting, setting, symbolism, tension, conflict, dramatic moments, foreshadowing, dramatic irony, imagery, structure, themes, personal response, theme, tone, dialogue, grammar, textual reference, critique, teach, warn, infer.	This topic builds on students' confidence in reading, understanding and responding to a text. It further develops students' ability to analyse the language, form and structure used by a writer to create meanings and effects. It also furthers students' confidence in exploring the relationships between texts and the contexts in which they were written.
Key vocabulary pupil will know and learn	Tier 2: Notorious Narrator Corruption Brutality Motivates Emerge Paradise Custom Tension Loyalty Represent	Genre Moral Prodigious Unreliable Tangible Unsettling Protagonist Aristocrat Ostracised Eerie Consequences Suspenseful Formation	Thematically Conventional Abandonment Disillusionment vindictive Resentment Devastated Transition Undermine Reconcile Candid Infatuation Poignant	Controversy Reliable Tone Formal Colloquial Credible Bias Appropriate Unsustainable Emotive	Patriarchy Prologue Masculinity Contradict Obedient Profane Envious Incite Grievance Herald Disobey Tragedy Fate	Privatise Wrenched Superstition Repossessed Paranoid Accent Constraint Discriminative Optimism Naive Catalyst Social Inequality Privilege

	Tier 3 Context Prediction Narrative voice					Culpability
Resources available		Use of form in Frankenstein - Language, form and structure - GCSE English Literature Revision - BBC Bitesize Link to the SOL. Booklet of extracts from Dracula and The Woman in Black.	AQA | Anthology: love poetry through the ages post-1900 GCSE Learning and Revision | GCSEPod	Articles, reports, monologues, reviews, letters, speeches. BBC news on current affairs at time. Staff shared resources	PDF of 'No Fear' version: **https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxtc2dvb2RsYW5kc2NsYXNzZXN8Z3g6NGE2NWI4MjM3ZTFlZmQzMw** Sparknotes: **https://www.sparknotes.com/shakespeare/macbeth/**	'Blood Brothers' adapted script. Nonfiction texts relating to the context of the play.
Notes **Why this topic is important…**	Through studying 'Of Mice and Men', students will improve their reading and literature analysis. They will lean about the importance of acknowledging the writer's craft It further builds on students' ability to consider the impact of the social, historical and cultural context on a writer's message.	This topic is important because it focuses on an element of a GCSE set text (A Christmas Carol – gothic element). Students will improve their reading and literature analysis skills which can be applied to their other GCSE texts. It further builds students' ability to emulate the style of a writer and to write effectively and coherently.	This topic focuses on poetry providing students an opportunity to recap poetic devices and how to analyse poems that will support students throughout their English education. This also provides students with the opportunity to study a 'cluster' of poems through time, which will support them when accessing the power and conflict cluster at KS4.	This topic focuses on an element of the GCSE language exam at a more basic, accessible level. Through studying language, students will improve their ability to analyse non-fiction texts. It will provide them with the skills required to analyse both fiction and non-fiction. This will also support students with analysing extracts within the Literature set texts at both KS3 and KS4.	This topic provides an understanding of Shakespeare's language for future work. Student will develop and understand the writer's craft and improve their literature analysis skills. In addition, this topic will help students to develop the habit of reading widely and often, appreciating the depth and power of the English literary heritage. Through studying this topic, students will be able to write accurately, effectively and analytically about their reading, using Standard English.	This topic is important because it hones and builds on text, character and context analysis skills needed in order to successfully analyse texts at GCSE.