

Programme of study for Year 8

Autumn (1st term and 2nd term)	Spring (1st term and 2nd Term)	Summer (1st term and 2nd term)
From: September To: December	From: January To: April	From: April To: July
<p>Topic: Gothic</p> <p>Texts:</p> <p>Novel</p> <ul style="list-style-type: none"> ● ‘Woman in Black’ – Susan Hill <p>Unseen prose extracts</p> <ul style="list-style-type: none"> ● ‘Frankenstein’ – Mary Shelley ● ‘Dracula’ – Bram Stoker ● ‘Woman in Black’ – Susan Hill ● ‘The Lovely Bones’ – Alice Sebold ● ‘Macbeth’ – play – William Shakespeare <p>Unseen poems</p> <ul style="list-style-type: none"> ● ‘Prince Kano’ – Edward Lowbury ● ‘The Raven’ – Edgar Allan Poe ● ‘Tell Tale Heart’ - Edgar Allan Poe <p>Non fiction</p> <ul style="list-style-type: none"> ● Two non- fiction articles <p>8WIL</p> <ul style="list-style-type: none"> ● Gothic Unseen Texts 	<p>Topic: Culture and Society</p> <p>Texts:</p> <p>Play</p> <ul style="list-style-type: none"> ● ‘Blood Brothers – Willy Russell <p>Unseen prose extracts</p> <ul style="list-style-type: none"> ● ‘When the Wasps Drowned’ – Clare Wigfall ● ‘The Darkness Out There’ – Penelope Lively ● ‘Invisible Mass of the Black Row’ – Claudette Williams <p>Unseen poems</p> <ul style="list-style-type: none"> ● ‘Snow Day’ – Billy Collins ● ‘Flag’- John Agard ● ‘Island Man’ – Grace Nichols ● ‘Flores Woman’- Tracy K. Smith <p>Non fiction</p> <ul style="list-style-type: none"> ● Three non- fiction articles <p>8WIL</p> <ul style="list-style-type: none"> ● ‘Blood Brothers’ - Willy Russell 	<p>Topic: Myths and Legends</p> <p>Texts:</p> <p>Play</p> <ul style="list-style-type: none"> ● ‘A Midsummer Night’s Dream’ – William Shakespeare <p>Unseen prose extracts</p> <ul style="list-style-type: none"> ● Pandora’s Box ● Icarus ● Medusa ● Prometheus ● Achilles and the Trojan War ● The Story of Echo and Narcissus ● Poseidon <p>8WIL</p> <ul style="list-style-type: none"> ● A Midsummer Night’s Dream

Skills(students should be able to do):

- Read, understand and respond to texts.
- They should be able to use textual references, including quotations to support and illustrate interpretations
- Analyse language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- Understand the wider ideas and begin to look at the writer's intention.
- Use a range of vocabulary and sentence structure for purpose and effect, with accurate spelling and punctuation.

Key Learning Outcomes (students should know):

- To understand key ideas presented in the novel, play and poems.
- To understand the writers' key ideas.
- To begin to analyse in detail key methods used by the writers.
- To begin to make contextual links.

End of term 1 assessment to cover:

- Language analysis

End of term 2 assessment to cover:

- Speech Writing

Building understanding: Rationale / breakdown for your sequence of lessons:

Year 8 will begin with the study of 'The Woman in Black'. This unit will develop students' creative writing skills whilst preparing them for the gothic genre in 'Macbeth' and 'Frankenstein'. For example, students will look at key characteristics of the gothic genre and how tension is created in writing using macro and microstructure features.

The Gothic genre will also be examined by students with their second English teacher through unseen texts. Students will build cultural capital by making connections between the text and the wider world through the analysis of non-fiction articles. For example, students will look at attitudes towards witchcraft and how this has changed through the ages. This will support both the teaching of 'Macbeth' at KS4, where students look at 11th century perceptions of witches as a plot device to change Macbeth's fortune, as well as the explorations of different writers' perspectives which is examined in GCSE Language Paper 2.

In the Spring term, students will move onto the play 'Blood Brothers' which directly links to themes explored at KS4; for example, students will question to what degree our environment shapes our identity through the exploration of nature versus nurture. This will be looked at in greater depth through the study of Frankenstein in year 10. This debate also raises philosophical questions about determinism and free will further interrogated at KS4. Students will continue to examine social issues through both fictional prose, poetry and non-fiction articles and the impact of writers' use of methods. This will support them with Language Paper 2 at GCSE.

Finally, students will end the year with 'A Midsummer Night's Dream' with the key focus of developing their speaking and listening skills to prepare them for the spoken language endorsement at GCSE as well as developing their critical thinking skills. Students will be given opportunities such as organised debates, preparing and performing speeches, hot seating and role play. The play addresses significant themes such as chaos and disorder and appearance versus reality which will be further studied at GCSE as well helping to build their confidence with the study of Shakespeare at GCSE, by promoting reading strategies.

The unseen section of this unit will be looking at various myths and legends. This unit has been specifically chosen to be taught in the summer term to serve as bridging unit to aid the transition from KS3 to KS4. The myths chosen to have direct links to references and themes from KS4 texts thereby developing their contextual knowledge. For example, the students will study Prometheus which links to Victor Frankenstein's transgressions in Frankenstein and The Story of Echo and Narcissus which will be used to explore ideas surrounding prejudice and superficiality and the detrimental consequences of this.

8WIL is a small nurture group who will study elements of the mainstream lessons at a slower pace to enable them to develop foundational literacy skills.

Home – Learning:

- Centralised home learning tasks to prepare for upcoming assessments

Reading / literacy:

- Reading of texts/ discussion-based activities/ retrieval of information/ introduction of new vocabulary

Numeracy:

- Numbered scales to discuss key ideas
- Timeline to plot tension throughout the text
- Ranking of interpretations

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

- Debate club/ theatre trips to The Globe/ Spelling Bee/ Young Writer's Competitions