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
Topic: Gothic Texts: Novel • 'Stone Cold' Robert Swindells Unseen prose extracts • Carmilla – J S Le Fanu • 'Dracula' – Bram Stoker • 'Woman in Black' – Susan Hill • 'The Burial Of Rats" - Bram Stoker • 'Tell Tale Heart'- Edgar Allan Poe Unseen poems • 'The Raven' – Edgar Allan Poe	**Topic:** Culture and Society Texts: Play • 'Blood Brothers – Willy Russell Unseen prose extracts • ' • The Flowers' Walker • 'Lamb to the slaughter' Dahl • 'Invisible Mass Of The Back Row' Unseen poems • 'Poison Tree' Blake • 'Flag'- John Agard • 'Island Man' – Grace Nichols Non-fiction • Non- fiction articles	**Topic:** Myths and Legends **Texts:** Play • 'A Midsummer Night's Dream' – William Shakespeare Unseen prose extracts • Pandora's Box • Icarus • Medusa • Prometheus • Achilles and the Trojan War • Narcissus • Zeus and Poseidon • Urban myths and legends

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.

Term 1 assessments to cover:	Term 2 assessment to cover:	Term 3 assessment to cover:
• Creative Writing • Analysing foreshadowing	• Analysis of symbolism • Language analysis	• Non-fiction writing

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

Year 8 will begin with the exploration of the Gothic genre through the analysis of unseen texts. Students will explore a range of texts from novels such as 'Dracula' by Bram Stoker to poems, such as Tell-Tale Heart by Edgar Allan Poe. The unit will help to develop students' creative writing skills as they focus on the conventions of gothic literature and how to build tension in their own writing. This will then lead into the study of Stone Cold' Robert Swindells. Whilst studying the novel, students will enhance their analytical skills as they explore the writer's craft and use of techniques such as foreshadowing and symbolism to create impact. Students will explore the text through the genre of murder mystery, but will also unpick elements of the Gothic genre, particularly in its use of atmosphere, suspense, and dark, eerie elements. The study of the Gothic genre will also help to prepare students for their study of 'Macbeth' and 'Jekyll & Hyde' at KS4.

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.

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