Year 8 - Literature and Conflict

Term	1	2	3 & 4	4	5 & 6
Topic Title	**English Language Project** - How We Treat Others	**Writing the War: Creative Reading and Writing in War Texts**	**Modern Novel Study: Animal Farm**	**Women in Literature**	**Shakespeare - Romeo and Juliet.**
Rationale	This module allows teachers to assess pupils after the summer break and compare output to data from Y7. Pupils develop the skills they demonstrated in the English Language projects in Y7. Writing to advise: pupils create a leaflet giving advice about how to deal with bullying.	This module secures the grammar knowledge revised in Y7 and advances pupils' ability to write authetnic texts. Equally, pupils are introduced to the concept of context and its influence on writers' choices when responding to a range of texts about war. Pupils study poetry of the Great War and also look at modern war reporting, including issues of bias. Writing task based on producing their own news report following reporting conventions.	Pupils read the novel *Animal Farm* and explore how and why Orwell uses allegory to make a statement about his world. Introduce a range of speaking and listening tasks, including hot-seating, role play and class debate. Narrative writing on the theme of conflict.	Women in Literature: This module builds on previous understanding of how a writer's context influences their choices. Pupils are introduced to the idea that writing reflects social attitudes, as well as creating them. Gender is a focus in this unit to challenge pupils' world views.	Pupils have developed their understanding of how texts reflect the intentions of a writer. In this unit, they explore how Shakespeare's work reflects social attitudes of his context and reflect on how their own views influence how they respond to a text. The focus of this unit is on the representation of gender within the play. Written assessment looking at Shakespeare's presentation of the two protagonists.
		Whole class reader	Animal Farm used as the class reader.	Whole class reader	
	Writing: Writing to advise	**Writing:** Grammar Revision and descriptive writing revision	**Writing Assessment:** Planning and writing a narrative	**Writing Assessment:** Writing a persuasive speech	**Writing:** Discursive writing to address issues raised by the play
Prior knowledge	Pupils develop reading VIPERS skills in Y7. They are introduced to 19th century texts in Y7 and this unit builds on this understanding, with some more challenging texts.	Pupils develop grammar knowledge in KS1, 2, and revise this in Y7. They also develop their ability to use literary devices in Y7, and this unit builds on this by asking pupils to apply this knowledge to create specific effects.	This builds on the knowledge of context and authorial intent developed in module two. The narrative writing builds on the skills introduced in year seven, but with more challenging subject matter.	Pupils have developed their understanding of the writers' craft and are able to use reading VIPERS skills to analyse a range of texts. Pupils develop the writing skills from module two and apply these in a descriptive piece.	Pupils have developed their understanding of context and how it influences writers. They have developed their understanding of how and why gender is presented in specific ways across literature.
Key knowledge/skills development	Reading - Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval (Reading VIPERS)	Writing with accuracy and confidence; selecting and using vocabulary; crafting texts using literary devices. Reading VIPERS skills	Analysing and evaluating the impact of writers' choices in a modern novel	Analysing specific word choices in detail; understanding early modern and 19th century texts	Tracking portrayls of character, ideas and and themes across a play.
National Curriculum/specification links	Reading a wide range of fiction and non-fiction English literature, both pre-1914 and contemporary, including prose, poetry and drama drawing on new vocabulary and grammatical constructions from their reading and listening amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form drawing of knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing writing for a wide range of purposes and audiences Extending and applying the	Reading a wide range of fiction and non-fiction English literature, both pre-1914 and contemporary, including prose, poetry and drama drawing on new vocabulary and grammatical constructions from their reading and listening amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts writing for a wide range of purposes and audiences recognising a range of poetic conventions and understanding how these have	reading a wide range of fiction and non-fiction, including in particular whole books, making inferences and referring to evidence in the text studying setting, plot, and characterisation, and the effects of these making critical comparisons across texts studying a range of authors, including at least two authors in depth each year. writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts	making critical comparisons across texts understand increasingly challenging texts through: learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense. English literature, both pre-1914 and contemporary, including prose, poetry and drama	Reading Shakespeare understand increasingly challenging texts through: learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense.
Cross Curricular Links	PHSCE - Core British Values	History - Y9 Half term 2 - WW1	History - Y9 - Half term 4 - European Dictators; Geography - Y9 - Half term 2 - Rich and Poor;	PSHCE: Equality and human rights	History - Y7 - Half Term 5 - Tudors; PSHCE - Gender stereotypes
STEM		Inspires creativity. Reflecting on your own creative writing	Research - contextual factors		
Numeracy	Patterns and sequencing of a text	Statistics and figures - Character's manipulation of statistics and how this is possible	Putting texts into context - how old is the text? How does it compare to modern day?		
Key vocabulary	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval. Tier 2 vocabulary	Genre, audience, purpose, mode. Simile, metaphor, alliteration, onomatopoeia, extended metaphor. Structure, form, rhythm. Semantic field, lexical field. Context; Intention and Intent.Tier 2 vocabulary	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval. Tier 2 vocabulary	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval. Tier 2 vocabulary	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval. Tier 2 vocabulary