

The Year 8 curriculum is centred around the theme of **freedom** - the texts chosen explore how literature often explores ideas about breaking free from society and the status quo, or can function as a tool of social criticism to break free from the confines of society. This year, students will build on their understanding developed in Y7 of the basics of narrative, by learning about a range of different text forms and features, including different types of plays, poetry, novels and nonfiction journal writing. Contextually, students will develop their understanding of the literary timeline by focusing on literature written between 1600 and the mid-Victorian period. This was a time of rapid social change, where writers experimented with form more liberally. Students will also develop their understanding of metaphor, considering how metaphor works at a whole-text and micro level. In terms of their understanding of argument, students will develop their understanding of expository writing by writing a thesis statement for the first time, and continuing to develop this across the year. They will also continue to develop their academic vocabulary through explicit vocabulary teaching of the academic word list.

Loving	Attentive
<p><b><u>HALF TERM 1 and 2: A Midsummer Night's Dream</u></b>  <b>Core texts:</b> <i>Students will read the full text of Shakespeare's original 'A Midsummer Night's Dream'</i></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• What the key features of Shakespearean comedies, tragedies and histories are</li> <li>• How and why writers use subplots for comedic effect</li> <li>• Key features of comedic character archetypes used in Shakespeare</li> <li>• The key features of satire and parody</li> <li>• Key facts about the presentation of gender and attitudes towards marriage conventions in the early Modern period</li> <li>• What courtly love was and its key features</li> <li>• How to write effect thesis statements</li> <li>• How to expand sentences using appositives</li> <li>• How to develop writing by using a range of creative sentence types</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>- Daily retrieval practice., regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment</li> </ul>	<p><b><u>HALF TERM 3: Romantic Poetry</u></b>  <b>Core texts:</b> <i>Students will read a selection of famous Romantic poems, including Shelley's 'To A Skylark,' Wordsworth's 'Daffodils' and Blake's 'Chimney Sweeper'</i></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• The key features of poetry, including language and rhythmic features</li> <li>• Key genres of poetry</li> <li>• How to explain the differences between poetry and prose</li> <li>• How to identify and comment on the effects of metre, rhythm, rhyme and rhyme schemes, lineation</li> <li>• How to identify and comment on writers' use of the sonnet form</li> <li>• Key features about Romanticism and its roots</li> <li>• How to explain the impact of the industrial revolution on writing</li> <li>• Key features about the Age of Enlightenment and its influence on writing</li> <li>• How to identify and comment on recurrent metaphors in writing of a similar genre</li> <li>• How to expand sentences using correlative conjunctions</li> <li>• How to develop expository essay writing by embedding previously taught argument rules further</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>- Daily retrieval practice., regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment</li> </ul>

Intentional	Generous
<p><b>HALF TERM 4: <i>Victorian Voices</i></b>  <b>Core texts:</b> <i>Students will read a selection of Victorian journalism on a range of social issues, including 'A Walk in a Workhouse' by Charles Dickens and 'Children in Prison' by Oscar Wilde</i></p> <p><b>STUDENTS MUST KNOW;</b></p> <ul style="list-style-type: none"> <li>● How to identify the differences between biased and unbiased writing</li> <li>● The key features of Victorian journalistic writing</li> <li>● How to identify and comment on the use of first person in journal narrative</li> <li>● How to identify and comment on the effect of hyperbole</li> <li>● How the development of mass media and the printing press influenced writing and literature</li> <li>● Key facts about Charles Dickens and how he operated as a social critic</li> <li>● Key facts about life for the poor during the Victorian era</li> <li>● Key facts about the workhouse and Victorian child labour</li> <li>● How writers use irony, satire and parody to create effects</li> <li>● How to identify and comment on writers' creation of pathos</li> <li>● How to comment on writers' big ideas when constructing thesis statements</li> <li>● How to incorporate writers' big ideas into topic sentences</li> <li>● How to use sequencing discourse markers effectively in writing</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>- Daily retrieval practice., regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment</li> </ul>	<p><b>HALF TERM 5&amp;6: <i>Oliver Twist</i></b>  <b>Core texts:</b> <i>Students will read key extracts from Dickens' original novel 'Oliver Twist'</i></p> <p><b>STUDENTS MUST KNOW;</b></p> <ul style="list-style-type: none"> <li>● Key features about the the novel form</li> <li>● Key features about 19th century novels and how they are distinct from other texts forms</li> <li>● The key features of bildungsroman</li> <li>● How to identify and comment on writers' presentation of the outlaw character archetype</li> <li>● How to identify and comment on writers' creation of melodrama</li> <li>● How to identify and comment on the effects of cliffhanger</li> <li>● How to identify and comment on the effects of linear vs cyclical narrative</li> <li>● How to identify and comment on the effect of foreshadowing</li> <li>● Key features of a rags to riches narrative</li> <li>● Key facts about Dickens' life and views in relation to poverty</li> <li>● Key facts about the poor laws of the 1840s</li> <li>● Key facts about life for poor children in the Victorian era</li> <li>● Key facts about crime in Victorian London</li> <li>● Key facts about the impact of the industrial revolution on city life</li> <li>● How to identify and comment on writers' use of personification</li> <li>● How writers use characters as allegorical symbols to comment on wider sociopolitical ideas</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>- Daily retrieval practice., regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment</li> </ul>
<p><b>Home learning set will consist of a combination of:</b>            Self-quizzing, key spelling and key word practice; reading and writing tasks linked to topic</p>	