

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	<p><b>Belonging: Gothic Novel</b> <i>The Graveyard Book, My Swordhand is Singing or Cirque Du Freak</i></p>		<p><b>Global Cultures</b> <i>A range of non-fiction, fiction and poems from around the world</i></p>		<p><b>Relationships &amp; American Novel</b> <i>To Kill a Mockingbird or Of Mice and Men</i></p>	
Topic Objectives	<p>Developing the idea of the individual from Year 7, Year 8 focuses on how individuals form meaningful relationships and how their identities belong to larger contexts such as families, society and society's expectations. Year 8 begins with a study of a novel which explores different types of family and belonging, whilst also linking back to last year's study of heroes and villains. Students will develop their descriptive and narrative writing, and their ability to analyse language. They will also be introduced to the analysis of structure.</p>		<p>Year 8 will continue to look at the relationship between people, by looking at the relationships between different cultures. Students will study a range of diverse authors from all over the world, encouraging them to understand the value of tolerance and equality in British society. Students will explore the art of rhetoric through the creation and delivery of speeches. They will be introduced to juxtaposition, building on last term's structural analysis. They will also examine a range of poetic techniques.</p>		<p>Both novels engage with relationships and prejudice in 1930s America, building on the knowledge ascertained throughout Year 8. Students will gain a detailed contextual understanding that will enable them to develop their analysis skills and understanding of a writer's purpose. They will also develop their script writing skills alongside these canonical authors, creating an informative news broadcast on the events from the novel.</p>	
Acquired Knowledge/Skills	<p>Students will develop their literacy skills alongside their ability to write using varied vocabulary and descriptive techniques. They will develop their analysis of language and language devices.</p> <p>Students will explore gothic conventions, different family models, and hierarchies.</p>	<p>Students will be introduced to the analysis of structure, exploring a writer's sequencing. They will then apply this to their own narrative writing to develop their own creative structures.</p> <p>Students will develop their knowledge of structural techniques.</p>	<p>Students will develop their speaking and listening skills, creating a speech using different cohesive and rhetorical devices. They will analyse juxtaposition.</p> <p>Students will develop their understanding of prejudice, equality, stereotypes and the impact of colonialism.</p>	<p>Students will be introduced to the analysis of a range of poetic devices, gaining new knowledge of a range of techniques. Following this, they will develop their ability to write their own poems.</p> <p>Students will develop an understanding of poetic devices.</p>	<p>Students will be introduced to the importance of understanding context, and making links between context and novels. They will also develop their analysis of language including animal imagery.</p> <p>Students will learn the context of 1930s America.</p>	<p>Students will develop their narrative writing building on the cohesive and structural devices they applied to speech writing earlier in Year 8.</p> <p>Students will explore different types of relationships between people.</p>
Assessments – Curriculum will be adapted if students cannot meet assessed criteria.	<p><b>Description of relationship between gothic characters writing burst:</b> Assesses student literacy, use of varied language, characterisation and paragraphing</p> <p><b>Language analysis writing burst:</b> Analysis of how a writer uses language to present a character in the novel.</p>	<p><b>Summative assessment 1:</b> Assesses their progress in reading and writing skills so far in Year 8.</p> <p><b>Creative response to stimulus writing burst:</b> Assesses student ability to structure a narrative using varied structural devices and sentence styles.</p>	<p><b>Speech:</b> Assesses S&amp;L ability, viewpoint writing, cohesion and structure, use of varied rhetorical devices.</p> <p><b>Structural analysis writing burst:</b> Assesses student ability to identify and analyse juxtaposition.</p>	<p><b>Summative assessment 2:</b> Assesses skills and knowledge from Year 8 so far. Schemes of work may be adapted following this in order to maximise progress.</p>	<p><b>Explanation of Context writing burst:</b> Assesses understanding of context; ability to link context to quotations through developed explanations.</p> <p><b>Character analysis writing burst:</b> Assesses language analysis, including development of ideas and detail.</p>	<p><b>Script writing burst:</b> Students will be assessed on their script-writing skills by creating an informative news broadcast. This will assess their language use, formality, structuring and ability to adapt their voice to suit different audiences and purposes.</p>