

**Year 8 Over-arching theme: criticising/challenging society or conventions**

	<b>Autumn 1 - Gothic</b>	<b>Autumn 2 - The Brownings</b>	<b>Spring 1 - Romeo &amp; Juliet (YSC)</b>
	<b>Core texts:</b> 'Yellow Wallpaper'	<b>Core texts:</b> MLD/P's Lover, Sonnets from the Portuguese, letters	<b>Core texts:</b> 'Romeo & Juliet'
	<b>Essential activities:</b> explore idea of Gothic challenging social conventions and stereotypes	<b>Essential activities:</b> context	<b>Essential activities:</b> Let's-Think-style consideration of extract: comedy or tragedy? Cultural contexts? (Bali Rai: 'Rani and Sukh') Noughts & Crosses - how texts question society
	<b>Let's Think:</b> Paula Brown; Alma; A Night	<b>Let's Think:</b> My Papa's Waltz; Naming of Parts; In Flanders' Fields	<b>Let's Think:</b> Sonnet 130
	<b>Assessment:</b> Produce piece of gothic writing, plus commentary (how have they tried to make it gothic?) - fat margins.	<b>Assessment:</b> Who writes best about love?	<b>Assessment:</b> Who's most to blame? Discursive essay with textual references
	<b>HPA:</b> allude to wider reading in their critical commentary exploring how their reading has informed their writing.	<b>HPA:</b> refer to/synthesise a wider range of evidence (compare 4 rather than 2 poems with a focus on a theme)	<b>HPA:</b> Integrate and evaluate critical interpretations (adaptations and academic journals) into their final assessment.
<b>Key vocab.</b>	sublime;suspense;omens;foreshadowing; ominous; horror and terror; macabre	analysis, assonance, caesura, dramatic monologue, end stop, enjambment, metaphor, plosive, poetry, quotation, sibilance, sonnet, speaker, stanza	prologue, feud, fate, patriarchy, comic relief, tragedy, Shakespeare, dramatic irony, soliloquy, iambic pentameter
<b>Key Content</b>	Develop settings in narrative writing Use pathetic fallacy Use extended metaphor Integrate dialogue to convey character and advance the action in narrative writing	Select own quotations from core text Explain quotations from core text Develop layered analysis (pointing out more than one technique, alternative interpretations) Evaluate impact of writer's choices Explain effect of sounds (alliteration, assonance, sibilance) Use modal verbs and adverbs to indicate degrees of possibility in analysis	Use personal pronouns (or other persuasive devices) Use hyperbole (or other persuasive devices) Use emotive language (or other persuasive devices) Use imperatives (or other persuasive devices)

Spring 2 - Public Speech	Summer 1 - Satire	Summer 2 - Minority Voices
<b>Core texts:</b> anthology of speeches, across history, with range of TAP. Eg Julius Caesar, MLK, Tony Blair (Princess D)	<b>Core texts:</b> political cartoons, news editorials (not satire) compared with satirical writers (John Crace), Joe Orton's letters (Good writing task!)	<b>Core texts:</b> extracts from Austen & Brontë
<b>Essential activities:</b> Analysis and evaluation of rhetorical devices.	<b>Essential activities:</b> Analysing humorous and political cartoons; opening of 'Pride and Prejudice'	<b>Essential activities:</b> context of marginalised writers.
<b>Let's Think:</b> Moon Landings; The Flying Machine	<b>Let's Think:</b> 1984; An Advancement of Learning	<b>Let's Think:</b> The Birthday Party
<b>Assessment:</b> Writing and then delivering a speech (fat margins?) focusing on a) rhetoric and b) presentation	<b>Assessment:</b> write an Edna Welthorpe letter	<b>Assessment:</b> Discursive essay promoting the importance of a minority voice, with textual references.
<b>HPA:</b> more challenging subject matter such as global campaigns and political issues. These must be thoroughly researched and consider the local and global impact.	<b>HPA:</b> write in (political) style of John Crace or Swift (Modest Proposal)	<b>HPA:</b> research own example of marginalised writers; use own wider reading to argue a marginalised voice is more relevant than an 'established' voice.
rhetorical questions, hyperbole, imperative, anecdote, inclusive language, triplets	satire; irony; sarcasm; vice; foible; caricature; exaggeration; social criticism; parody; burlesque; shortcomings; wit; juxtaposition; analogy; double entendre	marginalised, minority, prejudice, limitation, stereotypes, narrative voice, representative
Explain effect of sounds (alliteration, assonance, sibilance) Explain effect of simple persuasive devices (rhetorical questions, personal pronouns, statistics) Explain effect of advanced persuasive devices (hyperbole, emotive language, imperatives, anecdotes), numbers, expert advice) Include expert advice (or other persuasive devices) Use an anecdote (or other persuasive devices) Use the colon to introduce a list	Link ideas across paragraphs using adverbials of time (for example later) place (eg nearby) and number (eg secondly) or tense choices (eg he had seen her before) Expand on noun phrases for description and specification to create a deliberate tone Use adverbials to start a sentence and use the comma correctly to mark this	Select own quotations to justify opinions Develop/deepen layered analysis (pointing out more than one technique, alternative interpretations) Evaluate impact of writer's choices Sequence points to make coherent case