

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

	Autumn 1 - Gothic	Autumn 2 - The Brownings	Spring 1 - Romeo & Juliet (YSC)	Spring 2 - Public Speech	Summer 1 - Minority Voices	Summer 2 - Satire
	Core texts: 'Yellow Wallpaper'	Core texts: MLD/P's Lover, Sonnets from the Portuguese, letters	Core texts: 'Romeo & Juliet'	Core texts: anthology of speeches, across history, with range of TAP. Eg Julius Caesar, MLK, Tony Blair (Princess D)	Core texts: extracts from Austen & Brontë	Core texts: political cartoons, news editorials (not satire) compared with satirical writers (John Grace), Joe Orton's letters (Good writing task!)
	Essential activities: explore idea of Gothic challenging social conventions and stereotypes	Essential activities: context; exploring form and structure	Essential activities: Let's-Think-style consideration of extract: comedy or tragedy? Cultural contexts? (Bali Rai: 'Rani and Sukh') Naughts & Crosses - how texts question society	Essential activities: Analysis and evaluation of rhetorical devices.	Essential activities: context of marginalised writers; Let's-Think-style consideration of extracts; context of reception	Essential activities: Analysing humorous and political cartoons; opening of 'Pride and Prejudice'
	Let's Think: Paula Brown; Open Window; A Night	Let's Think: My Papa's Waltz; Porphyria's Lover; Homing	Let's Think: Sonnet 130; Comedy or Tragedy?; Mirror;	Let's Think: Orwell and the Elephant; The Flying Machine; A Small Needful Fact	Let's Think: War of the Clowns; About His Person; The Birthday Party	Let's Think: Instructions; If; 1984;
	Assessment: Produce piece of gothic writing, plus commentary on how they have tried to make it gothic using fat margins.	Assessment: Write an analysis of at least one poem, showing how it explores an aspect of love	Assessment: Who's most to blame for the fates of Romeo and Juliet? Discursive essay with textual references	Assessment: Writing and then delivering a speech (fat margins?) focusing on a) rhetoric and b) presentation	Assessment: Discursive essay promoting the importance of a minority voice, with textual references.	Assessment: write an Edna Welthorpe letter
	HPA: allude to wider reading in their critical commentary exploring how their reading has informed their writing.	HPA: refer to a wider range of evidence (compare at least 2 poems exploring a different theme)	HPA: Integrate and evaluate critical interpretations (adaptations and academic journals) into their final assessment.	HPA: more challenging subject matter such as global campaigns and political issues. These must be thoroughly researched and consider the local and global impact.	HPA: research own example of marginalised writers; use own wider reading to argue a marginalised voice is more relevant than an 'established' voice.	HPA: write in (political) style of John Grace or Swift (Modest Proposal)
Key vocab.	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	rhetorical questions, hyperbole, imperative, anecdote, inclusive language, triplets	marginalised, minority, prejudice, limitation, stereotypes, narrative voice, representative	satire; irony; sarcasm; vice; foible; caricature; exaggeration; social criticism; parody; burlesque; shortcomings; wit; juxtaposition; analogy; double entendre
Key Content	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)	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	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	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