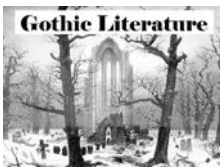
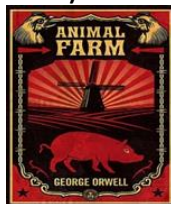




The curriculum in English will expose students to a broad, vibrant and challenging range of texts that promotes a love of our subject, fosters academic success and equips them for real life.

Year Eight: Development of Genre				
What	Term One A Shakespeare Tragedy Romeo and Juliet 	Term One B Travel Writing 	Term Two A Gothic Literature B Pre 1914 Short Stories 	Term Three a) Dystopian Worlds b) 'Animal Farm' 
Why?	Students will study a second Shakespeare text focusing on the key conventions of the tragedy genre through the study of the set text Romeo and Juliet. They will build on their prior knowledge of the conventions of comedy from Year 7 and theme of love and parental authority from the study of A Midsummer Night's Dream from Year 7.	Students will continue their study of genre by studying and creating travel writing. Students learn how writers use language to engage readers, convey atmosphere and share personal perspectives. The unit supports vocabulary development, creativity and audience awareness, while also broadening students' understanding of the wider world.	Students will develop their understanding of literary conventions, language techniques, and historical contexts. Gothic texts engage learners through suspense, mystery, and the supernatural, encouraging critical thinking about themes such as fear, power, and the unknown. Studying the genre also broadens students' vocabulary and analytical skills while exposing them to influential literary traditions that have shaped modern fiction and popular culture.	In term three genre remains significant as students encounter the dystopian genre. It encourages students to think critically about society, power, and the consequences of human actions. Dystopian texts explore themes such as inequality, freedom, technology, and government control, helping students develop their analytical and evaluative skills. The genre is often highly engaging for young readers and provides opportunities to discuss contemporary issues while building students' understanding of literary techniques, character development, and writer's purpose.

Prior Learning	Students will build upon their prior knowledge of Shakespeare and conventions of comedy from Year 7. Students will develop analytical essay writing skills from Year 7.	Students will build upon prior knowledge of KS2 and writing non-fiction to suit purpose and audience.	Students will build upon their prior knowledge of narrative, archetypes and themes of morality and metamorphosis from Year 7. Students will develop creative writing skills from Year 7.	Students will develop their knowledge of generic conventions from term two. Students will develop creative writing skills from term two.
Next Link	Students will revisit the genre of Shakespearean tragedy in KS4 through the study of Macbeth.	Students will revisit non-fiction writing in Year 9 when studying political speeches and again at GCSE when studying Paper 2 English Language 'Viewpoints and Perspectives'.	Students will revisit Victorian prose in KS4 through the study of A Christmas Carol.	Students will read a modern novel in Year 9 through the study of the set text Boys Don't Cry.
Key Learning	Knowledge: Pupils will learn about - Context: Life in Elizabethan England, Verona Setting, Vendetta and Male Bravado, Medicine in Elizabethan England. -Development of Plots: The Prologue, The Vendetta, Star Crossed Lovers, Banishment, Friar Lawrence's plan, Resolution. -Key Themes of Love, Parental authority, Fate and Destiny, Revenge. -Form and Conventions of Tragedy, the sonnet. --The beliefs and attitudes of Elizabethan audiences in comparison to modern day. -The development of the different plots	Knowledge: Pupils will learn about -Features and purpose of travel writing. -How writers create a sense of place and atmosphere. -Use of descriptive language, imagery and sensory details. -Understanding audience and purpose. -Cultural and geographical awareness of different locations. Skills: Pupils will learn to -Write vivid descriptions using varied vocabulary. -Use figurative language and sensory imagery effectively. -Organise ideas into engaging and coherent pieces. -Adapt tone and style for different audiences.	Knowledge: Pupils will learn about -Context:, Life in Victorian England, scientific developments, industrial revolution. -Key Themes of duality, good Vs evil, human nature and the supernatural, friendship and loyalty, appearances and reputation, deception, violence, religion, the sublime, isolated landscapes. -Form: Gothic tropes and conventions, pathetic fallacy. Structure of narrative. Skills: Pupils will learn to -Read and understand unfamiliar vocabulary linked to text. -Read, comprehend and summarise a range of Gothic short stories -Retrieve explicit information and infer meaning from texts. -Analyse use of language in relation to character and theme.	Knowledge: Pupils will learn about -Context: Life of George Orwell, Post war Britain, The Russian Revolution, Allegory. -Key Themes of Irony, corruption, leadership and control, lies and deceit, failure of plans and dreams, propaganda. -Form: Dystopian tropes and conventions - Structure of narrative. Skills: Pupils will learn to -Read and understand unfamiliar vocabulary linked to text. -Read, comprehend and summarise key events of plot -Understand and explain the development of character in relation to the plot. -Retrieve explicit information and infer meaning from texts.

	-Characterisation of central characters and how they develop throughout the play. Skills: Pupils will learn to -Read Shakespearean text and understand unfamiliar vocabulary linked to text. -To confidently use key vocabulary associated with form and genre. -Comprehend and summarise key events in the plot. -Retrieve explicit information and infer meaning - Analyse Shakespeare's use of language in relation to character and theme. -Write a structured essay on character of Romeo as a tragic hero. -Include supporting quotations and textual evidence. - Confidently and with fluency read aloud a script in class	Analyse and evaluate examples of travel writing.	- Use supporting quotations and textual evidence. -Make comparisons across texts focusing on key gothic conventions -Evaluate the effectiveness of writing and explain effects -Write an opening chapter to a Gothic novel including key gothic conventions. -Plan, edit, proof read and redraft writing -Develop oracy skills through discussion and presentation	-Analyse use of language in relation to character and theme. - Use supporting quotations and textual evidence. -Write a description of a dystopian world using key dystopian conventions. -Plan, edit, proof read and redraft writing - Develop oracy skills through discussion and presentation
National Curriculum Links	Reading: -Making inferences and referring to evidence in the text -Studying setting, plot and characterisation --- Understanding the work of dramatists through performance and interpretations	Reading: -Learning new vocabulary to assist with understanding context -Making inferences and referring to evidence to evidence in the text -Studying setting, plot, and characterisation	Reading: -Learning new vocabulary to assist with understanding context -Making inferences and referring to evidence to evidence in the text -Studying setting, plot, and characterisation	Reading: -Learning new vocabulary to assist with understanding context -Making inferences and referring to evidence to evidence in the text -Studying setting, plot, and characterisation

	Writing -Writing for purpose and audience (structured responses and imaginative writing) -Applying grammar, vocab and structure - Planning, editing, proof reading Spoken -Reading play scripts -Formal debates and discussion	-Writing for purpose and audience (imaginative writing and structured response) -Summarising, organising ideas, supporting arguments with detail. -Applying grammar, vocab and structure -Drawing on knowledge of literary devices Planning, editing, proof reading Spoken -Formal debates and discussion	Writing -Writing for purpose and audience (imaginative writing and structured responses) -Summarising, organising ideas, supporting arguments with detail. -Applying grammar, vocab and structure -Drawing on knowledge of literary devices -Planning, editing, proof reading Spoken - Formal debates and discussion	Writing -Writing for purpose and audience (imaginative transactional writing and structured responses) -Summarising, organising ideas, supporting arguments with detail. -Applying grammar, vocab and structure -Drawing on knowledge of literary devices Planning, editing, proof reading Spoken -Formal debates and discussion
Key Assessments	Reading: Assessment 1 Prince Escalus Assessment 2 Romeo Tragic Hero Writing: Write Friar Lawrence's Confession explaining his involvement in the tragedy. Spoken: 1) Discussion 'Who is responsible for the deaths of Romeo and Juliet?'	Writing Create a non- fiction travel writing article.	Reading: Assessment 'The Tell-Tale Heart' Writing: Write the opening to a Gothic Novel Spoken: Research and perform a gothic poem and post-poem discussion.	Reading: Comprehension and analysis assessment Writing: Dystopian Article Writing Spoken: The Power of Language – Speech
Key Vocabulary	Act, aside, banishment, blank verse, catharsis, character, chaos, chorus, climax, conflict, connotation, denouement, dramatic irony, Elizabethan, exposition, feud, hamartia, hubris, iambic pentameter, masque, monologue, oxymoron, prologue, resolution, scene, serenade, soliloquy.	Atmosphere, Audience, Adventure, Purpose, Perspective Description, Imagery Sensory language Simile, Metaphor, Tone Anecdote, Reflection Observation, Culture Destination, Journey Landscape, Scenery	Antagonist, antithesis, motif, pathetic fallacy protagonist, narrative perspective, symbolism, zoomorphism.	Allegory, communism, dystopia, moral, omniscient narrator, propaganda, rebellion, scapegoat, tyrant, symbolism, utopia, dystopia, ominous, immersive, censorship, conditioned, apocalypse, patriarchy, demographic, subversion, totalitarian, parasitical, indoctrinate

