

## Jesmond Park Academy, English Long Term Plan

### Year 8 Topics

*In year 8 we teach the following modules over the course of the year. Each module draws on prior learning from KS2 and Year 7 and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.*

Fractured Worlds					
Topic	Rationale	Knowledge Acquisition	Key Vocabulary	Core English Skills	Enrichment
Mastery Writing	<p><b>Grammar content includes:</b> clauses; subordinate clauses; sentence demarcation; speech; apostrophes; possessive pronouns.</p> <p><b>Writing content includes:</b> problem solved stories; poetic justice, semantic field, symbolism and motif, character archetypes, counter argument.</p>				
<p>(HT1 &amp; HT2) <b>The Bone Sparrow</b></p>	<p>Having spent Y7 considering their own place in the world and the gothic genre, the novel 'Bone Sparrow' encourages students to look beyond their local surroundings to consider more complex ideas about injustice and inequality in the wider world. Students will build upon their understanding of character and narrative voice from Year 7 to understand how writers establish time, setting and place. Students will spend the full term studying this novel to read it fully and to appreciate it in depth. They will also study a wide selection of non-fiction material relating to the key themes and ideas within the novel. Students will then complete a piece of nonfiction writing, building upon the descriptive and informative writing skills developed at Y7, relating to the themes in the novel.</p>	<ul style="list-style-type: none"> <li>● Revise conventions of a prose novel.</li> <li>● Context - Myanmar refugee crisis, Australian detention centres.</li> <li>● Context - readers respond to texts in different ways/layers of meaning.</li> <li>● Types of narrator.</li> <li>● How setting contributes to theme.</li> <li>● Conventions of spoken debate.</li> <li>● Conventions of writing to argue - introduce agreed structure for writing to argue</li> </ul>	<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>● Pathetic Fallacy</li> <li>● Motif</li> <li>● Juxtaposition</li> <li>● First and third person narrative</li> <li>● Perspectives</li> <li>● Flashback</li> <li>● Symbolism</li> <li>● Omniscient narrator</li> <li>● Audience</li> <li>● Purpose</li> </ul> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>● Persecute</li> <li>● Humanitarian</li> <li>● Detention</li> <li>● Violate</li> <li>● Fanciful</li> <li>● Compassionate</li> <li>● Culture</li> <li>● Heritage</li> <li>● Deprived</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Reading</b> - develop an appreciation and love of reading, and read increasingly challenging material through seminal world literature.</li> <li>● <b>Reading</b> - understand increasingly challenging texts through knowing the purpose, audience and context of the writing.</li> <li>● <b>Reading</b> - read critically through studying setting, plot, characterisation and the effects of these.</li> <li>● <b>Writing</b> - write accurately, fluently effectively and at length through a range of other narrative and non-narrative texts, including arguments.</li> <li>● <b>Writing</b> - applying their growing knowledge of vocab, grammar and text structure to their writing and select the appropriate form.</li> <li>● <b>Writing</b> - plan, draft, edit and proof read through considering how their writing reflects the audiences and purposes for which it was intended.</li> </ul>	<ul style="list-style-type: none"> <li>● Roald Dahl day</li> <li>● International Literacy Day</li> <li>● National Poetry Day</li> </ul>

			<ul style="list-style-type: none"> <li>● Resentment</li> <li>● Escapism</li> <li>● Foreboding</li> <li>● Undermine</li> <li>● Oppose</li> <li>● Condemn</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Grammar and vocab</b> - study the effectiveness and impact of the grammatical features of the texts they read.</li> <li>● <b>Spoken English</b> - use SE confidently in a range of formal and informal contexts, including classroom discussion.</li> </ul>	
(HT3) <b>Introduction to Victorian England</b>	Students will build upon their knowledge of 19th century literature from Y7 by now exploring an anthology of fiction and non-fiction work by Dickens. Students will explore Dickens' views on education, poverty and society in order to prepare them for an in depth study of 'ACC' at KS4. Students will continue to deepen their understanding of the Victorian context of Dickens. Students will continue to develop their analytical responses to texts by considering the importance of context.	<ul style="list-style-type: none"> <li>● Conventions of a 19<sup>th</sup> Century text.</li> <li>● How setting contributes to theme.</li> <li>● How language aids characterisation.</li> <li>● Types of narrator.</li> <li>● Structural devices – specific to the construct of a novel – narrative perspective.</li> <li>● Language analysis – close word level analysis of specific sections and devices used.</li> <li>● Cultural contexts including: the education system in the early 19<sup>th</sup> Century, religion and its role in society, class / social discrimination, attitudes to women, attitudes to marriage.</li> </ul>	<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>● Omniscient narrator</li> <li>● Workhouse</li> <li>● Poor Law</li> <li>● Motif</li> <li>● Pauper</li> <li>● Pathetic fallacy</li> <li>● Stave</li> <li>● Victorian era</li> <li>● Protagonist</li> <li>● Narrative focus</li> </ul> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>● Destitute</li> <li>● Melancholy</li> <li>● Misanthrope</li> <li>● Plight</li> <li>● Dismal</li> <li>● Contempt</li> <li>● Wretched</li> <li>● Avarice</li> <li>● Multitude</li> <li>● Squalor</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Reading</b> - develop an appreciation and love of reading through Shakespeare.</li> <li>● <b>Reading</b> - understand increasingly challenging texts through checking their understanding to make sure what they have read makes sense.</li> <li>● <b>Reading</b> - read critically through understanding how the work of dramatists is communicated effectively through performance.</li> <li>● <b>Grammar and vocab</b> - studying the effectiveness and impact of the grammatical features of the texts they read.</li> <li>● <b>Spoken English</b> - improvising, rehearsing and performing play scripts.</li> </ul>	
(HT4) <b>Modern Play: 'Noughts and Crosses'</b>	Students will learn about dramatic form and structure, analysing extracts from the play, evaluating viewpoints and ideas in their analysis of modern drama. The text provides a lead into the study of	<ul style="list-style-type: none"> <li>● Identifying key themes in a play as a whole and individual scenes.</li> <li>● How stagecraft links to</li> </ul>	<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>● Contrast</li> <li>● Dystopia</li> <li>● Dialogue</li> <li>● Soliloquy</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Reading</b> - develop an appreciation and love of reading through poetry.</li> <li>● <b>Reading</b> - read critically through recognising a range of poetic conventions and understanding</li> </ul>	

	<p>Shakespeare later in the academic year through the themes and writer's ideas running through the text for example tragedy, relationships and identity.</p>	<p>meaning and audience response.</p> <ul style="list-style-type: none"> <li>• Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.</li> <li>• How language is used for characterisation.</li> <li>• The development of slavery to segregation mainly examples from America in the 1960's.</li> <li>• Class / social discrimination</li> <li>• Racial discrimination</li> <li>• Gender stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>• Symbolism</li> <li>• Connotation</li> <li>• Derogatory language</li> <li>• Tension</li> <li>• Tragedy</li> <li>• Prologue</li> </ul> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>• Bigotry</li> <li>• Empathy</li> <li>• Discrimination</li> <li>• Segregation</li> <li>• Inferior</li> <li>• Oppression</li> <li>• Nurture</li> <li>• Foreboding</li> <li>• Recession</li> <li>• Apprehension</li> </ul>	<p>how these have been used.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b> - making critical comparisons across texts.</li> <li>• <b>Writing</b> - well structured formal expository and narrative essays.</li> <li>• <b>Writing</b>- plan, draft, edit and proofread.</li> <li>• <b>Grammar and vocab</b> - using SE confidently in their own writing and speech.</li> <li>• <b>Grammar and vocab</b> - confident use of linguistic and literary terminology.</li> </ul>	
<p>(HT5) <b>Poetry from Diverse Cultures</b></p>	<p>Building upon students' knowledge from Y7 of more traditional poetic forms, this unit will introduce students to a wider range of styles and voices within poetry. Students will explore poems from a wide range of cultures and, often, marginalised voices, in order to develop a wider appreciation of the world.</p>	<ul style="list-style-type: none"> <li>• Links between context and meaning when interpreting poetry.</li> <li>• Identifying key themes in poetry and making links based upon culture, language and structure.</li> <li>• Analysis of figurative language and evaluation of poetic style and meaning.</li> <li>• Cultural contexts including: slavery, class / social discrimination, racial discrimination</li> <li>• religious and social ceremonies and traditions</li> </ul>	<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>• Anaphora</li> <li>• Assonance</li> <li>• Extended Metaphor</li> <li>• Enjambment</li> <li>• Caesura</li> <li>• Culture</li> <li>• Form</li> <li>• Sibilance</li> <li>• Monologue</li> <li>• Accent/dialect</li> </ul> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>• Exasperating</li> <li>• Displacement</li> <li>• Segregation</li> <li>• Immigration</li> <li>• Iniquitous</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading</b> - develop an appreciation and love of reading, and read increasingly challenging material through poetry.</li> <li>• <b>Reading</b> - understand increasingly challenging texts through learning new vocab, relating it explicitly to know vocab.</li> <li>• <b>Reading</b> - recognising a range of poetic conventions and understanding how these have been used.</li> <li>• <b>Reading</b> - making critical comparisons across texts.</li> <li>• <b>Writing</b> - writing for a wide range of purposes and audiences, including well structured formal expository and narrative essays.</li> <li>• <b>Grammar and vocab</b> - precise and confident use of linguistic and</li> </ul>	

			<ul style="list-style-type: none"> <li>● Optimism</li> <li>● Pessimism</li> <li>● Discriminatory</li> <li>● Diverse</li> <li>● Injustice</li> </ul>	literary terminology. <ul style="list-style-type: none"> <li>● <b>Spoken English</b> - improvising and performing poetry.</li> </ul>	
(HT6) <b>Shakespeare: 'Romeo and Juliet'</b>	<p>This year, students will broaden and deepen their understanding of Shakespeare's craft by studying the genre of tragedy through the close study of the play 'Romeo and Juliet'. Students will consider how some of the themes explored in 'Midsummer Night's Dream' such as patriarchy and conflict are developed across the play 'Romeo and Juliet'. Additional links can be made back to Year 7 by considering the roles of men and women and exploring the context of the patriarchal, Elizabethan society.</p>	<ul style="list-style-type: none"> <li>● Context – Shakespearean theatres and conditions; attitudes to marriage; patriarchy; reference to Greek Theatre via use of Prologue. Understanding the life of Shakespeare and identifying the types of plays he wrote (tragedy etc).</li> <li>● Characterisation – how and why characters are presented in different ways.</li> <li>● Language analysis – close word level analysis of key scenes and specific devices used.</li> <li>● Poetic techniques and analysis of how a sonnet is constructed and the purpose of this structure in 1.5.</li> <li>● Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.</li> </ul>	<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>● Hamartia</li> <li>● Hubris</li> <li>● Catharsis</li> <li>● Blank verse</li> <li>● Iambic pentameter</li> <li>● Sonnet</li> <li>● Prologue</li> <li>● Elizabethan era</li> <li>● Protagonist</li> <li>● Antagonist</li> <li>● Foreshadowing</li> </ul> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>● Fate</li> <li>● Destiny</li> <li>● Exile</li> <li>● Animosity</li> <li>● Honour</li> <li>● Feud</li> <li>● Unrequited</li> <li>● Impulsive</li> <li>● Infatuation</li> <li>● Vengeance</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Reading</b> - develop an appreciation and love of reading, and read increasingly challenging material through contemporary literature and Shakespeare.</li> <li>● <b>Reading</b> - read critically through knowing how language, vocab choice, grammar, text structure and organisational features presents meaning.</li> <li>● <b>Reading</b> - studying a range of authors.</li> <li>● <b>Writing</b> - writing for a wide range of purposes and audiences, including well structured formal expository and narrative essays.</li> <li>● <b>Writing</b> - plan, draft, edit and proofread.</li> <li>● <b>Grammar and vocab</b> - studying the effectiveness and impact of the grammatical features of the texts they read.</li> <li>● <b>Grammar and vocab</b> - confident and precise use of linguistic and literary terminology.</li> <li>● <b>Spoken English</b> - improvising, rehearsing and performing play scripts.</li> </ul>	