

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.

Conflict and Resolution					
Topic	Rationale	Knowledge Acquisition	Key Vocabulary	Core English Skills	Enrichment
Mastery Writing	Grammar content includes: clauses; subordinate clauses; sentence demarcation; speech; apostrophes; possessive pronouns. Writing content includes: problem solved stories; poetic justice, semantic field, symbolism and motif, character archetypes, counter argument.				
HT1 Romeo and Juliet	Building on their introduction to conflict in society, students will study the conflicting views on social class and gender in Romeo and Juliet. Students can apply their knowledge of Shakespeare, sonnet form and patriarchy from their Year 7 studies of A Midsummer Night's Dream and nature poetry and develop their analytical skills. Students will analyse a selection of extracts to explore	- 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). - Characterisation – how and why characters are presented in different ways.	- Conflict - Impulsive/impulsivity - Infatuation - Fate - Requited/unrequited - Patriarchy - Soliloquy	Reading - develop an appreciation and love of reading, and read increasingly challenging material through contemporary literature and Shakespeare. Reading - read critically through knowing how language, vocab choice, grammar, text structure and organisational features presents meaning.	

	key themes such as conflict, love and family. Students will broaden and deepen their understanding of Shakespeare's craft by studying the genre of tragedy. This will develop their poetry analysis skills and comprehension of Shakespeare texts, ahead of their study of Macbeth in KS4.	• Language analysis – close word level analysis of key scenes and specific devices used. • Poetic techniques and analysis of how a sonnet is constructed and the purpose of this structure in 1.5. • Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.		• Reading - studying a range of authors. • Writing - writing for a wide range of purposes and audiences, including well-structured formal expository and narrative essays. • Writing - plan, draft, edit and proofread. • Grammar and vocab - studying the effectiveness and impact of the grammatical features of the texts they read. • Grammar and vocab - confident and precise use of linguistic and literary terminology. • Spoken English - improvising, rehearsing and performing play scripts.	
HT2 Poetry, place and identity (Conflict and Resolution)	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.	• Links between context and meaning when interpreting poetry. • Identifying key themes in poetry and making links	• strength • oppression • Unity • empower/empowerment	• Reading - develop an appreciation and love of reading and read increasingly challenging material through poetry.	

	Students will explore poems from a wide range of cultures in order to develop a wider appreciation of the world. Poems will be connected through the themes of conflict and resolution: highlighting instances of conflict alongside celebration of cultural differences. This unit will include opportunities for poetry analysis, structural analysis and writing poetry. At GCSE, students will study a range of poems in the power and conflict anthology.	based upon culture, language and structure. • Analysis of figurative language and evaluation of poetic style and meaning. • Cultural contexts including dialect and accent, prejudice, celebration, class / social discrimination, racial discrimination • Religious and social ceremonies and traditions	• metaphor/extended metaphor • symbol/symbolism • context • juxtaposition	• Reading - understand increasingly challenging texts through learning new vocab, relating it explicitly to know vocab. • Reading - recognising a range of poetic conventions and understanding how these have been used. • Reading - making critical comparisons across texts. • Writing - writing for a wide range of purposes and audiences, including well structured formal expository and narrative essays. • Grammar and vocab - precise and confident use of linguistic and literary terminology. • Spoken English - improvising and performing poetry.	
HT3 19th Century Literature	This scheme introduces students to 19th-century literature through a wide range of texts and themes, from industrialisation and child	• Conventions of a 19th Century text. • How setting contributes to theme.	• Squalor • Meagre • Sallow • Dreary • Desolate	• Reading- Understand increasingly challenging texts by learning new vocabulary in context and relating it explicitly to	

	poverty to gender roles and the supernatural. Beginning with the historical context of the Industrial Revolution, pupils explore texts including <i>Oliver Twist</i>, William Blake's poetry, the Brontë sisters, <i>Frankenstein</i>, and <i>Jekyll and Hyde</i>. The unit develops key reading and analytical skills such as inference, language analysis, and comparison, while also encouraging empathy and critical thinking about societal issues. The inclusion of Gothic and fantasy texts connects back to their Year 7 studies and highlights Victorian anxieties about science, morality, and identity. This foundation prepares pupils for GCSE literature (A Christmas Carol in particular) while deepening their understanding of how literature reflects and challenges the world around it.	● How language aids characterisation. ● Types of narrators. ● Structural devices – specific to the construct of a novel – narrative perspective. ● Language analysis – close word level analysis of specific sections and devices used. ● Cultural contexts including: the education system in the early 19th Century, fears of morality and technological advancement, class / social discrimination, attitudes to women, attitudes to marriage.	● Drudgery ● Plight ● Hardship	known vocabulary and concepts. ● Reading- Identify and analyse authorial methods such as pathetic fallacy, zoomorphism, and poetic form to explore meaning and effect. ● Reading- Make inferences and justify interpretations using embedded textual evidence from a range of fiction, non-fiction, and poetry. ● Writing- Develop analytical writing through structured paragraphs that explore language, form, and writer's intent with clarity and depth. ● Writing- Write creatively using genre conventions of the fantasy and supernatural to craft descriptive and engaging narratives ● Spoken English- Contribute effectively to group discussions and presentations, using subject-specific vocabulary to explain ideas clearly and confidently.	
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HT4 and HT5 Novel Study: 'The Ruby in the Smoke'	Building on their knowledge of 19th-century literature, students will study the modern historical novel <i>The Ruby in the Smoke</i>, which draws on Victorian literary conventions such as mystery, morality, and social commentary. Students can apply their understanding of characterisation, setting and narrative structure, while further developing their ability to analyse how writers create suspense and convey themes. Students will explore key ideas such as identity, secrecy, and justice through close analysis of selected extracts. Students will broaden and deepen their understanding of how contemporary writers engage with the past, preparing them for their study of <i>A Christmas Carol</i> at GCSE and strengthening their skills in critical reading, theme	• Conventions of historical fiction and detective narratives. • How setting establishes atmosphere and reflects social divisions. • How narrative structure creates mystery and suspense. • Methods of characterisation through dialogue, action, and description. • The role of first- and third-person narration in shaping reader perspective. • Use of foreshadowing, red herrings, and plot twists in detective fiction. • Close language analysis, including word choice, symbolism, and imagery. • Exploration of Victorian values such as respectability, secrecy, and reputation. • Representations of gender, particularly the challenges faced by independent women.	• Conventions • Framed narrative • Suspense • Intrigue • Tabloid • Sensationalise • Bias • Scandal • Manipulate • Motive • Deception • Resilience • Subvert • Morality * • Investigation • Red herring • Deduction	Reading- Analyse complex characters, understand their motivations, development and relationships. Reading- interpret and evaluate language choices and literary devices (e.g. foreshadowing, symbolism, tone) in context. Reading- Explore how themes and historical context influence meaning. Writing- Write creatively across a range of writing formats (descriptions, missing chapters, letters) in the style of the novel. Writing- Craft analytical responses with textual evidence and analysis of writer's methods. Spoken English- Build confidence in spoken discussion and debate, exploring moral dilemmas or character decisions. Spoken English- Develop structured arguments and develop listening and response skills.	

	exploration, and literary analysis.	How modern writers draw on 19th-century themes to critique contemporary society.			
HT6 Modern Play: 'Noughts and Crosses'	Linking to their study of Romeo and Juliet at the beginning of the year, students will develop their understanding of dramatic form and structure. They will analyse extracts from the play, evaluating alternative viewpoints and ideas in their analysis of modern drama. Students will also explore the impact of dual narratives as well as learning how to write one of their own to demonstrate contrasting viewpoints. The text provides a lead into their Year 9 study of 20th century literature, with a focus on conflict and resolution in society (gender and social class in particular). This unit also allows students to explore complex themes of injustice and racial inequality through a dystopian text.	- Identifying key themes in a play as a whole and individual scenes. - How stagecraft links to meaning and audience response. - Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. - How language is used for characterisation. - The development of slavery to segregation mainly examples from America in the 1960's. - Class / social discrimination - Racial discrimination	- Injustice - Protest - Segregation - Liberation - Racial Slur - Dual narrative - Internal/External dialogue - Contrast	Reading- Analyse how playwrights use dialogue, stage directions, and structure to convey character, conflict, and theme in a dramatic text. Reading- Explore themes such as racism, identity, and power by making inferences about characters' motivations and relationships. Reading- Interpret dramatic conventions such as split scenes, monologues, and non-linear timelines to understand narrative structure and emotional impact Writing- Craft dual narrative texts by adopting two contrasting character viewpoints to explore complex issues from different angles. Writing- Use character voice and perspective to create tension, empathy,	

		Gender stereotypes and transgression		and narrative depth in original writing. Writing- Structure a narrative with interwoven timelines or viewpoints, applying techniques inspired by the play's format and content. Spoken English- Perform dramatic extracts with an understanding of character and context, using voice, tone, and body language to convey meaning and emotion. Spoken English- Engage in structured discussions and debates, expressing opinions on key themes (e.g. inequality, identity) using evidence from the text and appropriate formal language.	
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