

English

Year 8

Scheme of Learning 2025- 2026

Subject Leader: P Jones

Topics by term				
	Term 1 and 2 (Literacy & Victorian Gothic – ‘Frankenstein’)	Term 3 Holes	Term 4 Diverse Anthology	Term 5 and 6 (Shakespeare – ‘A Midsummer Night’s Dream’)
Topics taught	<ol style="list-style-type: none"> 1. Context and understanding 2. Act 1 - Language, form and structure 3. The setting of the play 4. Exposition of the play 5. Introduction of characters 	<p>Reading Comprehension: Prose</p> <ol style="list-style-type: none"> 1. Exposition of the novel – introduction of setting 2. Narrative Hook in a novel 3. Introduction of protagonist and Non-Linear structure: flashbacks 4. Thematic exploration 	<p>Poetry and Prose</p> <p>Diverse Anthology of extracts exploring fiction and non-fiction prose, and poetry.</p> <ol style="list-style-type: none"> 1. Non-fiction: Speech about diversity by Idris Elba 	<ol style="list-style-type: none"> 1. Elizabethan context and Shakespeare’s England 2. Act 1 – introduction to play 3. Act 2 – different worlds 4. Act 3,4 – disorder and confusion 5. Act 5 – Shakespearean comedy and structure

	<ul style="list-style-type: none"> 6. The presentation of the Monster 7. Act 2 - Stage directions 8. Escalating tension 9. Essay skills 10. Act 3 – Ethics 11. Act 4 - Tension 12. Frankenstein’s Bride 13. Emotive language and imagery 14. The resolution of the play 15. Essay skills 	<ul style="list-style-type: none"> 5. Tension in a novel 6. Presentation of contrasted characters 7. Plot development: Sub-plot 8. Character development: Protagonist and Antagonist 9. Development of character relationships 10. Connection of past and present 11. Context and understanding of theme 12. Character development from past and present 13. Linking the main plot with the sub-plot 14. Resolution of novel and overall review of protagonist development 	<ul style="list-style-type: none"> 2. Non-fiction speech about the importance of education by Malala 3. Autobiographical writing by Hussain Manawer 4. Non-fiction article by Samantha Renke 5. A short story about redemption by Langston Hughes 6. Poem by Roger Robinson 7. Fiction extract by Kiran Milwood Hargrave 8. Poem by Grace Nichols 9. Fiction extract by Alex Wheatle 10. Poem by Caleb Femi covering the theme of prejudice and discrimination 	<ul style="list-style-type: none"> 6. Essay skills
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Specification o References	Big questions	Topic area: main Items and learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resource s	Personal Development curriculum links (SMSC, British Values, PSHE)
Year 8 / Term 1 & 2 - Reading 1, 4, 5, 6, 7, 8, 9, 10, 11, 13 / Writing 1, 2, 3, 4, 5, 6, 7 / Spoken Language 1, 4							
Term 1	Topic 1: Context and understanding						
	<ul style="list-style-type: none"> • What is the Gothic genre? • What was it like to live in Victorian London? • Can I identify conventions of the Gothic? 	<ul style="list-style-type: none"> • The origins of Gothic literature and Romantic literature • Societal awareness of the Gothic in the Victorian era • <i>The Castle of Otanto</i> by Horace Walpole • <i>Oliver Twist extract</i> by Charles Dickens 	<ul style="list-style-type: none"> • Understand and identify gothic conventions • Recognise the different attitudes of Victorian readers compared to contemporary readers • Write a gothic description • Comprehension • Explore an extract form an early Gothic novel 	<ul style="list-style-type: none"> -Context -Gothic literature -Romantic literature -Convention -Implicit 	<ul style="list-style-type: none"> -Class discussion -Knowledge test <p><u>HOMEWORK</u></p> <ul style="list-style-type: none"> -Seneca -Spelling test 	<ul style="list-style-type: none"> -Play - PowerPoint - Contextual information handout - Knowledge Organiser 	<ul style="list-style-type: none"> - Empathy and compassion - Respect for others - Living in the Wider World: stereotypes; sexism; mental illness; science and religion; morality

Topic 2: Act 1 - Language, form and structure							
<ul style="list-style-type: none"> • What makes a Gothic Setting • What is language, form and structure? 	<ul style="list-style-type: none"> • Mary Shelley's life and the origins of 'Frankenstein' • Victorian fear and reaction to the novel, 'Frankenstein' • Language techniques • Descriptive writing Gothic setting • The form of a play • Structural techniques • Reading of the prologue • A.P.E 	<ul style="list-style-type: none"> • Identify a range of language and structural techniques • Understand the difference between prose and drama • Identify and comment upon the effect of structural techniques in the prologue using A.P.E 	<ul style="list-style-type: none"> -Language -Form -Structure -Prologue -A.P.E 	Use of knowledge organisers for key terms, language, structure, and knowledge tests	<ul style="list-style-type: none"> -Play - PowerPoint - Knowledge Organiser 	<ul style="list-style-type: none"> - Empathy and compassion - Respect for others - Relationships: friendships; self-worth 	
TERM 1 MID TERM ASSESSMENT: Describe the scene before you							
Topic 3: The setting of the play							
<ul style="list-style-type: none"> • How can setting engage the audience? 	<ul style="list-style-type: none"> • Explicit information in a text • Implicit meaning in a text • Adapting style of writing 	<ul style="list-style-type: none"> • Identify key quotations from the stage directions • Identify the effect of the writer's craft • Produce a descriptive piece of writing 	<ul style="list-style-type: none"> -Tension -Vocabulary -Stage directions -Mood and atmosphere -GOMASSIVE 	<ul style="list-style-type: none"> -Structural techniques test -Peer assessment <u>HOMWORK</u> - Seneca -Spelling test 	<ul style="list-style-type: none"> -Play - PowerPoint - Knowledge Organiser 	<ul style="list-style-type: none"> - Empathy and compassion - Respect for others 	

Topic 4: The exposition of the play							
	<ul style="list-style-type: none"> What is a narrative hook? 	<ul style="list-style-type: none"> Exposition of the play Structural techniques and impact on audience 	<ul style="list-style-type: none"> Identify explicit and implicit information about characters and plot Write an opening to a story with a narrative hook 	<ul style="list-style-type: none"> -Exposition -Narrative hook -Style 	Use of knowledge organisers for key terms, language, structure, and knowledge tests	<ul style="list-style-type: none"> -Play -PowerPoint -Knowledge Organiser 	<ul style="list-style-type: none"> -Empathy and compassion -Respect for others
Topic 5: Character introductions							
	<ul style="list-style-type: none"> What do we learn about Victor Frankenstein? Who is Elizabeth and how does she react to Frankenstein? 	<ul style="list-style-type: none"> Sentence structure effect Characterisation Explicit and implicit meaning 	<ul style="list-style-type: none"> Identify and comment on the effect of sentence structures Identify what makes an interesting character and how characters compare Infer and deduce with logic and reason Comment on, with clarity, the writer's choice 	<ul style="list-style-type: none"> -Sentence structure -Compound and complex sentences -A.P.E -Ellipses 	<ul style="list-style-type: none"> -Sentence structures test -Whole class response to text using A.P.E 	<ul style="list-style-type: none"> -Play -PowerPoint -Knowledge Organiser 	<ul style="list-style-type: none"> -Empathy and compassion -Respect for others -Relationships: friendships -Living in the Wider World: morality

			<p>of language and structural methods</p> <ul style="list-style-type: none"> Identify punctuation and effect and mimic this in own writing 				
Topic 6: The presentation of the Monster							
	<ul style="list-style-type: none"> What impression is created of the Monster? What is the theme of birth and creation? 	<ul style="list-style-type: none"> Inferring meaning Analysis of the presentation of the monster Explore the key theme of birth and creation 	<ul style="list-style-type: none"> Comment on, with clarity, the presentation of the monster through the writer's choice of language/structure Justify opinions with reason 	<p>-A.P.E</p> <p>-Theme</p>	<p>-Punctuation test</p> <p>-Self-assessment</p>	<p>-Play</p> <p>- PowerPoint</p> <p>- Knowledge Organiser</p>	<ul style="list-style-type: none"> Empathy and compassion Respect for others Living in the Wider World: lifestyle choices; morality; 'birth' vs 'creation'; discrimination and prejudice (appearance)
Topic 7: Act 2 - Stage directions							
	<ul style="list-style-type: none"> How do stage directions add to our understanding of character? 	<ul style="list-style-type: none"> Stage directions and their presentation of character Isolation as a key theme 	<ul style="list-style-type: none"> Infer and deduce with logic and reason Comment on the presentation of isolation 	<p>-Form</p> <p>-Stage directions</p> <p>-Theme</p>	<p>-Language, form, structure test</p> <p><u>HOMEWORK</u></p> <p>- Describe the backstreets of Victorian London</p>	<p>-Play</p> <p>- PowerPoint</p> <p>- Knowledge Organiser</p>	<ul style="list-style-type: none"> Empathy and compassion Respect for others Relationships: self-worth Living in the Wider World: sexism;

					-Spelling test Use of knowledge organisers for key terms, language, structure, and knowledge tests		stereotypes; discrimination and prejudice (appearance, gender and disability); morality
Topic 8: Escalating tension							
	<ul style="list-style-type: none"> What is the focus of a narrative? What is nature verses nurture? 	<ul style="list-style-type: none"> Points of view and narrative perspective Rising tension The role of women The divide in the Monster's personality 	<ul style="list-style-type: none"> Examine the impact of the writer's shift of focus within a scene Debate the origins of human behaviour Evaluate audience response to the Monster's words 	<ul style="list-style-type: none"> -Tension -Focus -Narrative perspective -Monologue A.P.E	<ul style="list-style-type: none"> -Language and structure test -Themes and concepts test -Self assessment 	<ul style="list-style-type: none"> -Play -PowerPoint -Knowledge Organiser 	<ul style="list-style-type: none"> - Empathy and compassion - Respect for others - Living in the Wider World: sexism; stereotypes; morality; 'nature' vs 'nurture'
Topic 9: Essay skills							
	<ul style="list-style-type: none"> What makes a successful essay? 	<ul style="list-style-type: none"> Planning the components of an essay 	<ul style="list-style-type: none"> Recognise what makes a successful analytical response 	<ul style="list-style-type: none"> -A.P.E -Introduction -Conclusion 	<ul style="list-style-type: none"> -Language and structure test 	<ul style="list-style-type: none"> -Play -PowerPoint -Knowledge 	<ul style="list-style-type: none"> - Resilience - Empathy and compassion - Respect for others

			<ul style="list-style-type: none"> Follow a structure to show understanding of a writer's choices and their impact on the audience 			e Organiser	
Term 2	Topic 10: Act 3 – Ethics						
	<ul style="list-style-type: none"> Who is William and what happens to him? What does the word 'ethics' mean? 	<ul style="list-style-type: none"> Dreams as a link between author and fiction Shift in character behaviour Ethics and morality 	<ul style="list-style-type: none"> Write effectively with varied sentence structures Present clear opinions on character evolution Explore the ethics of Frankenstein's work 	<ul style="list-style-type: none"> -Cliff-hanger -Foreshadowing -Narrative perspective -Ethics 	<ul style="list-style-type: none"> -Sentence structures test -Language and structure test <u>HOMEWORK</u> - Seneca -Spelling test 	<ul style="list-style-type: none"> -Play - PowerPoint - Knowledge Organiser 	<ul style="list-style-type: none"> - Empathy and compassion - Respect for others - Relationships: bereavement and grief - Living in the World: morality; ethics
	Topic 11: Act 4 - Tension						
	<ul style="list-style-type: none"> What is tension? What makes a gripping character? How does the tale of 'Bluebeard' connect with Frankenstein? 	<ul style="list-style-type: none"> Understand how tension builds a narrative Character development Punctuating dialogue Tip Top paragraphs 	<ul style="list-style-type: none"> Embed technical accuracy into writing Understand Victorian Freak Shows and their connection to 	<ul style="list-style-type: none"> -Paragraph -Direct speech -Context -Attitudes 	<ul style="list-style-type: none"> -Paragraphing test -Language techniques test -Punctuation test 	<ul style="list-style-type: none"> -Play - PowerPoint - Knowledge Organiser 	<ul style="list-style-type: none"> - Empathy and compassion - Respect for others Relationships: self-worth - Living in the Wider World: morality;

		<ul style="list-style-type: none"> • Description of character • Victorian attitudes to minority groups • Gothic settings • Gothic characters 	<p>The Elephant Man</p> <ul style="list-style-type: none"> • Draw comparisons between the Monster • Recognise an effective gothic setting and character and mimic this style • Understand the link between 'Bluebeard' and 'Frankenstein' 	<p>-Setting</p> <p>-Time adverbs</p>	<p>Use of knowledge organisers for key terms, language, structure, and knowledge tests</p>	<p>-Film excerpts</p> <p>-Story of 'Bluebeard'</p>	<p>stereotypes; discrimination and prejudice (appearance, disability and gender)</p>
<p>TERM 2 MID TERM ASSESSMENT: How is the ...presented in this scene?</p>							
<p>Topic 12: Frankenstein's Bride</p>							
	<ul style="list-style-type: none"> • Why is Frankenstein's Bride important? • What makes effective stage directions? 	<ul style="list-style-type: none"> • Frankenstein and the human form 	<ul style="list-style-type: none"> • Develop opinions about character and ethical nature • Present an informed response on the Monster • Produce stage directions to introduce character 	<p>-Timeline</p> <p>-Mood and atmosphere</p>	<p>-Punctuation test</p> <p>-Peer assessment</p> <p><u>HOMEWORK</u></p> <p>- Seneca</p> <p>-Spelling test</p>	<p>-Play</p> <p>- PowerPoint</p> <p>- Knowledge Organiser</p>	<p>- Empathy and compassion</p> <p>- Respect for others</p> <p>- Relationships: friendship; self-worth</p> <p>- Living in the Wider World: sexism; stereotypes; discrimination and prejudice (appearance)</p>
<p>Topic 13: Emotive language and Imagery</p>							

	<ul style="list-style-type: none"> Why is emotive language powerful? Can I show understanding of imagery? 	<ul style="list-style-type: none"> Writing in character Language for maximum impact Impressions of the Monster at the end of Act 4 	<ul style="list-style-type: none"> Write in character, using emotive language to demonstrate strength of feelings Recognise the effect of powerful imagery Produce imagery in writing to engage the reader 	<ul style="list-style-type: none"> -Emotive language 	<ul style="list-style-type: none"> -Language techniques test -Self assessment -Gothic conventions test Use of knowledge organisers for key terms, language, structure, and knowledge tests 	<ul style="list-style-type: none"> -Play - PowerPoint - Knowledge Organiser 	<ul style="list-style-type: none"> - Empathy and compassion - Respect for others - Living in the Wider World: sexism; stereotypes; discrimination and prejudice (appearance)
Topic 14: The resolution of the play							
	<ul style="list-style-type: none"> Is the epilogue a suitable ending to the play? What are the themes in 'Frankenstein'? 	<ul style="list-style-type: none"> Departures of characters The epilogue Exploration of themes within the play 	<ul style="list-style-type: none"> Respond, using A.P.E, to the final presentation of the Monster. Compare the novel and the play's ending Present a justified response to a question showing balanced opinion 	<ul style="list-style-type: none"> -A.P.E -Epilogue -Theme 	<ul style="list-style-type: none"> -Key quotations test - 'Form' test -Cloze tasks <u>HOMEWORK</u> - Write the opening of a gothic story -Spelling test 	<ul style="list-style-type: none"> -Play - PowerPoint - Knowledge Organiser 	<ul style="list-style-type: none"> - Empathy and compassion - Respect for others - Relationships: friendship; self-worth; bereavement and grief - Living in the Wider World: sexism; stereotypes; discrimination and prejudice (appearance);

			<ul style="list-style-type: none"> Write an alternate ending Identify examples of theme in the play 				morality and ethics
	Topic 15: Essay skills						
	<ul style="list-style-type: none"> What makes a successful essay? 	<ul style="list-style-type: none"> Planning the components of an essay 	<ul style="list-style-type: none"> Recognise what makes a successful analytical response Follow a structure to show understanding of a writer's choices and their impact on the audience 	-A.P.E -Introduction -Conclusion -Evaluation	Language and structure test -Self assessment	-Play -PowerPoint -Knowledge Organiser	- Resilience - Empathy and compassion - Respect for others
Term 3 – Holes							
Term 3	Topics 1-7: Introduction to setting, characters, and themes						
	<ul style="list-style-type: none"> How is language used to present a setting? 	Reading of novel: Chapters 1-8 Introduction to the setting of Camp Green Lake	Students should: Reading comprehension and fluency will be developed <ul style="list-style-type: none"> Recognise how a writer uses language 	Protagonist Antagonist Plot Palindrome	<u>Assessment</u> Knowledge revision and recall questions Comprehension question relating	Power point Book: Holes	<ul style="list-style-type: none"> Empathy Other life perspectives Consideration of wider themes fate and destiny to develop critical thinking

<p>APE Questions</p>	<ul style="list-style-type: none"> • How do writers use narrative hooks to engage the reader? • How is the character of Stanley presented? • How do the themes of fate and destiny affect the character, Stanley? • How does the writer build tension? • How does the writer use contrast to present characters? • How does Sachar use a sub-plot? 	<p>exploring the writer's use of language.</p> <p>Revise why writers use a narrative hook – develops learning from Year 7.</p> <p>Introduction to the main protagonist of the novel includes palindromes, non-linear narrative and flashback.</p> <p>Introduction to the themes of fate and destiny and how this affects the character, Stanley.</p> <p>Explore how and why writer's build tension.</p> <p>Explore how a writer contrasts characters.</p> <p>Introduction of a sub-plot.</p>	<p>techniques to create the setting and analyse the effects on the reader.</p> <ul style="list-style-type: none"> • Revise the writer's use of narrative hooks to engage a reader. Understand what a palindrome is and be able to create their own. • Recap flashbacks and then learn how they are used to create a non-linear plot structure. • Understand how the main protagonist develops and changes throughout the novel. • Learn and understand the themes that underpin the novel • Understand how characters in a novel are contrasted for effect • Understand the difference between the protagonist and the antagonist 	<p>Non-Linear</p> <p>Flashback</p> <p>Theme</p> <p>Fate</p> <p>Destiny</p> <p>Curse</p> <p>GOMASSIVE SPP (Language techniques)</p> <p>APE (Answer, Prove, Explain)</p> <p>Contrast</p> <p>Sub-plot</p>	<p>to chapters of the text.</p> <p>Comprehension questions of plot and character</p> <p>Self-assessment; peer assessment.</p> <p>Cloze tasks.</p> <p>Analysis of characters using APE</p> <p>Plenary tasks revisiting learning focus (BQ)</p> <p>Homework Seneca +</p> <p>Spellings of key terms</p> <p>Revision of key information from Knowledge Organiser</p>	<p>Visualiser to model reading</p> <p>Knowledge Organiser</p> <p>MWBs – pens and erasers</p>	<ul style="list-style-type: none"> •Compassion for others •Living in the wider world •Family relationships •Resilience
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	<p>How does Sachar develop the character Stanley in Holes?</p> <p>APE</p> <p>How does Sachar present the character Mr Pendanski in Holes?</p>	<p>Analysis of Characters using Language and structure for the following:</p> <ul style="list-style-type: none"> • Protagonist: Stanley Yelnats • Mr Pendanski 					
<p>Topic 8-14: Development of characters and plot</p>							
	<p>BQ</p> <ul style="list-style-type: none"> • How does Sachar develop the character of Stanley in Holes? • How does Sachar introduce the character of the Warden? • How does the writer develop characters? • How do the character relationships develop at Camp Green Lake? <p>APE Questions</p> <ul style="list-style-type: none"> • How does Sachar present the character of the Warden in Holes? 	<p>Reading of novel chapters 9-22</p> <p>Explore vocabulary featured in Chapter 9.</p> <p>Development of main protagonist Stanley Yelnats. Comprehension and analysis of main protagonist.</p> <p>Introduction of the antagonist: the Warden.</p> <p>Character development of peripheral characters from present timeline and past timeline in the plot</p>	<p>Students should:</p> <ul style="list-style-type: none"> • Understand how the character of Stanley is developing and changing as the plot moves forwards. • Learn to track character development using the novel and tracker in books. • Learn the differences between a protagonist and antagonist • Learn how the protagonist and antagonist are integral to plot development • Develop their understanding and appreciation of 	<p>Protagonist</p> <p>Antagonist</p> <p>Plot</p> <p>Non-Linear</p> <p>Flashback</p> <p>Theme</p> <p>Fate</p> <p>Destiny</p> <p>GOMASSIVE SPP (Language techniques)</p> <p>APE (Answer, Prove, Explain)</p> <p>Contrast</p>	<p>Assessment</p> <p>Knowledge revision and recall questions</p> <p>Comprehension questions relating to chapters of the text.</p> <p>Comprehension questions of plot and character</p> <p>Self-assessment; peer assessment.</p> <p>Analysis of characters using APE</p> <p>Plenary tasks revisiting learning focus (BQ)</p>	<p>Power point</p> <p>Book: Holes</p> <p>Visualiser to model reading</p> <p>Knowledge Organiser</p> <p>MWBs – pens and erasers</p>	<ul style="list-style-type: none"> • Empathy • Other life perspectives • Develop critical thinking • Compassion for others • Living in the wider world • Family relationships • Resilience • Experience conflicts

		Development of the types of relationships between the characters and how this moves the plot forward.	<p>flashback and non-linear structure to see how this affects the plot.</p> <ul style="list-style-type: none"> • Learn why peripheral characters are integral to plot develop • Analyse characters through a writer use of description, dialogue and action • Build confidence answering comprehension style questions • Development of written responses for questioning and analytical writing 	Sub-plot Warden	<p>Mid-Term writing assessment for the setting</p> <p><u>Homework</u> Seneca+ Spellings of key terms</p> <p>Revision of key information from Knowledge Organiser</p>		
	<p>BQs</p> <ul style="list-style-type: none"> • How does Sachar connect the past and present? 	Reading novel chapters 23-28	<p>Students should:</p> <p>Develop an understanding of how a</p>	<p>Protagonist</p> <p>Antagonist</p> <p>Plot</p>	<u>Assessment</u>	<p>Power point</p> <p>Book: Holes</p>	<ul style="list-style-type: none"> • Empathy • Other life perspectives • Develop critical thinking

<ul style="list-style-type: none"> • How does Sachar develop the character Kissin' Kate Barlow? • How does Sachar present the character Sam to the reader? • How does Sachar use description, dialogue and action to present the character of Zero? • How does Sachar use Kate's backstory to develop the plot of Holes? <p><u>APE Questions</u></p> <ul style="list-style-type: none"> • How does Sachar present the character of Kissin' Kate Barlow in Holes? • How does Sachar present the character of Sam in Holes? • How does Sachar present the character of Zero in Holes? 	<p>Links made between plot events from the past and events in the present.</p> <p>Use of character backstory to develop a character from the past.</p> <p>Development of past character to move the present plot forward.</p> <p>Development of relationships between characters.</p> <p>Analysis of writer's methods when constructing characters.</p> <p>Introduction of racial prejudice regarding the character Sam.</p> <p>Contextual information of racial prejudice in society.</p>	<p>non-linear structure enables a plot to evolve.</p> <p>Learn how a backstory ensures a character is fully developed and realised.</p> <p>Understand and analyse how a writer uses methods to create characters.</p> <p>Make connections between elements of the plot from the past and present and understand how they link together to form a narrative.</p> <p>Develop confidence with character analysis and confidently write about how characters are presented to readers.</p> <p>Understand that characters are constructed by a writer to convey specific messages.</p> <p>Understand the importance of the</p>	<p>Non-Linear</p> <p>Flashback</p> <p>GOMASSIVE SPP (Language techniques)</p> <p>APE (Answer, Prove, Explain)</p> <p>Sub-plot</p> <p>Past</p> <p>Present</p> <p>Prejudice</p> <p>Racial Prejudice</p> <p>Backstory</p>	<p>Comprehension questions relating to chapters of the text.</p> <p>Comprehension questions of plot and character</p> <p>Self-assessment; peer assessment.</p> <p>Analysis of characters using APE</p> <p>Plenary tasks revisiting learning focus (BQ)</p> <p><u>Homework</u> Descriptive writing task: yellow spotted lizard</p> <p>Peer or self-assess</p> <p>Revision of key information from Knowledge Organiser</p>	<p>Visualiser to model reading</p> <p>Knowledge Organiser</p> <p>MWBs – pens and erasers</p>	<ul style="list-style-type: none"> • Compassion for others • Living in the wider world • Family relationships • Resilience • Conflicts • Negative impacts of racial prejudice • Love relationships
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			negative impacts of racial prejudice in society.				
	<p>BQs</p> <ul style="list-style-type: none"> How does Sachar use the theme of crime and punishment in Holes? How does Sachar link the main plot with the sub-plot in Holes? Can I develop knowledge and understanding of the character of Zero and his importance to the novel's plot and themes? Can I develop an understanding of how Sachar builds tension? Can I develop knowledge and understanding of how character and theme are developed through Stanley Yelnats? 	<p>Part 2</p> <p>Reading Chapters 29- 50</p> <p>Exploration of the theme crime and punishment.</p> <p>Make connections between the main plot and the sub-plot. Explore reoccurring motifs in the text.</p> <p>Delve further into character development of Zero and how he links to the past events of the plot and themes.</p> <p>Revisit how a writer builds tension, particularly at the climax of a narrative.</p> <p>Explore how the main protagonist has developed from the beginning of a narrative to the resolution.</p>	<p>Students should:</p> <p>Understand the negative impacts of crimes consider the consequences. Link these themes to the narrative.</p> <p>Understand how the development of the sub-plot underpins the main plot.</p> <p>Analyse the character Zero and make connections to the past and present elements of the plot.</p> <p>Secure understanding of how tension build suspense in a narrative.</p> <p>Understand and analyse how a protagonist has evolved at the resolution.</p>	<p>Protagonist</p> <p>Antagonist</p> <p>Plot</p> <p>Non-Linear</p> <p>Flashback</p> <p>GOMASSIVE SPP (Language techniques)</p> <p>APE (Answer, Prove, Explain)</p> <p>Sub-plot</p> <p>Past</p> <p>Present</p> <p>Prejudice</p> <p>Backstory</p> <p>Crime</p> <p>Punishment</p> <p>Motif</p>	<p>Assessment</p> <p>Knowledge recall questions</p> <p>Comprehension questions</p> <p>Comprehension questions of plot and character</p> <p>Tension graph.</p> <p>Analysis of characters using APE</p> <p>Plenary tasks revisiting learning focus (BQ)</p>	<p>Power point</p> <p>Book: Holes</p> <p>Visualiser to model reading</p> <p>Knowledge Organiser</p> <p>MWBs – pens and erasers</p>	<ul style="list-style-type: none"> Empathy Other life perspectives Develop critical thinking Compassion for others Living in the wider world Family relationships Resilience Conflicts Negative impacts of racial prejudice Crime and punishment

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TERM 3 Mid-Term assessment: Write a description of...

Term 4 Diverse Anthology

Term 4

<p>1. <i>Diversity in Media and Films. Speech given to the House of Commons by Idris Elba.</i> BQ: What is diversity? APE: How does Elba use language to present his views on diversity in the media?</p> <p>2. <i>Extract from Malala Yousafzai's speech about Education to the UN, July 12, 2013.</i> BQ: How does Malala influence the audience using a range of language techniques?</p> <p>3. <i>Extract from the introduction to Life is Sad and Beautiful, a book of poetry by</i></p>	<p>To learn what diversity means and how important diversity is in society.</p> <p>Diverse themes are explored through the non-fiction speech.</p> <p>Analysis of rhetorical language techniques and how a speech is constructed using language.</p> <p>Understand the importance of education.</p> <p>Learn how rhetorical language techniques are used to influence and persuade.</p> <p>To understand how to write an effective piece of autobiographical writing.</p>	<p>Awareness of a variety of different forms.</p> <p>Awareness of diverse groups in society.</p> <p>Vocabulary development. Decoding new words.</p> <p>Analytical writing and inference.</p> <p>Reading: skimming, scanning, and summarising.</p> <p>Oracy and collaboration</p> <p>Reading comprehension</p> <p>Understanding the effect of language and structure on the reader.</p>	<p>-GOMASSIVE language techniques</p> <p>-AFORREST rhetorical techniques</p> <p>-Structural techniques</p> <p>-inference</p> <p>-Register and tone</p> <p>- Narrative Arc</p> <p>Key Terms</p> <p>Diversity</p> <p>Prejudice</p> <p>Autobiography</p> <p>Redemption</p> <p>Eid</p>	<p>Class Discussion</p> <p>MWBs</p> <p>Live marking and circulation</p> <p>Cold Calling</p> <p>Peer Assessment</p> <p>Self-Assessment</p> <p>Low Stakes Quizzing</p> <p>Homework</p> <p>Seneca+</p> <p>Spellings</p> <p>Knowledge Organiser</p> <p>Revision</p>	<p>Diverse Anthology</p> <p>Extract</p> <p>Booklet</p> <p>Power point</p> <p>Visualiser</p> <p>MWBs</p> <p>Knowledge Organiser</p>	<p>-Individual liberty.</p> <p>-Tolerance.</p> <p>-Mutual respect.</p> <p>-Compassion.</p> <p>-Prejudice and discrimination.</p> <p>-Diversity.</p> <p>-Diverse people.</p> <p>-Protected characteristics.</p> <p>-Empathy.</p> <p>-Society.</p> <p>-Life experiences in the wider world.</p> <p>-Relationships.</p> <p>-Stereotypes</p>
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	<p><i>Hussain Manawer (2022) autobiographical from poetry book.</i></p> <p>BQ: How does Manawer share memories of his childhood using autobiographical writing?</p> <p>4. <i>Ask about my disability if you're curious, but don't patronise me by Samantha Renke (Metro, 2019)</i></p> <p>BQ: How does Renke use interesting vocabulary and language techniques in article writing?</p> <p>5. <i>Short story: Thank You, Ma'am by Langston Hughes (1958)</i></p> <p>BQ: How does Hughes use characterisation to</p>	<p>Understand how to summarise an unseen text and identify key features.</p> <p>Understanding a writer's choice of language and structure.</p> <p>To understand how an effective article is written and recognise key persuasive features. To learn about the writer's disability - a protected characteristic.</p> <p>Awareness of article as form.</p> <p>Understanding a writer's choice of language.</p> <p>Students will learn how writers use the openings of short stories to engage readers.</p> <p>Development of reading comprehension skills.</p>	<p>Choosing quotations and evidence from texts (APE)</p> <p>Poetry writing</p> <p>Descriptive writing</p> <p>Narrative writing</p> <p>Implicit or explicit meaning</p> <p>Exploring reader reactions and response.</p> <p>Awareness of a variety of different forms.</p> <p>Awareness of diverse groups in society.</p> <p>Vocabulary development. Decoding new words.</p> <p>Analytical writing and inference.</p>	Paradise	<p>Class Discussion</p> <p>MWBs</p> <p>Live marking and circulation</p> <p>Cold Calling</p> <p>Peer Assessment</p> <p>Self-Assessment</p> <p>Low Stakes Quizzing</p> <p><u>Homework</u></p> <p>Seneca + spellings</p> <p>Use of knowledge organisers for key terms, language, structure, and knowledge tests</p>		
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	<p>teach us about redemption?</p> <p>6. <i>Poem: Portable Paradise by Roger Robinson</i></p> <p>BQ: How does Robinson present paradise in the poem 'Portable Paradise'?</p> <p>BQ: Can I use the poem 'Portable Paradise' to describe an image of paradise?</p> <p>7. <i>Short story extract: The Island at the End of Everything by Kiran Millwood Hargraves</i></p> <p>BQ: How does Hargrave use language and structure to interest the reader?</p> <p>8. <i>Poem: Island Man by Grace Nichols</i></p> <p>BQ: How does Nichols use imagery and poetic</p>	<p>Students will understand how writers are inspired by or influenced by poetry.</p> <p>Awareness of poetry as form.</p> <p>Understand poetic devices and how to identify them in poetry.</p> <p>Use poetry as a springboard for descriptive writing.</p> <p>Revisit how writers use language and structure to create effective openings to a text.</p> <p>Revisit poetic devices and how to identify key features in poetry.</p>	<p>Reading: skimming, scanning, and summarising.</p> <p>Oracy and collaboration</p> <p>Reading comprehension</p> <p>Understanding the effect of language and structure on the reader.</p> <p>Choosing quotations and evidence from texts (APE)</p> <p>Poetry writing</p> <p>Descriptive writing</p> <p>Narrative writing</p> <p>Implicit or explicit meaning</p> <p>Exploring reader reactions and response.</p> <p>Awareness of a variety of different forms.</p>		<p>Class Discussion</p> <p>MWBs</p> <p>Live marking and circulation</p> <p>Cold Calling</p> <p>Peer Assessment</p> <p>Self-Assessment</p> <p>Low Stakes Quizzing</p> <p>Use of knowledge organisers for key terms, language, structure, and knowledge tests</p>		
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	<p>techniques to create a strong sense of place for the reader?</p> <p>9. <i>Short story extract: Crongton Knights by Alex Wheatle</i></p> <p>BQ: How does Wheatle teach us to develop and maintain respectful relationships even in difficult circumstances?</p> <p>10. <i>Poem: Thirteen by Caleb Femi</i></p> <p>BQ: How does Caleb Femi present prejudice in the poem Thirteen?</p> <p>BQ: Can I create my own poem based on ideas from Femi's poem Thirteen?</p>	<p>Revisit how writers use language and structure to create effective texts.</p> <p>Explore challenging topics through literature.</p> <p>Revisit poetic devices and how to identify key features in poetry.</p> <p>Explore difficult themes through the form of poetry.</p> <p>Students can create their own poetry inspired by their learning of poetry. Students are encouraged to be creative with language and structure.</p>	<p>Awareness of diverse groups in society.</p> <p>Vocabulary development. Decoding new words.</p> <p>Analytical writing and inference.</p> <p>Reading: skimming, scanning, and summarising.</p> <p>Oracy and collaboration</p> <p>Reading comprehension</p> <p>Understanding the effect of language and structure on the reader.</p> <p>Choosing quotations and evidence from texts (APE)</p> <p>Poetry writing</p> <p>Descriptive writing</p> <p>Narrative writing</p> <p>Implicit or explicit meaning</p> <p>Exploring reader reactions and response.</p>		<p>Class Discussion</p> <p>MWBs</p> <p>Live marking and circulation</p> <p>Cold Calling</p> <p>Peer Assessment</p> <p>Self-Assessment</p> <p>Low Stakes Quizzing</p> <p><u>Homework</u></p> <p>Write your own poem inspired by Caleb Femi's Thirteen</p> <p>Use of knowledge organisers for key terms,</p>		
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					language, structure, and knowledge tests		
TERM 4 MID TERM ASSESSMENT: How does the writer present ideas about...? (APE)							
Term 5 & 6 - Reading 1, 4, 5, 6, 7, 8, 10, 11 / Writing 1, 2, 3, 4, 5, 6, 7 / Spoken Language 1, 2, 4							
Term 5	Topic 1: Elizabethan context and Shakespeare's England						
	<ul style="list-style-type: none"> What can I remember about Shakespeare's life? 	<ul style="list-style-type: none"> Shakespeare's England Shakespearean theatre experience Hierarchy 	<ul style="list-style-type: none"> Identify elements of Elizabethan period that serve as backdrop for Shakespeare's writings 	<ul style="list-style-type: none"> -Context -Explicit information 	<ul style="list-style-type: none"> -Knowledge test -Class discussion <u>HOMework</u> -Seneca: The Timeless Legacy of Willia Shakespeare -Spelling test 	<ul style="list-style-type: none"> -Knowledge test - PowerPoint -Video -Knowledge Organiser 	<ul style="list-style-type: none"> - Empathy and compassion - Respect for others - Living in the Wider World: sexism; stereotypes
	Topic 2: Act 1 – introduction to play						
	<ul style="list-style-type: none"> What predictions can be made about plot and theme? What do I learn about plot and character? What is the theme of order and disorder? Who are the labourers and how 	<ul style="list-style-type: none"> Justifying an opinion Writing for purpose, audience and form Tracing theme through plot 	<ul style="list-style-type: none"> Make predictions based on title and visual stimulus Write to advise, in character 	<ul style="list-style-type: none"> -Inference -Plot -Theme -P.A.F 	<ul style="list-style-type: none"> -Knowledge test -Peer-assessment -Class discussion <u>HOMework</u> 	<ul style="list-style-type: none"> -Play - PowerPoint -Knowledge Organiser 	<ul style="list-style-type: none"> - Empathy and compassion - Respect for others - Relationships: friendships; romance - Living in the Wider World:

	does the language change between characters?	<ul style="list-style-type: none"> • Analysis of key word choices • Attitudes towards marriage 	<ul style="list-style-type: none"> • Identify the story on the narrative arc • Identify language used for dramatic effect • Consider the role of males and females within relationships 	-Character development -Metre in a play switching between prose and blank verse for characters	-Seneca: Elizabethan Society through a Midsummer Night's Dream -Spelling test		sexism; stereotypes
TERM 5 MID TERM ASSESSMENT: Describe a...using the picture as inspiration.							
Topic 3: Act 2 – Different worlds							
	<ul style="list-style-type: none"> • What is the realm of the fairies? • What observations can be made about roles? • What do I learn about plot and character? 	<ul style="list-style-type: none"> • Contrasts between different worlds • Analysis of character and language • Supernatural • 	<ul style="list-style-type: none"> • Comment on characters' attitudes 	-Attitudes -Imagery -Language -A.P.E	-Knowledge test -Self-assessment -Peer-assessment -Class discussion -Cloze <u>HOMEWORK</u> -Draw a picture of the Globe theatre and label with adjectives -Spelling test	-Play - PowerPoint -Knowledge Organiser	- Empathy and compassion - Respect for others - Relationships: friendships; romance - Living in the Wider World: sexism; stereotypes; morality

Term 6	Topic 4 Act 3,4 – disorder and confusion						
	<ul style="list-style-type: none"> • What do we know about Elizabethan fairies • What is a disordered declaration of love? • Why does Shakespeare use emotive language? • How does Shakespeare create confusion amongst characters? • How does Oberon use his power? 	<ul style="list-style-type: none"> • Chaos and disorder in the play • Character development • Theme of love 	<ul style="list-style-type: none"> • Explore a central theme in the play • Analyse the words used by characters 	<ul style="list-style-type: none"> -Order and disorder -Emotive language -Empathy -A.P.E -Superstitions 	<ul style="list-style-type: none"> -Knowledge test -Self-assessment -Retrieval <p><u>HOMEWORK</u></p> <ul style="list-style-type: none"> -End of year exam revision on Seneca: Golding Lord of the Flies -Spelling test 	<ul style="list-style-type: none"> -Play - PowerPoint -Knowledge Organiser 	<ul style="list-style-type: none"> - Empathy and compassion - Respect for others - Relationships: friendships; romance - Living in the Wider World: sexism; stereotypes; media literacy; crime and policing
	Topic 5: Act 5 – Shakespearean comedy and structure						
	<ul style="list-style-type: none"> • How is order restored to the play? • How does Shakespeare create comedy of a play within a play? 	<ul style="list-style-type: none"> • Shakespearean comedy and conventions • Genre conventions • Resolution of the play 	<ul style="list-style-type: none"> • Evaluate statements to prove or disprove opinions of the play’s ending • Reflect on the genre of the play • Reflect upon Shakespeare’s message to the audience 	<ul style="list-style-type: none"> -Structure -Order and disorder -Resolution -Rhetoric 	<ul style="list-style-type: none"> -Knowledge test -Self-assessment -Debate -Quiz -Cloze <p><u>HOMEWORK</u></p> <ul style="list-style-type: none"> --End of year exam revision on Seneca: Little Women comprehension 	<ul style="list-style-type: none"> -Play - PowerPoint -Knowledge Organiser 	<ul style="list-style-type: none"> - Empathy and compassion - Respect for others - Relationships: friendships; romance - Living in the Wider World: sexism; stereotypes; morality

					-Spelling test <u>HOMEWORK</u> -Write a review of the play -Spelling test		
Topic 6: Essay skills: End of year assessment practise							
	<ul style="list-style-type: none"> • What skills do I need to show in my reading exam 	<ul style="list-style-type: none"> • Planning and structuring an essay • Comprehension of texts • Analysis of texts 	<ul style="list-style-type: none"> • Comment upon a character's development • Write secure A.P.E paragraphs that consider alternative interpretations 	-Introduction -Conclusion -A.P.E	-Knowledge test -Self-assessment	-Play - PowerPoint -Knowledge Organiser	- Resilience - Empathy and compassion - Respect for others
TERM 6 End of year assessment: How does the writer present...? (APE) Refer to the use of both language and structural methods?							