

Year 8

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn	Satan in Paradise Lost Gothic Fiction	<p>How can we draw connections between writers’ work and their historical and social context?</p> <p>How is Satan portrayed in Milton’s ‘Paradise Lost’?</p> <p>How has Gothic fiction changed over time? How can I write a successful piece of Gothic fiction?</p>	<ul style="list-style-type: none"> • Clear sense of how literature has altered in terms of style and thematic preoccupation across this period. • Close analysis of the methods used by John Milton to create the character of Satan in ‘Paradise Lost’. • Clear understanding of the context in which PL was written and how this may have influenced Milton’s portrayal of Satan. • Knowledge of a range of poetic and rhetorical terminology <ul style="list-style-type: none"> • Understanding of generic conventions of Gothic literature • Knowledge of how gothic fiction has changed and developed over time 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> ● Through students increasing confidence in placing literary texts within their wider historical and literary context ● Discussion and questioning in relation to Milton’s ‘Paradise Lost’ ● TEAL paragraph writing in response to set text. <p>Skills</p> <ul style="list-style-type: none"> ● Understanding texts within their historical and literary context. ● Understanding of a complex literary character (Satan in PL) ● Writing an analytical essay about poetry ● Topic sentence writing ● Analysing poetry and using appropriate terminology to aid the precision of analysis. <p>Assessment Point information</p> <ul style="list-style-type: none"> ● TEAL paragraph response to Milton’s ‘Paradise Lost’ • Students to write the opening to their own piece of gothic fiction.
Spring	Romanticism Shakespeare: Romeo and Juliet	<p>How do poets from the Romantic era portray the natural world / childhood?</p> <p>What contributes to the tragic outcome of Romeo and Juliet?</p>	<ul style="list-style-type: none"> • Knowledge of the context of Romanticism • Knowledge of the poetry of William Blake and other important Romantic poets such as Wordsworth, Byron and Shelley. <ul style="list-style-type: none"> • Key poetic terminology and concepts via close analysis of writer’s methods in the poems. <ul style="list-style-type: none"> • Knowledge of the plot and key characters of Romeo and Juliet • Knowledge of Shakespeare’s dramatic methods • Knowledge of the tragedy genre and its conventions • Developing understanding of Shakespeare’s characterisation and portrayal of romantic relationship within the play. 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Through analytical discussion of set texts • Through TEAL paragraphs in response to poems of Romanticism and Shakespeare • Students will be able to name conventions of the genre and identify playwright/author’s use of these ● Essay in response to Romantic poets. • Ability of students to draw on their understanding of conventions of Romanticism for use in their own creative writing <p>Skills</p> <ul style="list-style-type: none"> • Close analysis of language structure and form • integrating historical and literary context seamlessly • speaking and listening • creative fiction writing drawing on, and potentially playing with, generic convention <p>Assessment Point information</p> <ul style="list-style-type: none"> ● Analytical essay in response to: ‘Compare and contrast the way in which two Romantic poets presents the natural world/childhood in their poetry’ (Students have choice of two questions) • Students to deliver a presentation in groups on a tragic element of Shakespeare’s play. • Ongoing work in exercise books over time, with particular focus on responding to WN comments

Summer	<p>Teacher’s specialist unit</p> <p>How to be a lawyer</p>	<p>Teacher to choose KQ, e.g. How does Steinbeck present George and Lennie in OMAM? or How does Priestley presents issues of social justice in An Inspector Calls? or similar</p> <p>How can I speak and write like a lawyer?</p>	<ul style="list-style-type: none">• Success criteria to be outlined by individual teachers and tailored to their classes• Knowledge and understanding of legal terminology• Understanding the conventions of a closing argument• Knowledge of the art of rhetoric including a range of devices• Analytical understanding of the modern play, ‘12 Angry Men’.	<p>How understanding is assessed</p> <ul style="list-style-type: none">•__Through use of rhetorical devices and legal terms in speech and writing•__Through discursive activities•__Construction of a closing argument which demonstrates the synthesis of knowledge and skill from across the unit <p>Skills</p> <ul style="list-style-type: none">• Constructing an argument• Interrogation of key concepts with careful consideration e.g. justice• Delivering a powerful individual speech with confidence• Evaluating a writer’s viewpoint• Knowledge of all the literary/rhetorical and legal key terms <p>Assessment information</p> <p>Persuasive non-fiction writing piece (Writing).</p>
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