

Year 8

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn	Satan in Paradise Lost	<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>	<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 	<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) • 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'
	Gothic Fiction	<p>How has Gothic fiction changed over time?</p> <p>How can I write a successful piece of Gothic fiction?</p>	<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 analytical discussions of the gothic extracts • Through formative pieces of creative writing in gothic style • Through summative piece of creative writing in gothic style <p>Skills</p> <ul style="list-style-type: none"> • Understanding of the gothic genre • Ability to write creatively in the style of a specific genre • Ability to plan and structure a creative piece of writing <p>Assessment Point Information</p> <ul style="list-style-type: none"> • Students to write the opening to their own piece of gothic fiction.
	Teacher 2: Poetry	How can I analyse poetry effectively, considering form, structure and language?	<ul style="list-style-type: none"> • Understanding of key poetic terminology • Knowledge of a wide range of poems 	
Spring	Romanticism	How do poets from the Romantic era portray the natural world / childhood?	<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. • Key poetic terminology and concepts via close analysis of writer's methods in the poems. 	<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 • Essay in response to Romantic poets. • Ability of students to draw on their understanding of conventions of Romanticism in class discussion <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 • Planning, structuring and writing an essay

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	<p>Shakespeare: Romeo and Juliet</p>	<p>What contributes to the tragic outcome of Romeo and Juliet?</p>	<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>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) • Ongoing work in exercise books over time, with particular focus on responding to WN comments <p>How understanding is assessed</p> <ul style="list-style-type: none"> • Through analytical class discussion • Through formative peer and self-assessment of practice TEALs • Through summative TEAL paragraph about a tragic element of Shakespeare's play <p>Skills</p> <ul style="list-style-type: none"> • Close analysis of language, structure and form • Planning, structuring and writing a TEAL paragraph • Speaking and listening <p>Assessment Point Information</p> <ul style="list-style-type: none"> • Students to write a TEAL on a tragic element of Shakespeare's play.
Summer	<p>How to be an orator</p>	<p>How can I deliver a speech in a convincing and compelling way?</p>	<ul style="list-style-type: none"> • Knowledge of certain 'key speeches' that have been given throughout history • Knowledge of the art of rhetoric, including a range of language devices and structural techniques 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Through use of rhetorical devices in speech writing • Through discursive activities • Construction of a speech which demonstrates the synthesis of knowledge and skill from across the unit and is delivered to the class <p>Skills</p> <ul style="list-style-type: none"> • Constructing a powerful and persuasive speech, using rhetorical devices • Delivering a powerful individual speech with confidence • Evaluating a writer's/speechmaker's viewpoint <p>Assessment information</p> <ul style="list-style-type: none"> • Oral presentation: Persuasive and compelling speech delivered to the class
	<p>Modern Play: 'Pygmalion' or 'An Inspector Calls'</p>	<p>What are the moral messages in Priestley's play and how does he convey these?</p>	<ul style="list-style-type: none"> • Knowledge and understanding of the play 'An Inspector Calls' • Knowledge of key concepts such as social responsibility and personal accountability • Knowledge of historical context that helped to shape Priestley's work 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Through analytical class discussion • Through the 'casebook' that students keep throughout their reading of the play • Through the creative writing assessment in which students write an alternative ending to Priestley's play

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	Teacher 2: Reading lessons	How can I develop myself as a reader?		<p>Skills</p> <ul style="list-style-type: none">• Ability to analyse a modern play, including use of stage directions• Close analysis of language, structure and form• Ability to write creatively, considering how writers convey a moral message through the medium of the stage <p>Assessment Information</p> <ul style="list-style-type: none">• Creative writing piece: students to write an alternative ending to Priestley’s play in groups <p>Teachers should regularly check in with students as to what they are reading, discussing texts with them and encouraging them to read more challenging texts if necessary. Teachers should specifically target LSG students.</p>
		<div><div></div>Modern novel/play</div> <div><div></div>Shakespeare</div> <div><div></div>pre-20th century text</div> <div><div></div>Non-fiction creative writing</div> <div><div></div>Fiction creative writing</div> <div><div></div>Poetry</div> <div><div></div>Reading and literacy</div>		