

Year 8 Literature	How do writers present the unknown in Literature? Why are we fascinated by the unknown?		
	Autumn	Spring	Summer
Texts	Genre Study: Gothic Horror <ul style="list-style-type: none"> • <i>Dracula</i> • <i>Jekyll and Hyde</i> • <i>The Woman in Black</i> 	Shakespeare: Tragedy and 'Macbeth'	Reading Poetry: PHS 'Identity' Anthology
Context	How does gothic literature reflect Victorian values and ideas? Why was gothic horror a popular genre?	Why do modern and contemporary audiences respond differently to 'Macbeth'? How does fear help Shakespeare convey the message of 'Macbeth'?	How are unique life experiences presented through poetry? How might different experiences shape our understanding of the world?
Form	Know and identify: <ul style="list-style-type: none"> • Generic conventions of gothic horror 	Know and identify: <ul style="list-style-type: none"> • Conventions of Shakespearean tragedy 	Know and identify: <ul style="list-style-type: none"> • Free verse • Dramatic monologue
Language	Define and identify: <ul style="list-style-type: none"> • Figurative language (pathetic fallacy) Explain effects created by: <ul style="list-style-type: none"> • Character as a device (unreliable narrator) • Effects of sensory imagery 	Define and identify: <ul style="list-style-type: none"> • Motif • Semantic field Explain effects created by: <ul style="list-style-type: none"> • Character as a device (foils) • Contrast • Staging 	Define and identify: <ul style="list-style-type: none"> • Semantic field Explain effects created by: <ul style="list-style-type: none"> • Oxymoron • Sensory imagery • Figurative language • Sibilance • Onomatopoeia • Alliteration
Structure	Define and identify: <ul style="list-style-type: none"> • Epistolary Explain effects created by: <ul style="list-style-type: none"> • Openings: narrative hooks • Endings: cliffhanger, cyclical • Sentence length: tension and pace • Flashback • Foreshadowing • Change in focus • Narrative voice and tense • Conflict 	Define and identify: <ul style="list-style-type: none"> • Dramatic irony • Soliloquy Explain effects created by: <ul style="list-style-type: none"> • Rhyme and rhyming couplets 	Explain effects created by: <ul style="list-style-type: none"> • Stanza • Line • Enjambment
Key Skills	<ul style="list-style-type: none"> • Extracting explicit and implicit 	<ul style="list-style-type: none"> • Extracting explicit and implicit 	<ul style="list-style-type: none"> • Extracting explicit and implicit

	<p>information</p> <ul style="list-style-type: none"> • Making inferences/drawing conclusions • Annotating a text • Identifying writers' methods • Making references/selecting quotations • Explaining effects of language/methods 	<p>information</p> <ul style="list-style-type: none"> • Making inferences/drawing conclusions • Identifying writers' methods • Annotating a text • Making references/selecting quotations • Explaining effects of language/methods 	<p>information</p> <ul style="list-style-type: none"> • Making inferences/drawing conclusions • Identifying writers' methods • Annotating a text • Making references/selecting quotations • Explaining effects of language/methods
Analytical Writing	<p>WHAT Is the writer telling us about..? Does the writer want us to think or feel about..?</p> <p>HOW Is it shown in the text? Do words and phrases show this? Does the writer use (methods)...?</p> <p>WHY Has the writer used this method? Has the writer presented it in this way?</p>	<ul style="list-style-type: none"> • Consolidate WHAT/HOW/WHY paragraphs • Creating a thesis/argument • Writing an introduction 	<ul style="list-style-type: none"> • Consolidate WHAT/HOW/WHY • Creating a thesis/argument • Writing an introduction • Using connectives • Writing a conclusion
Key Subject Vocabulary	<p>Narrative Extract Writer Reader Focus Embedded quotation Effect Connotation(s)</p>	<p>Play Playwright Audience Scene Extract Embedded quotation Effect Connotation(s) Essay Argument/thesis Introduction</p>	<p>Poem Poet Speaker Reader Stanza Embedded quotation Effect Connotation(s) Essay Argument/thesis Introduction Connectives Conclusion</p>
Assessment	<ul style="list-style-type: none"> • Half-term vocab/knowledge recall test • End of term vocab/knowledge/skills test (D/J&H/TWiB) 	<ul style="list-style-type: none"> • Half-term vocab/knowledge recall test • End of term vocab/knowledge/skills test (D/J&H/THiB/Mac) 	<ul style="list-style-type: none"> • Half-term vocab/knowledge recall test • End of term vocab/knowledge/skills test • (D/J&H/TWiB/Mac/PHDIId)
Independent Learning	<p>Flipped learning immersion: Shakespeare's Life and Work Independent reading: 60 minutes per f/night</p>	<p>Flipped learning immersion: Atta, Angelou and Heaney Independent reading: 60 minutes per f/night</p>	<p>Flipped learning immersion: Shelley and Wells Independent reading: 60 minutes per f/night</p>

	MS Forms: Effects of narrative methods and structure (e.g. trap door, true/false etc.)	MS Forms: Effects of dramatic methods and structure (e.g. trap door, true/false etc.)	MS Forms: Effects of poetic methods and structure (e.g. trap door, true/false etc.)
Cultural Capital	<ul style="list-style-type: none"> • <i>The Woman in Black</i> @ Fortune Theatre or on tour • Cheltenham Literary Festival – gothic writing workshop 		