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** • *Dracula* • *Jekyll and Hyde* • *The Woman in Black*	**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:** • Generic conventions of gothic horror	**Know and identify:** • Conventions of Shakespearean tragedy	**Know and identify:** • Free verse • Dramatic monologue
Language	**Define and identify:** • Figurative language (pathetic fallacy) **Explain effects created by:** • Character as a device (unreliable narrator) • Effects of sensory imagery	**Define and identify:** • Motif • Semantic field **Explain effects created by:** • Character as a device (foils) • Contrast • Staging	**Define and identify:** • Semantic field **Explain effects created by:** • Oxymoron • Sensory imagery • Figurative language • Sibilance • Onomatopoeia • Alliteration
Structure	**Define and identify:** • Epistolary **Explain effects created by:** • Openings: narrative hooks • Endings: cliffhanger, cyclical • Sentence length: tension and pace • Flashback • Foreshadowing • Change in focus • Narrative voice and tense • Conflict	**Define and identify:** • Dramatic irony • Soliloquy **Explain effects created by:** • Rhyme and rhyming couplets	**Explain effects created by:** • Stanza • Line • Enjambment

Key Skills	• Extracting explicit and implicit information • Making inferences/drawing conclusions • Annotating a text • Identifying writers' methods • Making references/selecting quotations • Explaining effects of language/methods	• Extracting explicit and implicit information • Making inferences/drawing conclusions • Identifying writers' methods • Annotating a text • Making references/selecting quotations • Explaining effects of language/methods	• Extracting explicit and implicit information • Making inferences/drawing conclusions • Identifying writers' methods • Annotating a text • Making references/selecting quotations • Explaining effects of language/methods
Analytical Writing	**WHAT** Is the writer telling us about..? Does the writer want us to think or feel about..? **HOW** Is it shown in the text? Do words and phrases show this? Does the writer use (methods)...? **WHY** Has the writer used this method? Has the writer presented it in this way?	• Consolidate **WHAT/HOW/WHY** paragraphs • Creating a thesis/argument • Writing an introduction	• Consolidate **WHAT/HOW/WHY** • Creating a thesis/argument • Writing an introduction • Using connectives • Writing a conclusion
Key Subject Vocabulary	Narrative Extract Writer Reader Focus Embedded quotation Effect Connotation(s)	Play Playwright Audience Scene Extract Embedded quotation Effect Connotation(s) Essay Argument/thesis Introduction	Poem Poet Speaker Reader Stanza Embedded quotation Effect Connotation(s) Essay Argument/thesis Introduction Connectives Conclusion
Learning Checkpoint and Assessment	• Fortnightly terminology test End of unit knowledge and skills test	• Fortnightly terminology test • End of unit knowledge and skills test	• Fortnightly terminology test • Y8 summative exam
Independent Learning	**Termly knowledge summaries published on Arbor**		
	• **Independent reading**: 60 minutes per fortnightly cycle.	• **Independent reading**: 60 minutes per fortnightly cycle.	• **Independent reading**: 60 minutes per fortnightly cycle.

	• Learn key terminology (spell/define) for in-class testing	• Learn key terminology (spell/define) for in-class testing	• Learn key terminology (spell/define) for in-class testing