

Year 8	Autumn	Spring	Summer
	<p>The Art of Rhetoric: From Aristotle to Modernity.</p>	<p>Romeo and Juliet- A Tragedy</p>	<p>Voices from a different culture: Of Mice & Men – John Steinbeck</p>
Intent	<p>An exploration of the human identity, voice and the art of persuasion ranging from Aristotelian to modern and focusing on the use of ethos, pathos, logos.</p> <p>An extract based unit studying the depth of speeches over time and across a range of cultures/identities, with the analysis of linked unseen non-fiction to further embed knowledge of key concepts.</p>	<p>An exploration of Shakespeare’s classic tragedy, exploring key scenes throughout the play. An insight into William Shakespeare’s life and Elizabethan and Jacobean England.</p> <p>An extract based unit looking at the analysis of key scenes and Shakespeare’s use of language to create sympathy and it’s effect on a contemporary and modern day audience. Answering the question Is Shakespeare still relevant to today?</p>	<p>A whole text study of Steinbeck’s OMaM exploring the representation of minority identities and an overview of the human experience over time, exploration of literature as a tool to examine the anxiety of the time and ideas about society and how humans relate to nature.</p>
Key Concepts	<p>Ethos, Pathos, Logos</p> <p>Argument</p> <p>Counter argument</p> <p>Audience as context</p>	<p>Dramatic irony</p> <p>Monologue</p> <p>Sonnets</p> <p>Dramatic devices</p> <p>Foreshadowing</p>	<p>Allusions, Power of Nature, Society, Conflict, Identity, Society, Place, Violence, Symbolism, Foreshadowing</p>
Mastering Writing	<p>Vocab instruction: Ethos, Pathos, Logos, Anecdote, Didactic, philosophy, antithesis, appositives, anaphora,</p> <p>Grammar: : 1st/2nd/3rd person pronouns, verbs, subject, construction of sentences- compound and complex, paragraphs, discourse markers, linking paragraphs.</p>	<p>Vocab instruction: tragic, prologue, sonnet, feud, status quo, obstacle, hyperbole, tragic flaw, exile, foreshadow, catastrophe</p> <p>Grammar; Sustaining a thesis; structuring a thesis; future perfect continuous; defining relative clauses; non-defining relative clauses, balanced argument composure, correcting comma splices.</p>	<p>Vocab instruction: diverse/diversity, misogyny, prejudice , empower, ominous, unprecedented, volatile, isolation, segregation, hierarchy, foreshadowing, minority.</p> <p>Literacy thread: apostrophe of omission; the apostrophe; past perfect continuous; countable and uncountable nouns; future perfect simple; analytical verbs; thesis.</p>
Summative assessment	<p>Formative & Cumulative knowledge check (MCQ)</p> <p>Non-fiction writing: writing to persuade</p>	<p>Cumulative knowledge check (MCQ)</p> <p>Reading Assessment: How is the theme of love explored in Romeo and Juliet? Act 2 Scene 2.</p>	<p>Formative & Cumulative knowledge check (MCQ)</p> <p>Reading: Presentation of character analysis</p> <p>Writing: Emulation of a writer’s style – description of setting</p>

Reading for pleasure texts (rotation):

Intention of RfP lessons is to promote diversity and to allow students from all backgrounds to be able to contextualise themselves within the world, whilst addressing the vocabulary gap for whole school literacy (Tier 2 focus).

My Sister Lives on the Mantelpiece

The Other Side of Truth

We Played with Fire

The Children of Blood and Bone

Ketchup Clouds