

Year 8 Curriculum Plan

	Autumn Term	Spring Term	Summer Term	
Curriculum intent	<p><u>Modern Drama: Frankenstein</u></p> <p>This unit focuses on Modern Drama: Philip Pullman's stage adaptation of <i>Frankenstein</i>. This builds upon their understanding of gothic conventions (Coraline Y7), as well as acting as an opportunity to further explore Gothic writing to support their Y9 unit (The Gothic Tradition). We explore how modern writers present drama on stage, supporting the study of an Inspector Calls in GCSE.</p> <p>We also take the opportunity to explore some extracts from Shelley's novel, considering differences in format.</p> <p>Starting the year with a dramatic play allows pupils to develop their oracy and performance skills. In addition, from a pastoral perspective, the more abstract themes of the play explore the dangers of science and a society which rejects the creature, developing pupils' cultural awareness and empathy skills. These further supports understanding of key themes found in Jekyll and Hyde at GCSE.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Deepening understanding of contextual factors and their influence on meaning - Develop use of persuasive devices in nonfiction writing - Using inference skills to produce more precise and purposeful points - Develop analysis of stage direction and the conventions of a play - using extended metaphor to develop a chosen atmosphere/ tone - Deepen understanding of character development and relationships - Focus on engaging and clear introductions in nonfiction writing - Developing detail in nonfiction paragraphs - Making interpretations from analysis regarding the writer's intended message 	<p><u>Criminal Minds: The Crime Genre</u></p> <p>From February half-term, pupils move on to a more complex unit where they study as a means to not only develop their understanding of writer's craft, but also to experiment with writing in the style of crime writers.</p> <p>In addition, it is our intention that they build their critical reading ability by immersing themselves in one genre and seeing themselves as experts. Although it may seem like a long way in the distance, this unit also has clear connections for those who choose to study Literature at A Level with <i>Atonement</i> and Crime Writing.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Develop understanding of the crime genre - Build upon inference and deduction skills - Develop ability to write from stimuli - Deepen skills in creating tension - Analyse characterisation - Develop own characterisation - Develop evaluation skills, in response to a statement - Considering structure (exposition, building to climax, falling action, denouement) 	<p><u>Voices of Injustice: poetry collection</u></p> <p>Following this, pupils will further develop empathy and build their knowledge of 18th, 19th 20th and 21st century literature by studying a bold, lyrical collection of poetry that highlight some of the most celebrated activists from around the world and throughout history.</p> <p>In the face of injustice, the world has always looked to brave individuals to speak up and spark change. This module aims to enhance pupil cultural capital, deepening understanding of themes previously explored in <i>The Book Thief</i> and within poetry from other cultures. Pupils will explore how writers use key methods to express feelings about and experiences of the injustices they face and they will begin to evaluate the writer's intentions.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Developing understanding through context - Considering deepened impact of imagery and extended metaphor - Understanding thematic analysis, making comparisons and considering reasons for similarities and differences - Developed understanding of poetic devices 	<p><u>The Book Thief</u></p> <p>Building on Year 7 study of <i>Coraline</i>, this unit deals with a much more mature novel, both in terms of written style and content matter, <i>The Book Thief</i> by Markus Zusak. This novel has been chosen to support pupil understanding of an omniscient narrator, extended metaphor and its effect on description, symbolism, the use of sentence structures to create meaning, character development, applying context to analysis and building empathy skills.</p> <p>Pupils will gain key cultural capital in understanding the atrocities of WW2. Building on the fact that many of them have studied <i>The Boy in the Striped Pyjamas</i> at KS2, we intend to strengthen their understanding of important cultural concepts (history, death, relationships) as well as literary devices.</p> <p>This module spans over 3 half terms, in order to ensure that ample time is given to promote the enjoyment of reading, embedding choral reading lessons as well as considering how meaning is created through intonation. This allows pupils to have a shared literary experience and extends their understanding of character development.</p> <p>This unit is also heavily interleaved with writing skills and oracy tasks, delving into techniques to deepen non-fiction and fiction writing, with a focus on developing detail and craft of extended writing.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Deepening understanding of how context underpins meaning - Using inference to delve into characterisation - Deepening analysis of imagery, symbolism and colour connotations - Exploring how a texts structure affects the audience - Analysing character development across the novel - Selecting judicious quotations - Ensuring analysis is in depth - developing perception - Considering the language choices made by the writer in order to control tension - Analysing atmosphere, considering purposeful imagery choices - Deepening purposeful use of persuasive devices - Developing empathy skills in order to write convincingly in persona - Deepening understanding of paragraph structure, in order to set out a clear argument

<p>Key Vocabulary explored in this unit</p>	<p>Supernatural Ominous Macabre Grotesque Abhorrence Beguiled Discriminate Benevolent Sinister Timorous Hamartia Vengeful</p>	<p>Transgression Masquerading Omniscient Flashback Investigation Mystery Motive</p>	<p>Social injustice Quatrain Suffrage Inequity Perturbed Futile Cataclysmic Myopic Indoctrinate Propaganda Refuge Memorialise Ruminate Cerebrate</p>	<p>Atrocity Symbolism Nurturing Audacious Idolise Inferior Callous Conform Hostile Antagonistic Munificent Superiority Generosity Eulogy</p>
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