

Year 8 LTP & Assessments 2021-22

	Skills	Studied texts	Assessment title	Character and Employability Skills
Half term 1	Reading	<p>Shakespeare play: 'Romeo and Juliet'</p> <p>More able classes should attempt to read the whole play and then analyse the key scenes.</p> <p>Allocate character roles to as many students as possible.</p> <p>Lower ability mixed groups: read key scenes from the play.</p> <p>-Reintroduce Intro, 5 star paragraph and skills needed for conclusion.</p>	<p>Practice</p> <p>paragraph: Read Act 1, Scene 5, lines 92-109 (<i>'profane unworhiest hand' to 'you kiss by the book'</i>)</p> <p>In this extract, how does Shakespeare present the relationship between Romeo & Juliet?</p> <p>Reading</p> <p>Assessment: Read Act 3 Scene 5, lines 141-173. In this extract, how does Shakespeare present the relationship between Juliet and Lord Capulet?</p> <p>-How Shakespeare presents Juliet in the extract / How Shakespeare presents Juliet in the play as a whole.</p> <p>Lit 1 style focus:</p> <p>INTRO</p> <p>TWO PARAGRAPHS – one for extract and one for whole play.</p> <p>CONCLUSION.</p>	<p>SMSC/ Cultural Capital:</p> <p>This unit allows students to consider the impact of patriarchal societies on young women from the 1600's and compare that to the freedoms some women have in the world today. Students are also encouraged to discuss how some religious ideologies/ political regimes in the world today still insist on treating women in a similar way to the Jacobean society of Shakespeare's time. They are encouraged to challenge the ideas patriarchy is built upon. Teachers could also discuss parental expectations and the conflicts that can create.</p> <p>This unit also enables students to consider the reasons behind conflict and resolutions. To challenge the behaviours of the young men in the play and discuss other more effective ways of dealing with perceived insults and disrespect.</p> <p>Students are given the opportunity to debate these topics, research and listen to other viewpoints as well as establishing their own view and applying it to Shakespeare possible</p>

				<p>moral intentions.</p> <p><u>BEST Habits:</u></p> <p>Tolerance, Respect, Empathy, Humility, Understanding</p> <p><u>Transferable skills:</u></p> <p>Conflict resolution</p> <p>Problem solving</p> <p>Listening skills</p> <p>Debate</p>
	Writing	<p><u>Writing Skills 1: Black History Month</u> Lesson 1: 'The Nature of Everything' by Samuel Kojo Ademan & 'Island Man' by Grace Nichols.</p> <p>Lesson 2: 'London Breed' by Benjamin Zephaniah Lesson 3: 'Still I Rise' by Maya Angelou Lesson 4: 'Half Caste' by John Agard Lesson 5-6: 'I Have a Dream' speech by Martin Luther King Week 7-8: Read Marcus Rashford's letter to Boris then plan response for assessment. <u>*2022/23 - write persuasive letter DAFOREST about embedding more diverse texts/ other cultures into the English curriculum.</u></p>	<p><u>Assessment (Language Paper 2)</u> Read Marcus Rashford's persuasive letter to the Prime Minister, advising the government to continue to provide financial aid to those in need over the summer, before schools resume.</p> <p>As the Prime Minister, write Boris Johnson's letter of reply (formal tone)</p>	
Half term 2	Reading	<p><u>WW1/ Wilfred Owen Poetry</u> Week 1: Introduction to WW1 (context). Week 2: 'War Exalts' and 'Fall In.' Week 3: 'Anthem for Doomed Youth' and 'Futility' by Wilfred Owen. Week 4: 'The End', 'The Sentry' and 'Exposure' by Wilfred Owen. Week 5-6: plan and complete assessment:</p>	<p><u>Practice Question:</u> How does Owen present nature as the enemy of man in Exposure?</p> <p><u>Reading Assessment:</u> How does Owen present horrors of war in Dulce Et Decorum Est?</p> <p><u>Lit 1 style focus:</u></p>	<p><u>SMSC/ Cultural Capital:</u></p> <p>This unit challenges students to see the power of words when used as propaganda and then to present a harrowing picture of conflict. Students can debate the power of propaganda in 1914 and if language is still used in the same way today by</p>

		<p>'Dulce Et Decorum Est' by Wilfred Owen</p>	<p><u>INTRO</u></p> <p><u>TWO PARAGRAPHS – both on Dulce.</u></p> <p><u>CONCLUSION.</u></p>	<p>social media sites, big companies, governments or the media.</p> <p>Students look at the results of conflict, not just the physical effects but the mental scars that are left after the conflict. This enables us to talk openly about mental health and frame it around men that few can deny were brave and so, taking away any element of perceived weakness around the subject. Students are given the chance to discuss the effects of stress, in today's world, on our mental health. Be that the stresses of school, social expectations or parental pressures.</p> <p>Students are given the chance to explore whether armed conflict is ever the answer to problems. Teachers are encouraged to make the unit even more relevant to students by discussing a range of significant moments in recent history ie Nazi Germany, the ongoing problems in the middle east, Afghanistan and other conflicts that pupils may be aware of.</p> <p><u>BEST Habits:</u></p> <p>Tolerance, Respect, Empathy, Humility, Democracy, Understanding, Justice, Perseverance,</p>
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				<p>Determination.</p> <p><u>Transferable skills:</u></p> <p>Conflict resolution</p> <p>Problem solving</p> <p>Listening skills</p> <p>Debate</p> <p>Analytical skills</p> <p>Scrutinize and recognise different voices and their agenda.</p>
	Writing	<p><u>Writing Skills 2: World War 1 extracts</u></p> <p>Lesson 1: Intro to WW1 – causes/effects.</p> <p>Lesson 2: propaganda posters</p> <p>Lesson 3: Boy soldiers</p> <p>Lesson 4: Extract from soldier’s diaries and letters/ Extract from Regeneration</p> <p>Lesson 5-6: plan/complete assessment.</p>	<p><u>Practice paragraph – A speech</u> designed to get young people to join the war.</p> <p><u>Assessment (Language Paper 2)</u></p> <p><u>A soldier's response to a recruitment speech after having lived through life in the trenches.</u></p>	
Half term 3	Reading	<p><u>Genre study: Gothic unit</u></p> <p><u>Big Picture Reminder:</u> GCSE text ‘The Sign of Four’ contains gothic extracts, so this unit is great for making relevant links.</p> <p>Week 1-2: Introduction to Gothic genre, Horror vs Terror, classic Gothic features.</p> <p>Week 3-4: Read ‘The Tell-Tale Heart’: plan & complete Reading assessment.</p> <p>Week 5-6: Edgar Allan Poe author study. Read and analyse: A Dream within a Dream, Annabel Lee and The Raven (all printed in the booklet)</p> <p>Challenge: groups present their work & receive a grade: (Foundation/Developing/Secure/Excelling)</p>	<p>The assessment will be similar in style to Literature Paper 1, where there is a close analytical focus on the text.</p> <p><u>Practice Question:</u> Explore how Edgar Allan Poe presents the narrator’s mental state in the ending of ‘The Tell Tale Heart.’ <u>Specific extract to focus on: the last two paragraphs of the extract.’</u></p>	<p>SMSC/ Cultural Capital</p> <p>This unit explores the gothic genre in the Victorian era (1800s). The main themes within these texts are of the supernatural and madness. Students are encouraged to consider the religious, conventional attitudes and lack of awareness surrounding mental</p>

			<p>Reading Assessment: Explore how Edgar Allan Poe presents the narrator’s mental state before killing the Old Man. Specific extract to focus on: <i>‘When I had waited... to ... soldier into courage’ = the fifth paragraph of ‘The Tell-Tale Heart.’</i></p> <p>Please set this as an unseen exam – do not inform/ show students this extract before assessing them on the day.</p>	<p>health during that time period. There is also an opportunity for students to demonstrate empathy towards those struggling with mental health and women who (in Edgar’s work) are often the victim of violence</p> <p>Teachers are encouraged to explore the significance of mental health, linking to modern day and the support that is accessible to do more awareness in society. There should be links made with the thrill of horror/thriller in texts from the Victorian era and current horror/thriller film, with a strong focus on moral consciousness. Teachers can also reference current news stories which involve women feeling unsafe.</p> <p>Students are given the opportunity to think critically about these relevant societal topics through debates, independent research and creative writing tasks.</p> <p>Best Habits: Empathy Tolerance Respect Understanding Democracy Individual Liberty</p> <p>Transferable Skills Reasoning Leadership Critical Thinking</p>
Writing		<p>Writing Skills 3: Gothic extracts Lesson 1-2: ‘Dracula’ by Bram Stoker</p>	<p>Assessment (Language Paper 1 style):</p>	

		<p>Lesson 3: 'Brave New World' by Aldous Huxley</p> <p>Lesson 4: 'The Picture of Dorian Gray' by Oscar Wilde</p> <p>Lesson 5: plan assessment.</p> <p>Lesson 6: complete assessment.</p>	Write the <i>opening</i> to a gothic story.	
Half term 4	Reading	<p><u>Modern drama: 'Face' by Benjamin Zephaniah</u></p> <p>Week 1: read Act 1</p> <p>Week 2: read and analyse/ summarise Act 1</p> <p>Week 3: read Act 2</p> <p>Week 4: read and analyse/ summarise Act 2</p> <p>Week 5-6: plan & complete assessment</p> <p>Please encourage students to take on an acting role, by participating in the drama at the front of the class.</p> <p>Every student should have a character role (there are over 20 speaking parts).</p>	<u>NO ASSESSMENT SET</u>	<p><u>SMSC/ Cultural Capital</u></p> <p>This unit allows students to consider the concept of discrimination, ethics/morals and socio-demographic influences. There is a particular focus on tolerance and inclusion, mental health, as well as resilience.</p> <p>Teachers are encouraged to link this text to the social aspect of students' life in their local area, for example their influences outside of school. There should also be opportunities made to address, discuss and challenge discrimination that occurs in real life (based on appearance) e.g., race, disability, gender. Connections could be made with history regarding the Holocaust, Citizenship/Law with the Equality Act.</p> <p>Students are given the opportunity to empathise, discuss and debate. This involves researching the playwright's background and the moral of the play.</p> <p><u>Best Habits:</u> Tolerance Respect Acceptance Compassion Democracy</p>

				Transferable Skills: Leadership Social Justice Communication Empathy
	Writing	<u>Writing Skills 4: Advice /Argumentative writing</u> Lesson 1: 'The British' by Benjamin Zephaniah Lesson 2: Identity lesson Lesson 3: Teenagers (toddler article) Lesson 4: Power of Language (teen thugs) Lesson 5-6: plan/ complete assessment	<u>NO ASSESSMENT SET</u>	
Half term 5	Reading	GCSE Language Paper 1 practice Q1 4 Q2 8 Q3 8 Q4 20	Exam: GCSE Paper 1, Section A Students complete Q4 only = 20 marks.	<u>Cultural Capital</u> This unit provides students with the opportunity to practise the skills required to excel in a GCSE Language Paper. Students will familiarise themselves with the questions and methods required to answer them. It affords students a valuable opportunity to practise and hone key skills while also testing their ability to read and respond to a text, as well as interpret information. In being able to read and decipher meaning, students are demonstrating analytical and problem-solving skills that all employers value.

				<p><u>Best Habits</u></p> <p>Perseverance, Determination, Practising, Listening</p>
	Writing	<p>GCSE Language Paper 1 practice (only Q5) Q5 = 40 marks</p> <p>Work should be completed, focusing on the writing checklist, ensuring students know how to achieve top marks.</p> <p>Students should write creatively and have their work peer assessed and teacher marked before the actual test at the end of this unit.</p>	<p>Exam: GCSE Paper 1, Section B</p> <p>Students complete Q5 only = 40 marks</p>	
Half term 6	Reading	<p><u>Novel: 'The Woman in Black' by Susan Hill</u> Week 1: Gothic introduction /read chapter 1 Week 2: read chapter 2-3 Week 3: read chapter 4 and practice paragraph. Week 4-5: read chapter 5 and complete assessment. Week 6: read chapters 6-7 Week 7: read chapters 8-9. Week 8: read chapters 10-12 (end).</p> <p><u>Novel: 'The Bone Sparrow' (tbc)</u></p>	<p><u>Practice Question:</u> Based on an extract from Chapter 4, pages 52-54. Starting with this extract, how does Susan Hill describe the Woman in Black at Mrs Drablow's funeral? <u>MAL challenge question:</u> How is the Woman in Black described in the novel as a whole?</p> <p><u>Reading Assessment:</u> Based on an extract from Chapter 5, pages 75-76. Starting with this extract, how does Susan Hill portray Arthur Kipps' feelings towards the Woman in Black?</p>	<p><u>Cultural Capital</u></p> <ul style="list-style-type: none"> - The text is centred around a girl living in a refugee camp, enabling us to discuss the stigma attached to the topic, and address the lack of sympathy people in this position receive from some aspects of society. Students are encouraged to empathise with people in similar circumstances to the protagonist in this text, and consider the treatment of these individuals by wider society. <p><u>Best Habits</u></p> <ul style="list-style-type: none"> - Tolerance, respect, courage,

				perseverance, open- mindedness.
	Writing	<p><u>Writing Skills 6: Literary Shorts</u></p> <p>New Unit looking at powerful short stories.</p> <p>Lesson 1: 'Crongton Knights' (Alex Wheatle);</p> <p>Lesson 2: The Hate U Give (Angie Thomas);</p> <p>Lesson 3: 1984 (George Orwell);</p> <p>Lesson 4: Terror Kid (Benjamin Zephaniah);</p> <p>Lesson 5: Looking for JJ (Anne Cassidy);</p> <p>Lesson 6: plan/complete assessment.</p>	<p><u>Assessment (Language Paper 1):</u></p> <p>Describe a dystopian/nightmare world to begin a short story or novel. (Use picture of dystopian metropolis landscape as inspiration)</p>	