

Year 8 Long Term Plan	Unit 1 → 9 weeks	Unit 2 → 9 Weeks	Unit 3 → 9 Weeks	Unit 4 → 9 Weeks
Exploratory question:	<i>How does Literature present and explore human emotions?</i>	<i>Does power corrupt and how can literature present this corruption?</i>	<i>How do individual emotions and desires interact with social structures?</i>	<i>To what extent does literature cause us to question human behaviour?</i>
Core Text/writing focus:	Gothic Literature Creative Writing	Animal Farm View Point Reading/Writing	War Poetry Viewpoint Writing	Noughts and Crosses Creative Writing
Assessment:	1 x Writing 1 x Reading 1 x Writing Summative Summative Composite: : <ul style="list-style-type: none"> ✓ Gothic Conventions. ✓ Structure ✓ Imagery 	1 x Writing 1 x Reading 1 x Reading Summative Summative Composite: <ul style="list-style-type: none"> ✓ Character ✓ Language Analysis ✓ Context 	1 x Writing 1 x Reading 1 x Writing Summative Summative Composite: <ul style="list-style-type: none"> ✓ Persuasion ✓ Metaphors ✓ Writer's tone. 	1 x Writing 1 x Reading 1 x Reading Summative Summative Composite: <ul style="list-style-type: none"> ✓ Writer's intent ✓ Analysis of dramatic features ✓ Characterisation ✓ Structure.
Links to prior knowledge:	Origins Presentation of villains Shakespeare's Literature: The Tempest Victorian Literature - Oliver Twist Creative Writing	Oliver Twist Boy 87 Shakespeare's Literature: The Tempest Viewpoint & Voice	Poetry Gothic Unit Animal Farm Boy 87; impact of war/refugees. Shakespeare's Literature: The Tempest – verse Viewpoint & Voice	Outsiders in society Creative Writing
Links to future knowledge:	Animal Farm An Inspector Calls Macbeth A Strange Case of Dr Jekyll & Mr Hyde A Christmas Carol Creative Writing	An Inspector Calls A Christmas Carol War Poetry; links to power. Macbeth Viewpoint & Voice	An Inspector Calls Poetry Shakespeare's Literature - Verse Poetry Anthology – KS4 Viewpoint and voice	Outsiders in society An Inspector Calls Shakespeare's Literature: - Romeo & Juliet - Macbeth Blood Brothers Creative Writing
Key concepts:	Religion Prejudice Morality Humanity Society Identity Power	Justice Prejudice Morality Identity Society Humanity Power	Religion Identity Loyalty Morality Humanity Prejudice Society Love	Power Identity Loyalty Morality Humanity Prejudice Society Love

Curriculum Intent:

"Our curriculum aim is to promote resilient and curious pupils, who can achieve consistent improvement by being challenged in a stable and safe learning environment. Underpinning our curriculum is a belief that English fosters a rich and varied awareness of the world and of the people in it; as pupils move through the school our curriculum seeks to develop this awareness and provide them with an opportunity to question and engage with the society and environment around them. Through development of pupils' knowledge, we aim to empower young people personally and academically. Our goal is to cultivate a strong sense of self-efficacy in our pupils, through their study of English, so they can leave school with optimism and a conviction that they can make a difference in the wider world."

Curriculum connections:

- English is a subject centred on human life and experience
- English explores this as interior: individuals' thoughts and emotions; and exterior: relationships with others and society.
- Regarding the 'internal', there are core emotions that run through the curriculum: love, fear, greed, ambition, hope – to name some of the more prominent.
- Regarding the 'external', there are core ideas that run through the curriculum: power, otherness, violence, secrecy, dependence, family – to name some.
- Both these aspects of human experience have been mapped into the curriculum sequence, with pupils garnering a deeper knowledge of how literature portrays the complex experiences of human life, via authors' works, from Year 7 through to Year 11.
- Writing in the curriculum is interleaved to work alongside these and is based on the idea that pupils can master language to take views on and reflect human experience and emotion, in line with their intentions when writing.

Curriculum Progression

- As pupils progress through our curriculum they not only track concepts, ideas and knowledge, but progress in both their understanding of them and their application of them.
- Pupils will learn fundamentals of key components in year 7 and be assessed in line with the knowledge taught at this position of the curriculum; as pupils progress they will be assessed on more complex or sophisticated knowledge and be able given opportunity to write more advanced or developed pieces of work.
- This progression is mapped into both our curriculum and assessment model, whilst never seeking to limit any pupils' potential.

Ludus Admirandus