

ASHTON COMMUNITY SCIENCE COLLEGE: ENGLISH CURRICULUM

Year 8			
	Term 1	Term 2	Term 3
Knowledge	<p><u>Topic:</u> How does a writer create tension and suspense? The Woman in Black – Susan Hill</p>	<p><u>Topic:</u> Are we heading towards a Dystopian future? Animal Farm – George Orwell</p>	<p><u>Topic:</u> How do stereotypes damage society? Boys Don't Cry – Malorie Blackman</p>
Skills/ application of knowledge	<ul style="list-style-type: none"> ▪ Poets' uses of language and structure ▪ Features of the Gothic genre ▪ Features of a Gothic setting ▪ Creating a Gothic setting using structural features ▪ Edwardian era and attitudes to children born out of wedlock ▪ Treatment of women in Edwardian England ▪ Tension and how this can be created through sentence structures and punctuation as well as description ▪ Understanding foreshadowing and its effect ▪ Understanding pathetic fallacy ▪ Pastiche of Victorian Gothic and Dickens ▪ The use of a rational protagonist and first-person narrative to develop empathy 	<ul style="list-style-type: none"> ▪ Features of a dystopian society ▪ Conventions of dystopian fiction ▪ Effects of writers' techniques ▪ How writers use structure for effect ▪ How writers create character, atmosphere, setting ▪ How writers present attitude/ viewpoint through use of language ▪ Thinking creatively ▪ To develop and refine your own opinion ▪ The Russian revolution and Animal Farm as an allegorical novella ▪ Power and corruption ▪ Satire and rhetoric ▪ Freedom and rights (civil rights and liberties) ▪ Understanding democracy and our society today ▪ Synthesis ▪ Literary context and canon ▪ Allegorical meaning 	<ul style="list-style-type: none"> ▪ Toxic masculinity and damaging stereotypes ▪ Developing empathy, and sympathy for characters and identifying how writers do this ▪ Identity – non-fiction link with language focus ▪ Dual narrative structure and developing a dual narrative ▪ Liberality and tolerance in society and its value ▪ Sub-plot and how writers use these in texts ▪ Family and the varying dynamics ▪ Societal expectations in modern Britain ▪ Damaging prejudices including a focus on homophobia ▪ Modern day gender roles ▪ Hate crime and trauma and how this affects people ▪ How writers capture relationships and their changing nature ▪ Evaluation of writer's presentation of character
Links to prior learning	<ul style="list-style-type: none"> ▪ The Edwardian era ▪ 1st person narrative ▪ Dickens' style 	<ul style="list-style-type: none"> ▪ Creating setting ▪ Character constructs ▪ Understand texts and their contexts ▪ Understanding of genre 	<ul style="list-style-type: none"> ▪ The role of genders ▪ Identity ▪ Social expectations ▪ Narrative writing, empathy, characters
Assessment	<ul style="list-style-type: none"> ▪ To identify gothic features in a text – annotation exercise ▪ Evaluation-style question ▪ To create a gothic opening with a focus on omission and foreshadowing 	<ul style="list-style-type: none"> ▪ Create a dystopian setting ▪ Reading response to Animal Farm ▪ Identify true or false statements ▪ Persuasive speech (spoken) 	<ul style="list-style-type: none"> ▪ Non-fiction language analysis (as part of EOY exam) ▪ Dual narrative empathy writing task (as part of EOY exam) ▪ EOY Exam