

# 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"> <li>▪ Poets' uses of language and structure</li> <li>▪ Features of the Gothic genre</li> <li>▪ Features of a Gothic setting</li> <li>▪ Creating a Gothic setting using structural features</li> <li>▪ Edwardian era and attitudes to children born out of wedlock</li> <li>▪ Treatment of women in Edwardian England</li> <li>▪ Tension and how this can be created through sentence structures and punctuation as well as description</li> <li>▪ Understanding foreshadowing and its effect</li> <li>▪ Understanding pathetic fallacy</li> <li>▪ Pastiche of Victorian Gothic and Dickens</li> <li>▪ The use of a rational protagonist and first-person narrative to develop empathy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Features of a dystopian society</li> <li>▪ Conventions of dystopian fiction</li> <li>▪ Effects of writers' techniques</li> <li>▪ How writers use structure for effect</li> <li>▪ How writers create character, atmosphere, setting</li> <li>▪ How writers present attitude/ viewpoint through use of language</li> <li>▪ Thinking creatively</li> <li>▪ To develop and refine your own opinion</li> <li>▪ The Russian revolution and Animal Farm as an allegorical novella</li> <li>▪ Power and corruption</li> <li>▪ Satire and rhetoric</li> <li>▪ Freedom and rights (civil rights and liberties)</li> <li>▪ Understanding democracy and our society today</li> <li>▪ Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Toxic masculinity and damaging stereotypes</li> <li>▪ Developing empathy for characters</li> <li>▪ Identity – nonfiction link?</li> <li>▪ Dual narrative structure</li> <li>▪ Liberality</li> <li>▪ Sub-plot</li> <li>▪ Family</li> <li>▪ Societal expectations in modern Britain</li> <li>▪ Damaging prejudices</li> <li>▪ Developing a dual narrative</li> <li>▪ How Blackman creates empathy for characters</li> <li>▪ Modern day gender roles</li> <li>▪ Hate crime</li> <li>▪ How writers capture relationships</li> </ul>
Links to prior learning	<ul style="list-style-type: none"> <li>▪ The Edwardian era</li> <li>▪ 1st person narrative</li> <li>▪ Dickens' style</li> </ul>	<ul style="list-style-type: none"> <li>▪ Creating setting</li> <li>▪ Character constructs</li> </ul>	<ul style="list-style-type: none"> <li>▪ The role of genders</li> <li>▪ Toxic masculinity – Animal Farm</li> <li>▪ Identity</li> <li>▪ Sexuality</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>▪ To create a gothic opening with a focus on omission and foreshadowing</li> <li>▪ To identify gothic features in a text – annotation exercise</li> <li>▪ To consider how writers use language and structure to build tension in an evaluation style question</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create a dystopian setting</li> <li>▪ Reading response to Animal Farm</li> <li>▪ Identify true or false statements</li> <li>▪ Persuasive speech (spoken)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evaluation</li> <li>▪ Empathy writing extract</li> <li>▪ Dual narrative</li> </ul>