

	HT1	HT2	HT 3	HT4	HT5	HT6
Y8	<p>Novel: The Hunger Games</p> <p>Summary: Pupils will study this modern Dystopic novel</p> <p>Skills:</p> <p>(I) reading, understanding and responding to a text (ii) analysing language, form and structural choices by the writer (iii) understanding texts and the contexts in which they are written</p>	<p>Viewpoints and Perspectives: Rights and Responsibilities</p> <p>Summary: In this unit pupils will study a range of written and spoken texts with a key theme of Rights and Responsibilities.</p> <p>Skills</p> <p>(I) Communicate clearly, effectively and imaginatively (ii) Write for different forms, audiences and purposes (PAF) (iii) Organise information and ideas, using structural and grammatical features (iv) Use a range of vocabulary and</p>	<p>Shakespeare - Macbeth</p> <p>Summary: This unit will focus on the whole text study of Macbeth.</p> <p>Skills</p> <p>(I) reading, understanding and responding to a text (ii) analysing language, form and structural choices (iii) understanding texts and the contexts in which they are written</p>	<p>Poetry: Relationships</p> <p>Summary: This unit will look at relationships explored through poetry.</p> <p>Skills</p> <p>(I) reading, understanding and responding to a text (ii) analysing language, form and structural choices (iii) understanding texts and the contexts in which they are written</p>	<p>Creative Writing – Crime Fiction</p> <p>Summary: Pupils will study the ‘crime fiction’ genre and its conventions.</p> <p>Skills</p> <p>(I) Communicate clearly, effectively and imaginatively (ii) Write for different forms, audiences and purposes (PAF) (iii) Organise information and ideas, using structural and grammatical features (iv) Use a range of vocabulary and</p>	<p>Year 8: Gothic Lit 19th C– Dracula (Playscript)</p> <p>Summary: This unit will focus on a play from the gothic genre.</p> <p>Skills</p> <p>(I) reading, understanding and responding to a text (ii) analysing language, form and structural choices (iii) understanding texts and the contexts in which they are written</p>

	<p>sentence structures (v) Use accurate spelling and punctuation.</p> <p>Knowledge</p> <p>Genre: <i>Dystopia</i> <i>Science Fiction</i></p> <p>Themes: <i>Appearance vs Reality</i> <i>Humanity</i> <i>Identity</i> <i>Individualism</i></p> <p>Language and Structure:</p> <p><i>Figurative Language (metaphor/simile/personification)</i> <i>Use of themes and motifs (flowers/birds)</i></p>	<p>sentence structures (v) Use accurate spelling and punctuation.</p> <p>Knowledge:</p> <p>Right and Responsibilities of key groups (I) Children (age group) (ii) Women (gender)</p> <p>United Nations Charter</p> <p>Range of: Purpose Audiences Forms</p> <p>DAFOREST writing techniques</p>	<p>Knowledge</p> <p>Themes: Loyalty Ambition Gender Natural and Unnatural Appearance and Reality</p> <p>Context: Elizabethan era Jacobean era Witches and attitudes toward the supernatural</p> <p>Key Language and Structure:</p> <p>Soliloquy Monologue</p>	<p>Knowledge</p> <p>Poetic Forms: <i>Free Verse</i> <i>Sonnet</i> <i>Dramatic Monologue</i></p> <p>Poetic Techniques: <i>Simile</i> <i>Metaphor</i> <i>Personification</i> <i>Alliteration</i> <i>Sibilance</i> <i>Imagery</i></p> <p>Themes (relationships) Fraternal Maternal Paternal Unrequited Romantic</p>	<p>sentence structures (v) Use accurate spelling and punctuation.</p> <p>Knowledge</p> <p>Genre: <i>Crime Fiction</i> <i>Thriller</i></p> <p>Form</p> <p>Key Conventions of genre: <i>Protagonists/antagonist (detective/villain)</i> <i>Side kick</i> <i>Crime Scene</i> <i>Clue</i> <i>Red herring</i> <i>Witness</i> <i>Suspect</i></p> <p>Language and Structure: <i>Narrative Structure – exposition/rise in</i></p>	<p>Knowledge</p> <p>Themes: Religion Superstition Love Gothic</p> <p>Context: Victorian era Attitudes toward mental health</p> <p>Key Language and Structure:</p> <p>Soliloquy Monologue Play form Dialogue Stage Craft Acts and Scenes</p>
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