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| **8** | **Unit 1 Global Identities**  *Crime and Punishment* | **Unit 2 Telling Tales** *Racism, Diversity and Identity in society* | **Unit 3  Shakespeare**  *Exploring gender* |
| **When?** | **Term 1 & 2** | **Term 3 & 4** | **Term 5 & 6** |
| **Why?** | Y8 English begins with an exploration of fiction and non – fiction texts written by authors from a range of time periods – both **past and present**. We are enhancing analysis skills through detailed examination of *Saw Bones,* with a focus on understanding the Victorian era. We build from the exploration of conflict in Y7 to analysing how writers craft texts to promote tolerance and equality. Leading on from this, Y8 English identifies racism in texts from **past and present** to criticise society and issues as a result of the writers’ experiences. We will criticise and challenge racist attitudes and portrayals of characters in the text. After exploring these writers’ craft and intentions, we focus on developing the students’ own craft through letter writing to develop their own non-fiction writing. Finally, we will study Shakespeare’s comedies focussing on patterns and themes. We examine how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. Also, students will create speeches using role, intonation, tone, volume, mood, silence, stillness and action to add impact and express their own ideas using Standard English confidently in a range of formal and informal contexts. | | |
| **Concepts:** | | | |
| **Vocab:** | Crime Theft  Justice Corruption Witness Evidence Violence  Punishment  Lawlessness  Misdemeanour | Awareness  Bias  Discrimination  Empathy  Opportunity  Prejudice  Representation  Responsibility  Crime Stereotype | Comedy  Malapropism  Unrequited  Manipulation Misogyny  Flat and round characters  Epitaph  Feud |
| **Figurative language:** | Metaphor - making the abstract concrete Similes to create atmosphere | Dramatic irony | Pathetic fallacy |
| **Story:** | Imagery Victim  Villain | Narrative perspective  Temporal references | Comedy  Plot and sub- plot |
| **Argument:** | Deliberative rhetoric Tentative phrasing | Epideictic rhetoric | Judicial rhetoric |
| **Patterns:** | Rhetorical questions  Imagery  Red herring  Dialogue | Foreshadowing  Symbolism | Iambic pentameter  Sonnet |
| **Grammar:** | Pronoun  Determiner Preposition  Conjunction | Subordinate clause  Conditional clause | Adverbial  Fronted adverbial |
| **Sentences:** | In a world of…  Antithesis  Anadiplosis  With a (action) | Participle (-ing) start  Double adjective start | When, when, when, then  3 + it sounds like + in fact |
| **Skills:** | | | |
| **Speaking and listening** | Role play | Individual presentation for World Book Day | Group debate |
| **Writing workshop:** | Description  Speech | Article | Letter Description  Monologue |

***Term 1 – 4***  *Trigger warning for the depiction of racism, including*racist language*, r*acial*slurs and violent imagery.*