**(English) Year 8 Long Term Plan**

| **Rationale (with end points):** | | | | |
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| **Term** | **Topic** | **Knowledge** | **Skills** | ***Reading /wider reading*** |
| ***Autumn term 1*** | Novel – Noughts & Crosses  Developing Your Voice  Novel – Noughts & Crosses  Developing Your Voice | * Contextual Knowledge – Dystopian Society * Narrative Structure * Narrative Voice * Themes – racism, equality, oppression   Characterisation/ Setting/ Narrative Perspective/ Function  Setting – Function   * Thematic elements | * Analysis of language and structure. * Application of Context. * Tone/ Narrative Voice/ Critical * [**Complex Activity: Analytical Writing. Writing Genre: Analytical Essay**] * Writing for purpose/ effect   [**Complex Activity: Character perspective/ Setting Writing Genre: Descriptive Writing**] |  |
| ***Autumn 2*** | [***https://www.birminghammail.co.uk/news/midlands-news/live-updates-first-birmingham-race-24055351***](https://www.birminghammail.co.uk/news/midlands-news/live-updates-first-birmingham-race-24055351)  [***Stephen Lawrence Day: Who was he and what happened to him? - CBBC Newsround***](https://www.bbc.co.uk/newsround/43793772)  [***Little Rock Nine - Definition, Names & Facts - HISTORY***](https://www.history.com/topics/black-history/central-high-school-integration)  [***The real story of Noughts + Crosses is about how racism and class collide | Josh Lee | The Guardian***](https://www.theguardian.com/commentisfree/2020/mar/15/real-story-noughts-and-crosses-racism-class-tv-series)  ***YA Novels:***  ***Ace of Spades by Faridah Àbíké-Íyímídé (reading age 13+)***  ***Poet X by Elizabeth Acevedo (reading age 13+)***  ***The Black Flamingo by Dean Atta (reading age 12-15)***  ***The Sun is Also a Star by Nicola Yoon***  <https://www.youtube.com/watch?v=nGN31zQyNbg> |
| **Spring 1** | Non-Fiction  Social Tensions | * Form/ Audience/ Purpose * Persuasive Techniques   Perspective/ Bias | * Source Analysis - Analysis of Language/ Structure * Evaluation of writer’s perspective * Selection and synthesis of information * Comparison * Use of subject terminology   [**Complex Activity: Analytical Writing – Speech/ Letter/ Article. Essay (reading)**  **Writing Genre: Analytical – Writing for purpose/ effect. Essay (reading)]** | Public Support – Royal Family / Guardian  Footballers Wages / Independent  Manchester Bombings / Guardian  Slavery / BBC documentary website  Jack the Ripper/ Yorkshire Ripper / Daily News  Political Speeches/ Party Website  BLM/ Martin Luther King / The Times  Gangs in Manchester |
| **Spring 2** | Romeo & Juliet  Modern Love  Non-Fiction  Using Your Voice | * Contextual Knowledge– Jacobean Era * Themes – Conflict/ Tropes/ Love (past & present) * Characterisation * Setting – Drama * Language/ Form/ Structure * Form/ Audience/ Purpose * Persuasive Techniques | * Analysis of language and structure. * Application of Context. * Drama Verse/ Meter   [**Complex Activity: Analytical Writing. Writing Genre: Analytical Essay**]   * Writing for purpose – i.e. persuasive voice   [**Complex Activity: Discursive Writing**] |  |
| **Summer 1** | The Royal Couple / Huffington Post  Honour Killing/ Panorama  Leadership Race/ Politics Today |
| **Summer 2** | Unseen Poetry  Young Poet’s Society | * Language/ Form/ Structure * Theme – Young people writing for Young people (Real Issues) | * Analysis of Language/ Form/ Structure. * Application of Context   [**Complex Activity: Analytical Writing.**  **Writing Genre: Analytical Essay**] | <https://ypn.poetrysociety.org.uk/> |