




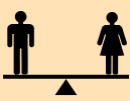




Autumn 1 HappyHead and Imaginative Writing 	Autumn 2 Dystopian Short Stories and Descriptive Writing 	Spring 1 Our Story: Project-based writing 
<p>Content</p> <p>Students will study a contemporary YA novel (HappyHead) which explores a dystopian future where a government aims to tackle the mental health crisis in the UK through social experiments and gruelling challenges. While studying the social context of the mental health epidemic, students will also learn about the key themes of identity, responsibility and rebellion. We aim for all students to use the narrative to understand the importance of LGBTQ+ equality and how this fits into the British Values, before applying their discussions to build a personal response to the author's intentions and context of the novel. All students will be introduced to the genre of dystopian fiction through close analysis of literary techniques and their impact on the reader before applying these in their own imaginative writing in the final two weeks of the half term. Students will learn how to craft their own narrator in a piece of extended imaginative writing, building on their previous work on structuring their writing to impact the reader.</p>	<p>Content</p> <p>Students will study an anthology of 20th century dystopian short stories, ensuring that the range of texts studied throughout the year is wide, varied and challenging. Students will draw on contextual knowledge of 20th century (e.g. class politics, war) to explore the genre of dystopian fiction, identifying and exploring key conventions such as the oppressive government, the individual vs uniformity and advanced technologies. All students will be introduced to the genre of dystopian fiction through close analysis of literary techniques and their impact on the reader before applying these in their own imaginative writing in the final two weeks of the half term. Students will learn how to craft their own narrator in a piece of extended imaginative writing, building on their previous work on structuring their writing to impact the reader.</p> <p><u>Students will study:</u> Examination Day The Lottery A Sound of Thunder The Pedestrian</p>	<p>Content</p> <p>Students will be introduced to transactional writing through a project-based task. Students will work over the course of the half term on developing a programme of events for students to attend based on a given theme. The themes for 2025/2026 will be Mental Health Awareness, The Cost of Living Crisis, Social Media and Global Warming. As a direct response to DfE's report on the English curriculum, all students will work towards engaging with non-fiction texts in a creative and exciting way by planning their own speeches, writing letters to people in the surrounding community and also planning an assembly to deliver to fellow Year 8s for how students can improve their own mental wellbeing.</p> <p>Within this unit, students will learn how to craft pieces of transactional writing and will follow UL's Oracy Framework to ensure that high levels of oracy are delivered across each group. Students will work in pre-determined groups to achieve this project but will complete tasks and assessments individually.</p>
<p>Key Concepts/Terminology</p> <p>Genre of Dystopian (uniformity, neutral colours, control, government, rebellion, technology, anarchy) Characterisation (unreliable narrator, age, sexuality, gender, conforming, acceptance, Social Identity Theory) Plot (Freytag's triangle) Theme (control, anger, oppression, happiness, foreboding atmosphere, fear, technology) Historical and social context (mental health crisis, NHS, Social Identity Theory, Milgram's control experiment) Literary Techniques (foreshadowing, symbolism, ellipses, flashback, fragments, asides, sentence forms) Structuring a response (What/Where/How/Why) Debate (oracy opportunities)</p>	<p>Key Concepts/Terminology</p> <p>Characterisation (unreliable narrator, multiple-narrators, age, conforming, acceptance, Social Identity Theory) Plot (Freytag's triangle, multiple narrators) Theme (control, anger, oppression, hope, religion, friendship, change, conflict, violence, fear) Historical and social context (the Holocaust, WW2, antisemitism, indoctrination) Literary Techniques (foreshadowing, symbolism, ellipses, flashback, fragments, asides, sentence forms) Structuring a response (What/Where/How/Why) Debate (oracy opportunities)</p>	<p>Key Concepts/Terminology</p> <p>Purpose (to inform, to persuade, to educate) Audience (MPs, teachers, Year 8s) Form (article, speech, debate, presentation, letter) Historical and social context (mental health crisis, political influence, mental wellbeing strategies) Literary Techniques (DR SCREAM and other persuasive devices) Oracy (speaking and listening skills, turn taking, engagement, talk detectives, presentational skills) Formal Writing (Standard English, Received Pronunciation)</p>

<p>Learning Objectives</p> <ul style="list-style-type: none"> • To identify and comment on how Silver uses characterisation, plot and theme to affect their audience • To apply knowledge of context and genre to their understanding and exploration of the text • To identify and analyse Silver’s use of literary techniques and their impact on the rest of the novel and their audience • To evaluate how effectively Silver achieves their intended impact on the reader • To select well-chosen evidence and construct a powerful argument in reference to the text • To understand narrative theories, such as Chekhov’s gun, before applying these to their own narratives • To describe and build a creative atmosphere in order to effectively build suspense for the reader • To structure an extended piece of imaginative writing effectively to impact the reader by using dystopian tropes and literary devices • To enhance written work by using language and structural features and powerful vocabulary to have an impact on the reader • To accurately use a variety of sentence types and types of punctuation • To critically chose impactful and creative vocabulary to build a genuine narrative that impacts the reader • To use paragraphing accurately and narrative structure for impact 	<p>Learning Objectives</p> <ul style="list-style-type: none"> • To identify features of dystopian fiction and comment on their impact • To identify and comment on how authors use characterisation, plot, theme, setting and narrative voice to affect their audience • To use knowledge of context to understand and explore the text and its impact • To be able to explain and accurately use key terminology related to the dystopian genre • To comment on and analyse the writers’ use of language and structure features and their impact • To be aware of how the short story form is constructed for effect • To select well-chosen evidence and construct a powerful argument in reference to the text • To describe and build a creative atmosphere in order to effectively build suspense for the reader • To structure an extended piece of imaginative writing effectively to impact the reader by using dystopian tropes and literary devices • To enhance written work by using language and structural features and powerful vocabulary to have an impact on the reader • To accurately use a variety of sentence types and types of punctuation • To critically chose impactful and creative vocabulary to build a genuine narrative that impacts the reader 	<p>Learning Objectives</p> <ul style="list-style-type: none"> • To effectively apply knowledge of research, context to one’s own writing • To effectively write with a strong voice throughout • To structure an extended piece of writing effectively to impact the reader, i.e. to persuade the reader of one’s argument • To enhance written work by using language and structural features and powerful vocabulary to have the desired impact on the reader • To create pieces of writing appropriate to the argument/ opinion piece form by studying their structure – i.e. Introduction of point, rebuttal, contrasting argument • To accurately use a variety of sentence types and types of punctuation • To understand the structure of a formal debate • To identify and comment on effective and ineffective oracy practices within a formal setting • To use knowledge of context to craft a spoken response/ argument • To understand and independently decipher effective persuasive techniques • To select well-chosen evidence and construct a powerful argument in reference to the subject/topic
<p>Assessment</p> <p><u>MINI TESTS</u></p> <p>Each mini test will consist of 3 sections:</p> <ul style="list-style-type: none"> - Section A: Spelling, Punctuation and Grammar <ul style="list-style-type: none"> ○ Based on independent learning activities - Section B: Multiple Choice Questions <ul style="list-style-type: none"> ○ Key vocabulary and events in the stories - Section C: Extended Writing <ul style="list-style-type: none"> ○ Question related to a recently studied topic <p>MT1 – How does the writer use language and narrative devices to present Seb in this extract?</p> <p>MT2 – How does the writer use language and structure to create a foreboding atmosphere in the extract?</p>	<p>Assessment</p> <p><u>MINI TESTS</u></p> <p>Each mini test will consist of 3 sections:</p> <ul style="list-style-type: none"> - Section A: Spelling, Punctuation and Grammar <ul style="list-style-type: none"> ○ Based on independent learning activities - Section B: Multiple Choice Questions <ul style="list-style-type: none"> ○ Key vocabulary and events in the stories - Section C: Extended Writing <ul style="list-style-type: none"> ○ Question related to a recently studied topic <p>MT1 – How does Slesar present governmental control in Examination Day?</p> <p>MT2 – How does the writer build a sense of horror in The Sound of Thunder?</p>	<p>Assessment</p> <p><u>BIG TEST 1</u></p> <p>Reading – Dystopian Short Stories extract with a theme/character-based question.</p> <p>Question options are: Examination Day – Dick, Dick’s parents, power, oppression and control, fear A Sound of Thunder – Eckels, power, oppression and control, fear</p> <p>Writing – A choice between a piece of imaginative or descriptive writing.</p>

Spring 2 Richard III 	Summer 1 Social Justice: Poetry 	Summer 2 Social Justice: Non-Fiction and Transactional Writing 
<p>Content</p> <p>Having studied A Midsummer Night's Dream in Year 7, students will build on their knowledge of Shakespeare to look at a new unit for Year 8 on Richard III. Students will learn about the patriarchal society of the time, The War of the Roses, The Battle of Bosworth as well as understanding the inaccuracies in the history and portrayal of Richard III. Students will pay particular focus to Richard III's villainy and how Shakespeare portrays his rise to power within the play. In lessons, teachers will apply creative teaching strategies (such as the Whoosh technique and using freeze frames) to help students understand key events happening within this exciting history. Alongside betrayal, power and evil, students will also delve into the impact that ghosts and the supernatural had on a Jacobean audience and its relevance today.</p> <p>Whilst analysing key extracts, students will continue their work on transactional writing, engaging in debates that link to key themes within the play. Students will improve their understanding of Shakespearean English by focusing on key extracts within the play, comprehending key events within each extract before analysing Shakespeare's use of language, structure and dramatic techniques.</p>	<p>Content</p> <p>Students will study an anthology of poems from a variety of poets linked to the theme of social justice. This unit will cover a range of topics, including gender equality, exploitation and racism to further the cultural, emotional, intellectual and social development of our students by exploring a wide range of perspectives on relevant issues. Students will read texts from and learn social context related to a range of historical periods, developing their appreciation of the literary canon.</p> <p>Students will learn how to use complex vocabulary and subject terminology in a formal analytical response, furthering their ability to express their perspectives both verbally and in writing. Students will begin to understand how to analyse the language, structure and form of the poems and how this creates meaning for a reader. They will then use this newfound knowledge to become selective in their analytical approach by exploring how writers create meaning and its impact on the reader.</p> <p>Alongside analysing poetry, students will learn how to craft their own poetry using structures like sonnets and rhyming couplets to help frame their ideas. All students will have the opportunity to share their poems verbally with their class.</p>	<p>Content</p> <p>Having already studied poems with the theme of social justice, students will build on their prior knowledge of patriarchal societies, racism and other forms of oppression to discuss different inequalities faced by others throughout time. Students will study an anthology of non-fiction texts from a variety of sources linked to the theme of social justice. This unit will cover a range of topics, including gender equality and racism to further the cultural, emotional, intellectual and social development of our students by exploring a wide range of perspectives on relevant issues. Students will be introduced to the form of an article as well as an autobiography. All students will have the opportunity to write their own section of an autobiography later in the unit.</p> <p>Within this unit, students will learn how to craft pieces of transactional writing and will follow UL's Oracy Framework to ensure that high levels of oracy are delivered across each group. Students will ensure that they have prepared, drafted and edited speeches and other pieces of writing before delivering these to their class.</p>
<p>Key Concepts/Terminology</p> <p>Genre of History (order, disorder, importance, continuity of monarch)</p> <p>Characterisation (social class, gender, patriarchy)</p> <p>Plot (Shakespearean history, Shakespearean tragedy, act, scene, dialogue, stage directions)</p> <p>Theme (jealousy, manipulation, deceit, desire, anger)</p> <p>Historical and social context (16th century, Shakespeare, The War of the Roses, Sir Thomas More)</p> <p>Literary Techniques (imagery, symbolism, oxymoron)</p> <p>Form (asides, stage directions, soliloquy, rhyming couplets, irony, dramatic irony)</p> <p>Structuring a response (What/Where/How/Why)</p> <p>Debate (oracy opportunities)</p>	<p>Key Concepts/Terminology</p> <p>Poetic Forms (free verse, dramatic monologue, sonnet)</p> <p>Theme (equality, anger, sadness, racism, inequality, identity, homophobia, justice)</p> <p>Historical and social context (poet's background, women's rights, BAME rights)</p> <p>Literary Techniques (metaphor, simile, personification, oxymoron, anaphora, refrain, extended metaphor, allegory, imagery)</p> <p>Structuring a response (What/Where/How/Why)</p> <p>Debate (oracy opportunities)</p>	<p>Key Concepts/Terminology</p> <p>Purpose (to inform, to persuade, to educate)</p> <p>Audience (MPs, teachers, Year 8s)</p> <p>Form (article, speech, debate, presentation, letter)</p> <p>Historical and social context (mental health crisis, political influence, mental wellbeing strategies)</p> <p>Literary Techniques (DR SCREAM and other persuasive devices)</p> <p>Oracy (speaking and listening skills, turn taking, engagement, talk detectives, presentational skills)</p> <p>Formal Writing (Standard English, Received Pronunciation)</p>

<p>Learning Objectives</p> <ul style="list-style-type: none"> • To observe features of a Shakespearean history and comment on their impact • To analyse and explore on how Shakespeare uses characterisation, plot and theme to affect his audience • To apply knowledge of context to understand and explore the text and its impact • To comprehend and independently decipher Shakespeare's language and use of meter • To analyse Shakespeare's use of language, structure and form features and their impact, including imagery and symbolism • To be able to identify the features of a play to aid understanding • To select well-chosen evidence and construct a powerful argument in reference to the text • To understand how key themes develop and change throughout the play • To comment on the importance of the Plot, Relationships and Intentions of each character and key themes within the play • To begin to craft a "golden thread" argument by using a thesis statement to frame your response • To follow the analytical paragraph structure (What, Where, How, Why) 	<p>Learning Objectives</p> <ul style="list-style-type: none"> • To be able to identify the features of a poem to aid understanding • To use knowledge of context to understand and explore the text and its impact • To be able to explain and accurately use key terminology related to social justice • To comment on and analyse the writers' use of language and structure and its impact • To be aware of how arguments are structured for effect • To select well-chosen evidence and construct a powerful argument with reference to the text • To verbally present a perspective on the text using formal language • To identify features of a poem and comment on the writer's impact • To identify and comment on how each poet develops a personal narrative voice • To understand and independently decipher poet's use of language, structure, form and imagery to develop an impact on the readers 	<p>Learning Objectives</p> <ul style="list-style-type: none"> • To evaluate the success of a text • To be able to identify the purpose, audience and form of each text and the impact that this has on the reader • To use knowledge of context to understand and explore the text and its impact • To be able to explain and accurately use key terminology related to social justice • To comment on and analyse the writers' use of language and structure and its impact • To be aware of how arguments are structured for effect • To select well-chosen evidence and construct a powerful argument with reference to the text • To verbally present a perspective on the text using formal language • To structure an extended piece of writing effectively to impact the reader, i.e. to persuade the reader of one's argument • To enhance written work by using language and structural features and powerful vocabulary to have the desired impact on the reader • To create pieces of writing appropriate to the argument/ opinion piece form by studying their structure – i.e. Introduction of point, rebuttal, contrasting argument • To accurately use a variety of sentence types and types of punctuation
<p>Assessment</p> <p><u>MINI TESTS</u></p> <p>Each mini test will consist of 3 sections:</p> <ul style="list-style-type: none"> - Section A: Spelling, Punctuation and Grammar <ul style="list-style-type: none"> o Based on independent learning activities - Section B: Multiple Choice Questions <ul style="list-style-type: none"> o Key vocabulary and events in the stories - Section C: Extended Writing <ul style="list-style-type: none"> o Question related to a recently studied topic <p>MT1 – How does Shakespeare present Queen Margaret in Act I Scene III?</p> <p>MT2 – How does Shakespeare present the theme of evil in the play?</p>	<p>Assessment</p> <p><u>MINI TESTS</u></p> <p>Each mini test will consist of 3 sections:</p> <ul style="list-style-type: none"> - Section A: Spelling, Punctuation and Grammar <ul style="list-style-type: none"> o Based on independent learning activities - Section B: Multiple Choice Questions <ul style="list-style-type: none"> o Key vocabulary and events in the stories - Section C: Extended Writing <ul style="list-style-type: none"> o Question related to a recently studied topic <p>MT1 – How Alvi use an extended metaphor to convey her perspective?</p> <p>MT2 – How does Angelou use juxtaposition and metaphor to convey her message?</p>	<p>Assessment</p> <p><u>BIG TEST 2</u></p> <p>Students will undertake the standardised United Learning end of year assessments.</p> <p>Reading – 1 hour – question paper on key terminology and analysis of an unseen fiction extract. Students will have to use their inference skills as well as their extended writing skills to help build up their analysis.</p> <p>Writing – 1 hour – question paper on key terminology, spelling, punctuation and grammar. Student will also have to describe, narrate and use their imaginative writing skills to craft paragraphs that include explicit and implicit characterisation.</p>