Subject :	English			Year Group:		8
	Half term 1	**Half Term 2**	**Half term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Scheme title	Remarkable Lives	Macbeth - Tragedy	War Poetry	Letter Writing	Ghosts and Ghouls	The Woman in Black
Purpose of scheme	Students will develop their understanding of the autobiographical form.	Students will deepen their understanding of the tragedy form.	Students will learn about war poetry, exploring the reasons why soldiers chose poems to express their own experiences.	Students will learn about the importance of letters and produce their own, voicing their opinion.	Students will understand Gothic conventions and be exposed to a range of Gothic texts.	Students will build on their prior knowledge of the Gothic and analyse supernatural conventions in the modern novel.
Knowledge in sequence	• Developing knowledge and understanding of the features of an autobiography • Developing knowledge of/empathy with influential figures in terms of their gender, race, disability, politics, talents, through texts (extracts) including Jean Dominique Bauby; Beth Hamilton; Michelle Obama; Nelson Mandela; Eniola Aluko; Phil Knight; Jon Krakaue; Edith Cavell • Understanding of the social, historical and political context/events surrounding each figure • Explaining the importance of autobiographical texts and their influence on others • Applying their knowledge and understanding from the SoL to ghost-write a piece of autobiographical writing	The power of ambition: is it ever okay to do whatever it takes to get what you want? • Understand the plot of the play and how it is structured into five Acts • Develop knowledge of characters: Macbeth, Lady Macbeth, King Duncan, Banquo, Macduff, Malcolm, the Witches • Analyse language used by characters in the play and explore significance • Examine patterns in language use throughout the play • Explore and analyse Macbeth's soliloquies and other soliloquies in the play • Understand how Shakespeare uses dramatic irony in the play • Understand Jacobean beliefs about witches and witchcraft • Analyse the presentation and function of the Witches • Identify and analyse the tragedy conventions used by Shakespeare in Macbeth • Examine how the character of Macbeth is presented as a tragic hero • Understand and explore Jacobean beliefs about gender roles: the role of women in society and the concepts of femininity and masculinity during this period • Explore definitions of kingship and the belief in the divine right of kings • Understand how different audiences would respond to the character of Macbeth	• Developing knowledge and understanding of the features of poetry • The context behind the poems may not be applicable to other schemes as they may be specific to that poem, e.g. Life of the poet or knowledge about the uncertainty that War brings. • WW1 poetry (poems ranging from 1914 to 1918) will be covered and students will be exploring early war poems by Jessie Pope and Rupert Brooke (1914/15) which are also examples of propaganda poetry. Students will also learn about poems written about life in the later years of war such as poems by Wilfred Owen (1918 & 1920), Siegfried Sassoon (1917 & 1918). In addition to this, students will look into the females viewpoint of War through Vera Brittain (1915/16) and Pope (1916) who both explore and the uncertainty that War brings. Students will also explore an Indian female poet, Sarojini Naidu (1915), exploring the Indian contribution to War. The protest against War is explored through the reality soldiers faced in poems by Graves (1916) and the journey to War is explored through French poet Apollinaire (1914). • Students will also explore the viewpoint of women that lived during the time of WW1. • There is an opportunity for students to explore WW1 poetry from a French poet and from the viewpoint of an Indian woman. • Conventions of war poetry versus other themes, e.g. propaganda and protest poetry • Intended audience may differ	• Developing knowledge of historically important social movements via the reading of letters including Women's Rights; LGBT struggles; Racism. • Developing knowledge of understanding audience and purpose before writing a letter • Knowledge and understanding of specific writer's methods used to create certain tones and convey opinions without saying 'I think that…' • Developing knowledge of how letters are structured for certain effects	• Understanding of the whole plot of the extracts o Castle of Otranto o Wagner the Wehr-Wolf o The Mysteries of London o Dracula o The Judge's House o Red Room o Jurassic Park • Understanding of the different methods used by the gothic horror writers o Horace Walpole use of gothic conventions to create an atmosphere o George W M Reynolds use of pathetic fallacy, semantic field and word choices o Bram Stoker's portrayal of women and use of juxtaposition, motifs and foreshadowing to build tension. Challenging! o H G Wells' use of gothic conventions to build tension o Bram Stoker's and H G Wells' use of the protagonist o Michael Crichton's use of all the above techniques to build tension • Knowledge of how characters in supernatural stories are introduced and developed o Mina, Hags, Lucy and Dracula from Dracula o Malcolmson from The Judge's House o The protagonist in Red Room o The dinosaur in Jurassic Park o White Fang in White Fang • Knowledge of key areas of context for each extract o Castle of Otranto o Penny Dreadfuls o Dracula o The Judge's House o Red Room o Jurassic Park	• Understanding of the features of a supernatural novel. • Understanding of characters in the novel and the relationships between characters, in particular the connection between Daily, Jerome and Keckwick. • Investigating the author's intentional use of structure (in particular the frame narrative). • The use of Jennet Humfrye's character as a representation of women, both as typical of the Gothic genre and reflective of 1980s society. • Use of post-modern techniques, such as pastiche, by the author. • Application of theories of feminism. • Development of the protagonist (Kipps) from sceptical hero to someone who is reduced to being genuinely frightened.
Skills	• Explaining how individuals and/or events are presented • Explaining and identifying the conventions of autobiographical writing • Explaining different forms and genres • Using correct subject terminology • Selecting key evidence from texts • Embedding quotes • Identifying and analysing patterns of language • Identifying and analysing the effect of structural features • Understanding the influence of context on an autobiography • Explaining reader reaction • Making comparisons and connections between texts • Expressing ideas in an academic style, using standard English	• Knowledge of conventions of Greek and Roman tragedy: structure, hamartia, tragic hero, fate, appearance of the supernatural/ghosts, catharsis • Knowledge of the conventions of Shakespearean tragedy: structure, tragic hero, inner conflict • Understanding of the concept of the tragic hero and how this is approached differently in Greek and Shakespearean tragedy plays • Exploration and comparison of how the supernatural is presented in literature • Analysis of how Shakespeare uses dramatic irony in his plays • Analysis of the structure of a play • Exploration of language used by characters and examining patterns in language use • Exploring audience reaction to events and characters • Discussion of how Macbeth as a tragedy play is similar/different to Shakespeare's other tragedy plays • Write about the text in an academic style	• Selecting key evidence from the different poems • Identifying the language and structural features used by a writer • Use of key subject terminology (metaphor, simile, imagery, etc.) • Analysing the effect of language and structural features • Writing analytical paragraphs which will be comparisons- preparation for GCSE Literature Paper 2 Section B • Understanding the influence of context on a poem • Explaining audience reaction • Explaining the writer's intentions • Understanding of the different forms of poetry (Sonnet, Blank verse, Haiku, Narrative poetry, etc.) • Understanding of the social, historical and political context surrounding the poems and using the knowledge effectively	• Explaining why different writer's methods are effective • Explaining different purposes and audiences • Explaining how different tones are created through writing • Analysing the effect of structural features • Understanding the influence of context • Explaining reader reaction • Making comparisons and connections between texts • Expressing ideas in an academic style, using standard English	• Gothic Horror conventions • Macbeth's plot, characters, language techniques and context recap • Frankenstein's plot, characters, language techniques and context (looking forward to GCSE) • Portrayal of women using Gilbert and Gubar's theory- challenge looking forward to GCSE • How to analyse language and to use key terminology when analysing o Juxtaposition o Pathetic fallacy o Semantic field o Noun o Adjective o Verb o Adverb o Motifs Challenge-useful for lang and lit GCSE o Foreshadowing Challenge-useful for lang and lit GCSE o Suspense/tension o Protagonist • Embedding quotes • Focusing analysis on the writer's intentions (particularly to build tension)	• Explaining how characters are presented • Selecting key evidence from scenes • Identifying the language and structural features used by a writer • Analysing the effect of language and structural features • Understanding the influence of context on a novel/story • Explaining reader reaction • Cross-referencing events in the novel • Being able to make wider text links so that characters can be compared/themes can be tracked • Creating analytical paragraphs that include a wider text link • Understanding of linguistic features (pathetic fallacy, metaphor, symbolism, motif)
Key Words	Narrative Theme Autobiography Biography Memoir Narrative structure Narratorial stance	Tragic Hero Hamartia Dramatic Irony Catharsis Peripeteia Fate Fortune Anagnorisis	Symbolism Satire Propaganda Pathos Enjambment Sonnet	Anadiplosis Anaphora Anecdote Emotive Language Hyperbole Humour / Sarcasm Imperative Personal Pronouns Repetition Rhetorical Question Statistics Triplet	Supernatural Psychological Tension/ suspense Curse Prophecy Sceptic/ incredulous	Postmodern Supernatural Pastiche Narrative Frame Story Novella Protagonist
End Point	Students can apply their knowledge of autobiographical writing to produce their own written piece.	Students can explain why Macbeth is a tragedy play and consider the contextual backdrop.	Students can explain why soldiers turned to poetry as a means of expressing their ideas and consider why poems written in 1914 differed to those written in 1918.	Students can identify the main features of a letter and incorporate them into their own letter to the council.	Students can identify Gothic conventions and how they are	Students can identify supernatural conventions and consider the protagonist's development throughout the novel.
Assessment method	Week 2 Reading Progress Point: Analytical paragraph on initial impressions of a given person. Week 4 Writing Progress Point: Writing from another person's point of view. Week 6 - Final Writing Assessment: Ghost-write as a real person with a remarkable event/memory to share	Week 2 – Progress Point. Analysis of presentation of Lady Macbeth in extract from Act 1 Scene 7. One paragraph. Week 4 – Progress Point. Analysis of beginning of Macbeth's downfall in extract from Act 3 Scene 4. To include cross-reference. Two paragraphs. Week 6 – Assessment. Analysis of Macbeth as a Shakespearean tragic hero. Extract based question.	Week 3 – Progress Point R. Analytical comparison on the effect of language devices Week 5 – Progress Point R. Analytical comparison on poetry by female writers. Week 7 – Assessment: Full poetry comparison based on two of the poems we have studied.	Week 3 – PP: Open letter to the paper on the topic of race. Week 5 – Final Writing Assessment: Write an open letter to the paper arguing your case for or against the development of a housing estate on the fields next to your house.	Week Three: Progress Point analytical paragraph Week Five: Cumulative assessment: Analysis of the supernatural Week Six: Progress Point quiz using knowledge organiser	Week 2 (lesson 4) – Progress Point R. Analytical paragraph on representation of WIB or Jerome in Chapter 4. Week 4 (lesson 3) – Progress Point R. Analytical paragraph analysing use of language to create atmosphere in Chapter 9. Week 6 – Final Reading Assessment: "How does the writer use conventions of supernatural stories in this extract?"