

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	Telling the Story	Creatively Coraline	Shakespeare – to laugh or cry?	The Merchant of Venice?	Sonnets	Oracy – Could My Voice Change the World?
Purpose of scheme	Students will learn about stock characters, the form and structure of stories over time: Illad to Dhal.	Students will examine how a 'modern classic' exemplifies the techniques identified in HT1.	Students will learn about the three different types of Shakespearean plays: history, tragedy and comedy.	Students will develop a deeper understanding of Shakespeare from reading <i>The Merchant of Venice</i> and the	Students will learn about the origins of the sonnet form: Petrarch to the Romantics.	Students will read a range of speeches, analysing the use of rhetoric.
Knowledge	<ul style="list-style-type: none"> Developing knowledge of historically important texts (extracts) including <i>The Illad</i>; <i>Beowulf</i>; <i>Arthurian Legend</i>; <i>The Bible</i>; <i>folk-tales</i>; <i>Romeo & Juliet</i>; <i>Oliver</i>; <i>Huckleberry Finn</i>; <i>The Lion, The Witch and the Wardrobe</i>; <i>Harry Potter</i> Knowledge and understanding of specific characters and events in each of the texts Developing knowledge of how stories have changed over time Explaining the importance of historical texts and their influence on modern stories Exploring the socio-historical function of stories 	<ul style="list-style-type: none"> Knowledge of the plot, characters and themes of Neil Gaiman's <i>Coraline</i> Understanding of the structure of the novel Writing a modern quest/fairy tale story in the style of Gaiman's <i>Coraline</i> Knowledge of how books are designed, published and printed. 	<ul style="list-style-type: none"> Developing knowledge of the plot of several Shakespearean plays: <i>A Midsummer Night's Dream</i>; <i>Twelfth Night</i>; <i>The Merchant of Venice</i>; <i>The Taming of the Shrew</i>; <i>Richard II</i>; <i>Richard III</i>; <i>Romeo and Juliet</i>; <i>Macbeth</i>; <i>Othello</i>; <i>King Lear</i>; <i>The Tempest</i>. Developing knowledge and understanding of specific characters and their relationships to other characters within the texts. 	<ul style="list-style-type: none"> Developing knowledge of the plot of 'The Merchant of Venice'. Developing knowledge and understanding of specific characters and their relationships to other characters within 'The Merchant of Venice'. 	<ul style="list-style-type: none"> Petrarch <ul style="list-style-type: none"> Biographical details Understanding of Petrarch's relationship with 'Laura' Understanding of Petrarch's sonnets: 3, 17, 36 Shakespeare <ul style="list-style-type: none"> Knowledge of the mysteries surrounding Shakespeare's love interests. Sonnet 18: Shall I compare thee to a summer's day? Sonnet 116: Let me not to the marriage of true minds Sonnet 130: My Mistress's eyes are nothing like the sun Wordsworth <ul style="list-style-type: none"> Biographical details Introduction to the Romantic movement Westminster Bridge Elizabeth Barrett Browning <ul style="list-style-type: none"> Biographic details How do I love thee? Christina Rossetti <ul style="list-style-type: none"> Biographic details Remember Emma Lazarus <ul style="list-style-type: none"> Biographic details The New Colossus (1883) Modern poets <ul style="list-style-type: none"> Carol Anne Duffy: <i>Prayer</i>, <i>Syntax</i>, <i>The Love Poem</i> (extension) Tony Harrison: <i>Bookends</i>, <i>Timer</i> Simon Armitage: <i>Mother Any Distance</i>, <i>I've made out a will</i> 	<ul style="list-style-type: none"> Knowledge and understanding of the features of rhetoric: Logos Pathos Facts Personal Pronouns Disprove other points of view Rhetorical Questions Forceful Language Anaphora Flattery/Respect Developing ability to analyse multi-modal texts to explore the effects of different rhetorical features. Developing ability to use an effective range of rhetorical features to engage and persuade an audience.
Skills	<ul style="list-style-type: none"> Explaining the and identifying stock characters within texts Explaining and identifying the conventions of narrative structure Explaining different forms and genres Using correct terminology (see KO) Selecting key evidence from texts Embedding quotations Identifying patterns of language 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 	<ul style="list-style-type: none"> Applying knowledge of stock characters and narrative elements (from 7HT1) Deeper knowledge of how whole texts are structured, including genre conventions, pace, narrative drive and set-ups/pay-offs (building on 7HT1's use of extracts) Tracking structural elements within an extended fiction text Planning an extended piece of creative writing Creating and developing original characters Self-evaluation of the effectiveness of narrative elements (conflict, descriptions, narrative drive, pace, etc.) within students' own writing Redrafting of written work Writing with technical accuracy Crafting language for dramatic effect 	<ul style="list-style-type: none"> Understanding the conventions of Shakespearean comedies, histories and tragedies. Understanding dramatic conventions (stagecraft, props, irony, monologues, asides). Selecting key evidence from texts Using correct terminology (see KO) Analysing how characters are presented. Explaining the influence of context on Shakespeare's writing. Analysing the effect of structural features Embedding quotations Explaining audience reaction Making comparisons and connections between characters and their presentation Expressing ideas in an academic style, using standard English 	<ul style="list-style-type: none"> Understanding dramatic conventions (stagecraft, props, irony, monologues, asides). Understanding the influence of context on Shakespeare's writing. Analysing how characters are presented. Using correct terminology (see KO) Selecting key evidence from texts Embedding quotations Analysing the effect of structural features Explaining audience reaction Making comparisons and connections between characters and their presentation Expressing ideas in an academic style, using standard English 	<ul style="list-style-type: none"> Knowledge of the structure of a Petrarch sonnet Knowledge of the structure of a Shakespearean sonnet Knowledge of the Romantic movement Knowledge of poetry terminology Comparative analysis – the Exploration of philosophical concepts such as love, life, death Writing in an academic style 	<ul style="list-style-type: none"> Understand how to use Standard English confidently in a range of formal and informal contexts. Identify the language and structural features used by a writer/speaker. Analyse the effect of language and structural features. Consider and explain audience reaction. Develop and maintain a clear viewpoint. Understand how to use Standard English confidently in a range of formal and informal contexts. Identify the language and structural features used by a writer/speaker. Analyse the effect of language and structural features. Consider and explain audience reaction. Develop and maintain a clear viewpoint.
Key Words	Narrative, Character Arc, Theme, Symbolism, Allegory, Myth, Legend, Fables and Parable, Epic Poem, Bildungsroman Novel	Characterisation Imagery Show Don't Tell Pathetic fallacy Narrative Drive Pace Set-up/Pay-off Foreshadowing Genre Genre Convention	Early modern First Folio Soliloquy Aside Prologue Epilogue Dramatic Irony Convention Protagonist Monarch Holinshed's Chronicles	Persecution Masquerade Quest Justice Avarice	Sonnet Stanza Octave Sestet Volta Iamb Pentameter Syllable Meter Quatrain Couplet / (stressed) - (unstressed) Courtly Love	Logos Pathos Facts Personal Pronouns Disprove other points of view Rhetorical Questions Forceful Language Anaphora Flattery/Respect
End Point	Students can understand how a story is constructed laying the foundations for future learning	Students can recognise the story conventions from HT1 & apply to their own 'quest' tale.	Students can recognise conventions of the three different genres.	Students can recognise links between Mercant of Venice & quest tale in HT1.	Students can recognise, analyse and explain the sonnet form.	Students can deliver a speech using the art of rhetoric.
Assessment method	<p>Week 2 – Progress Point R. Identify stock characters in a given extract</p> <p>Week 4 – Progress Point R. Identify and comment on narrative conventions in a given extract</p> <p>Week 6 – Final Reading Assessment: Analyse the structure of a short story</p>	<p>Week 2 – Progress Point W. Descriptive writing of an original, memorable character</p> <p>Week 4 – Progress Point W. Outlining of a story, demonstrating an understanding of structural devices</p> <p>Week 6 – Final Writing Assessment: Write a section (2-3 paragraphs) of an original quest story that demonstrates characterisation and narrative drive</p>	<p>Week 1 – Reading Progress Point: analysis of comedy conventions in a given extract.</p> <p>Week 3 – Reading Progress Point: analysis of tragedy conventions in a given extract.</p> <p>Week 5 – Reading Assessment: analysis of tragedy conventions in a given extract.</p>	<p>1. (Act 1) Planning and drafting of letter response from Bassanio to Antonio thanking him for his financial assistance. What skill is being developed here? Basic SPAG, Structuring ideas? Introduce the idea of using a metaphor to represent a quality (here it is friendship)</p> <p>2. PP – Speech on the quality of a key emotion (essentially this is a draft of their final assessment). Aim to include all elements of Writing mark scheme.</p> <p>3. Final Assessment: Speech on the quality of friendship / love / justice / mercy / jealousy / hatred.</p> <p>4. Final assessment: A speech on the quality of friendship / love/ justice / mercy</p>	<p>Week 3: Analysis of a Shakespeare poem (Sonnet 116)</p> <p>Week 5: Final assessment: Analysis of a modern sonnet.</p>	<p>Week 1 – Progress Point: A charity that fights against cruelty to animals wants to use one of the images in their advertising campaign. Choose the one that you think would be most effective and then in the space provided, write the copy (text) to go with the poster. Try to use 'The Art of Rhetoric' in your response.</p> <p>Week 2 – Final Spoken Assessment: Give a short speech, expressing your own ideas and keeping to the point. Aliens have invaded the earth and are offering you two minutes to convince them not to blow up the world using your best rhetoric.</p>