

 <p>English</p>	<p>Intent To explore the rich opportunities for diverse voices and experiences from around the world in non-fiction writing To develop component knowledge acquired in Year 7, exploring the hero through the lens of Gothic writers and Shakespeare’s tragic play To develop a more perceptive understanding of the meaning in literary texts and how these texts are connected by their genres and traditions To understand the different contexts and factors that have shaped literary and non-literary works To refine students’ own writing voice, through encouragement of close crafting, working in a greater range of textual forms To expand our understanding of the significance of Shakespeare’s work and his prominence within the Literary canon through analysis of his tragic works</p>		
<p>Year 08</p>	<p>Unit 1: The World Around Us</p>	<p>Unit 2: Shakespearean Tragedy – Romeo and Juliet</p>	<p>Unit 3: Genre Study – The Gothic</p>
<p>Knowledge (facts, information, concepts and key terminology)</p>	<ul style="list-style-type: none"> The different genres of writing which explore the world around us and the experience of others: memoir, guidebook, websites, TV scripts. Identifying objective and subjective writing and the balance of facts and opinions in non-fiction works. The use of tone and perspective and the effects these have. Figurative language and its effects The appeal of writing about place to audiences. The purposes of non-fiction writing about place: to entertain, amuse, educate, provide vicarious travel or escapism, to inform an itinerary for future travel, share memories and experiences. Components of analytical writing Components of writing personal accounts and reflective writing 	<ul style="list-style-type: none"> The dramatic conventions of a Shakespeare Tragedy Dramatic structuring devices Historical influence on the play’s production The difference over time in audience responses to Juliet’s characterisation. The differences between original performances in 1597 and excerpts from the 1997 Baz Luhrmann version. Components of analytical writing Components of writing to argue 	<ul style="list-style-type: none"> The conventions of the Gothic genre Characterisation strategies Setting strategies The origins of key Gothic tropes Why the Gothic genre was deemed dangerous for readers – and also holds appeal. The lasting legacy of the Gothic genre on modern works. Components of writing to describe Components of narrative writing.
<p>Understanding (ability to connect and synthesise knowledge within a context)</p>	<p>By the end of this term we want pupils to understand how writers – in a range of text forms - have shared and explored their rich experiences of the world around us. They will understand that in non-fiction texts, writers construct their own diverse perspectives and voices. Pupils should be empowered to write about their own experiences of the world around us – understanding how they can develop their own voice.</p>	<p>By the end of this term we want pupils to understand how Shakespeare uses tragic conventions to create impacts on his audience. Also, we want pupils to understand how <i>Romeo and Juliet</i> reflects the world in which it was written, and can have relevance to audiences today. Also, students will understand Shakespeare’s use of language and how they can be inspired by it to craft their own creative responses to the play.</p>	<p>By the end of this term we want pupils to understand how the Gothic genre has developed and changed over time to reflect the concerns of the time of writing through repeated and adapted conventions and tropes. Additionally, pupils should be able to confidently comprehend how meaning and effects have been crafted by careful use of language and narrative structure and how they can be inspired by it to craft their own creative responses to the genre.</p>
<p>Skills (successful application of knowledge and understanding to a specific task)</p>	<ul style="list-style-type: none"> Reading for meaning Generating personal responses and inferences with greater confidence Selecting quotations for discussion Discussing and writing about the effects of writers’ methods Identifying and discussing the effects of writing about place and individuals’ experiences Constructing personal accounts and reflective writing Using creative devices to generate effects on the reading Crafting writing at sentence level to affect different audiences Using effective vocabulary and punctuation to enhance meaning 	<ul style="list-style-type: none"> Reading for meaning Generating personal responses and inferences with greater confidence Selecting quotations for discussion Discussing and writing about the effects of writers’ methods as well as the play in performance Identifying and discussing the effects of Shakespeare’s language choices Constructing viewpoint writing and arguments Using creative devices and rhetoric to generate effects on the reading Crafting writing at sentence level Using effective vocabulary and punctuation to enhance meaning 	<ul style="list-style-type: none"> Reading for meaning Generating personal responses and inferences with greater confidence Selecting quotations for discussion Discussing and writing about the effects of writers’ methods Identifying and discussing the effects of genre conventions and tropes Identifying connections between texts of the same genre Constructing narrative writing Using creative devices to generate effects on the reading Crafting writing at sentence level Using effective vocabulary and punctuation to enhance meaning
<p>Formal Assessments (those done by all/vast majority of the cohort)</p>	<p>Reading assessment to be completed at the end of the unit where students compare two unseen accounts of travel writing, explaining how the texts are similar and different, and accounting for these similarities and differences. Writing assessment where students apply writing skills craft an imaginative piece of writing based on travelling to a new location</p>	<p>Reading assessment on an extract from the play, where students explain how meaning has been created through the writer’s craft and how the extract relates to the genre of Tragedy. Writing assessment where students will argue to what extent Romeo can viewed as a tragic hero</p>	<p>Reading assessment to be completed where students respond to an unseen extract, explaining how meaning has been created through the writer’s craft and how the extract relates to the Gothic genre. Writing assessment where students apply writing skills to craft a piece of narrative writing, utilising conventions from the Gothic genre.</p>
<p>By the end of the year students on course for at least a grade 5 will be able to use quotations judiciously to support their ideas about texts; they will be able to analyse the effects of this evidence increasingly closely. They will be able to identify the methods writers use and evaluate their purpose. In Writing, pupils will be able to write well-sequenced, paragraphed work with a clear sense of audience and purpose; they will utilise a broad range of vocabulary and linguistic methods as well as an accurate full range of punctuation.</p>			

