

English Year 8 – Curriculum Intent – Year 8 extends students’ knowledge of the literary cannon by first exploring the concept of ‘Demonisation’. This begins through the study of Macbeth as a GCSE text, which prepares them for the study of Romeo and Juliet at GCSE and also builds upon their introduction to Shakespeare at the end of Year 7. Students then develop their knowledge of the concept through the study of ‘The Crucible’, which extends students understanding of prejudice and superstition, particularly towards women, linking back to their study of stories from the Bible in Year 7. Students the explore the concept of ‘Innocence and Experience’ by first studying the Romantic Poets, any of which they will study at part of the Poetry Anthology in the Literature GCSE. This feeds back to the study of myths and legends in Year 7, which the Romantic Poets were heavily influenced by. Students the study ‘Animal Farm’ in the style of a GCSE texts, which develops their knowledge of 20th Century history, which feeds directly into the study of the dystopian genre and ‘Lord of the Flies’ in Year 9, but also ‘An Inspector Calls’ in their Literature GCSE. Finally, students explore the concept if ‘Insanity’ through studying 19th Century Gothic Horror. This builds upon the concepts and themes studied in ‘Macbeth’ and ‘The Crucible’ and feeds forward to building their knowledge of 19th Century history and culture, in preparation for the study of Dickens in the GCSE Literature exam. ‘The Yellow Wallpapaer’ develops students understanding of the way women are represented in Literature, which builds upon the study of Lady Macbeth and links forward to the study of female protagonists in the GCSE texts, such as Juliet from ‘Romeo and Juliet’ and Sheila from ‘An Inspector Calls’.

	<u>Unit Intent</u> (i.e. how does support learning in the next unit/future units/exam prep, etc)	<u>Content Coverage</u>	<u>Method/s of Assessment</u> (At least one method of assessment to be listed per term)
<u>Term 1 and 2 Concept:</u> Demonisation	<ul style="list-style-type: none"> Reintroduction of Shakespearian language and culture from Term 6 of Year 7 feeds forward to the study of Shakespeare in all years and GCSE. Feeds back to Shakespearian context learnt in Year 7 terms 5 and 6. Explore context of James I and how this influenced Shakespeare feeds forward to AO3 in GCSE criteria. Feeds back to Shakespearian context learnt in Year 7. 	<ul style="list-style-type: none"> Macbeth The Crucible 	<ul style="list-style-type: none"> Extract analysis: How do Lord and Lady Macbeth speak and behave here? Transactional writing Extract analysis: How does Macbeth speak and behave here? Essay: How is Macbeth presented at different points in the play?

	<ul style="list-style-type: none"> • Revise story of Adam and Eve and how this linked to the demonization of women in Christian culture feeds forward to AO3 in GCSE criteria. Feeds back to previous Biblical studies in Year 7 Term 3 and 4. • Development of analytical writing (PEE) feeds forward to future units and all years. Key skill in both GCSE exams. • Development of knowledge of the theatre feeds forward to the study of Shakespeare and Priestley at GCSE. Feeds back to study of morality plays. • Introduction to the Salem Witch Trial and how this links to the demonization of women feeds forward to Terms 5 and 6 and the concepts of misogyny. Feeds back to the concept of Original Sin from the Bible. 		
<p><u>Term 3 and 4 Concept:</u> Innocence and Experience</p>	<ul style="list-style-type: none"> • Introduction to the Industrial Revolution and the impact this had on society feeds forward to the study of Dickens at GCSE 	<ul style="list-style-type: none"> • Romantic Poets: Blake, Wordsworth, Keats, Byron, Shelley • Neo-Romanticism: Hughes, Heaney 	<ul style="list-style-type: none"> • Analysis of Blake's London • Speaking and Listening presentation on a Romantic Poem

	<ul style="list-style-type: none"> • Introduction to Romanticism as a concept and how this was influenced by changes in society feeds forward to the Anthology of Poetry at GCSE and the study of the Gothic • Develop knowledge of how society's religious beliefs change/the rise of atheism and how this affected the Romantic Poets feeds forward to the Anthology of Poetry at GCSE. Feeds back to study of key Biblical stories and the influence they have on Literature. • Explore how Lewis Carroll was influenced by society to write Alice in Wonderland feeds forward to AO3 in GCSE criteria • Introduce the ideologies of Capitalism, Communism and Socialism and how this links to politics in the 20th Century feeds forward to the study of Priestley at GCSE • Develop knowledge of the Russian Revolution and how this influenced Orwell feeds forward to AO3 in GCSE criteria 	<ul style="list-style-type: none"> • Extracts from Alice in Wonderland • Animal Farm 	<ul style="list-style-type: none"> • Narrative writing – Alice in Wonderland • Extract analysis – Animal Farm • Transactional writing: article • Essay: How does Orwell present the theme of inequality in Animal Farm
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	<ul style="list-style-type: none"> • Introduction to the Dystopian Genre feeds forward to the study of Lord of the Flies in Year 9 • Development of analytical writing (PEE) feeds forward to future units and all years. Key skill in both GCSE exams. This is because it is the central skill that needs to be acquired to answer the GCSE Literature exam and the reading sections of the GCSE Language exam. Therefore this skill is constantly applied to all texts and extracts studied from Year 7 and 11. 		
<p><u>Term 5 and 6 Concept: Insanity</u></p>	<ul style="list-style-type: none"> • Introduction to the Gothic genre and how this reflected society's fears and concerns of the time feeds forward to AO3 in GCSE criteria, also to the study of A Christmas Carol at GCSE. Feeds back to Romanticism, Macbeth and the Crucible • Develop concept of demonization and superstition from Term 1 feeds forward to the study of female representation in 	<ul style="list-style-type: none"> • Extracts from Dracula • Extracts from Dr Jekyll and Mr Hyde • Edgar Allan Poe: The Tell Tale Heart, The Black Cat and The Raven • The Yellow Wallpaper – Charlotte Perkins Gilman • Extracts from Frankenstein • Ray Bradbury: The Veld, A Sound of Thunder, The Rocket 	<ul style="list-style-type: none"> • Transactional writing: leaflet from the point of view on Van Helsing teaching people how to slay vampires • PEE Writing – Comparative – Compare the presentation of the narrator's in The Tell Tale Heart and The Black Cat. • PEE Writing – Essay – Explore how Charlotte Perkins Gilman uses 'The Yellow Wallpaper' to present the

	<p>Literature in all years. Feeds back to Macbeth and the Crucible.</p> <ul style="list-style-type: none"> • Introduce students to the rise of psychology and scientific study of the brain feeds forward to the psychological analysis of character in Literature (such as Scrooge). • Introduce students to the concept of misogyny and how women are presented as victims of this in Literature feeds forward to the representation of women in all texts, including the study of Juliet and Sheila at GCSE. Feeds back to the concept of Original Sin from the Bible. • Introduce students to the suffragettes and the women's rights movement feeds forward to the representation of women in all texts, including the study of Juliet and Sheila at GCSE. Feeds back to the concept of Original Sin from the Bible. • Explore the link between the Gothic and Romanticism feeds forward to the study of the Anthology Poetry and A 		<p>mistreatment of women in the 19th Century.</p> <ul style="list-style-type: none"> • Transactional writing – write a speech about how far you agree that technology has a positive effect on our lives • Speaking and Listening – create a futuristic piece of technology and persuade the class to invest in it
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	<p>Christmas Carol at GCSE. Feeds back to the study of Romanticism.</p> <ul style="list-style-type: none">• Learn how Shelley influenced the Science Fiction genre and how this genre grew into the 20th Century feeds forward to the fear of the rise of technology, such as the Industrial Revolution, that the Romantic Poets and Dickens were distrustful of.• Explore the concept of technology and the positive and negative affects it has on our lives• Development of analytical writing (PEE) feeds forward to future units and all years. Key skill in both GCSE exams.		
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