

Year 8

Students in Year 8 consider **human emotions** as part of the notion that “it is a quest of literature throughout the ages to describe the human condition”. Students look at how writers describe the way characters feel and how they react to situations. They also consider how writers express their own viewpoints, thoughts and feelings on various topics. In doing so, they are able to use these ideas as a springboard for their own writing, generating opinions and feelings of their own, and creating engaging fictional pieces that allow them to explore the inner thoughts and moods of their own characters. Reading and writing skills becomes more developed this year, building on the foundations laid in Year 7.

		Scheme 1 (7 weeks) Gothic writing	Scheme 2 (7 weeks) A Christmas Carol	Scheme 3 (6 weeks) Poetry: Love and Relationships	Scheme 4 (6 weeks) Shakespeare: Romeo and Juliet	Scheme 5 (6 weeks) Short Stories: Family and Community	Scheme 6 (7 weeks) Human emotions in non-fiction
Human Emotions	KNOWLEDGE	<p><u>Core</u> Gothic genre- narrative conventions and structure. Influence of Romanticism/Enlightenment. The sublime. How do Gothic writers use structure and language to create terror?</p> <p>Description and emotion</p> <p><u>Themes/Concepts</u> Emotions as driving force for human behaviour. Power, Isolation, Morality, The Other, The anti-hero/Femme Fatale, Supernatural vs. Science, Overwrought emotion vs. Reason, Metonymy of weather, The Grotesque.</p>	<p><u>Core</u> Introduction to Dickens/Victorian London Conventions of a novella. Influence of Victorian social and moral backdrop – how do Dickens’ choices reflect this?</p> <p>Characterisation – structural development. Symbolism</p> <p><u>Themes/Concepts</u> The importance of empathy and understanding within society. Redemption/Social injustice/The Gothic/Christmas spirit and charity/Poverty/Threat of time/Social dissatisfaction/Avarice/ Forgiveness</p>	<p><u>Core</u> How theme can drive poets (L&R) Form and structure – sonnets and alternatives Extended metaphor and symbolism.</p> <p><u>Themes/Concepts</u> How poetry allows us to express thoughts and feelings. Different forms of love, bonds, friendships and relationships.</p>	<p><u>Core</u> Tragedy Understanding contrasts Plot – 5 acts – How does Shakespeare use structure to develop tragedy? Characterisation</p> <p><u>Themes/Concepts</u> Tragedy, Love, Individual vs. Society, Patriarchy/ Masculinity, Fate, Young and Old, Revenge.</p>	<p><u>Core</u> Short story format Short story conventions Understanding epiphany Foreshadowing</p> <p><u>Themes/Concepts</u> Links to Year 7 identities – family identity. Relationships in families and friendships</p>	<p><u>Core</u> Considering viewpoints Comparing attitudes Summarising opinions Making inferences</p> <p><u>Themes/Concepts</u> A look at how we understand different human emotions and the context of these emotions. Why writers write about how they feel – why this is important. Differences and similarities in emotions and the reasons for emotional responses.</p>
	SKILLS	<p><u>Reading</u> Explain the impact of Gothic structures – concealing information/foreshadowing/ embedded narrative Developing ‘what how why’ approaches to language considering patterns to convey emotions of terror and fear.</p> <p><u>Writing</u> Planning and writing own Gothic story following typical structure focusing on conveying and creating terror (overwrought emotion). Development in emotive language, paragraphing and sentence structure.</p>	<p><u>Reading</u> Scrooge’s characterisation and structural development. Symbolism – images and charactonym. Influence of Gothic genre over narrative structure, setting and character. Developing WHAT/HOW/WHY linking extract to whole text.</p> <p><u>Writing</u> Using language effectively to convey Victorian landscape. Use of Ethos/Logos/Pathos in non-fiction writing to appeal to an audience. Anecdote as a persuasive tool.</p>	<p><u>Reading</u> Building on sounds from Year 7, focus on exploring tone and mood. Focus on ‘how’ writers use language and structure together. Different approaches from a range of poets on similar themes</p> <p><u>Writing</u> Developing own metaphors, personification and similes for images of ‘love’ or ‘relationships’ Being creative with words, sounds and patterns of language.</p>	<p><u>Reading</u> Form of the play (prologue etc.); Form of tragedy; Symbolism/metaphor; Imagery; Shakespearean language; Character; Contrasts Developing ‘What, how, why’ responses – considering multiple meanings</p> <p><u>Writing</u> Writing using Shakespearean language – building confidence. Writing from the perspective of Montagues and Capulets – soliloquys to reflect viewpoint</p>	<p><u>Reading</u> Developing ‘what how why’ approaches to structure – how do we write about structure clearly and successfully. Examining narrative voice and dialogue.</p> <p><u>Writing</u> Planning and writing own short story – focusing on significant moments. Accuracy of clauses, punctuation, use of dialogue and paragraphing effectively.</p>	<p><u>Reading</u> How to select relevant examples to aid summary writing. How we make insightful inferences from selected examples.</p> <p><u>Writing</u> Letter writing How to construct letters Considering audience and level of formality. Controlling personal voice through effective style and punctuation.</p>