

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 (8 weeks) The Woman in Black	Scheme 2 (7 weeks) Gothic writing	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> Introduction to Dickens/Victorian London Conventions of a novella. Influence of Victorian social and moral backdrop – how do Dickens’ choices reflect this? 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> Gothic genre- narrative conventions and structure. Influence of Romanticism/Enlightenment. The sublime. How do Gothic writers use structure and language to create terror? 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, Metonym of weather, The Grotesque.</p>	<p><u>Core</u> How theme can drive poets (L&R) Form and structure – sonnets and alternatives Extended metaphor and symbols</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> 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. Developing independent reading skill - opportunities for students to skim the extract for relevant links.</p>	<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>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>Reading</u> Understanding the form of the play (prologue etc.); Form of tragedy; Symbolism/metaphor; Imagery; Shakespearean language; Character; Contrasts</p> <p>Introduce iambic pentameter – building on the knowledge of sonnets.</p> <p>Developing ‘What, how, why’ responses – considering multiple meanings</p>	<p><u>Reading</u> Developing ‘what how why’ approaches to structure – how do we write about structure clearly and successfully.</p> <p>Considering the effect of dialogue in characterisation.</p>	<p><u>Reading</u> How to select relevant examples to aid summary writing.</p> <p>Scanning to be introduced Skim to be retrieved. .</p> <p>How we make insightful inferences from selected examples.</p>
		<p><u>Writing</u> Non-fiction: letter writing. Describing events to create different atmospheres and elicit different emotional responses in the reader. Language to convey situation/setting. Developing sentence variety to build atmosphere. <u>Oracy</u> Extension of sentence stems for academic debate.</p>	<p><u>Writing</u> Planning and writing own Gothic story following typical structure focusing on inciting terror and building foreboding. Conveying the emotional journey of an ‘outsider’. Development in emotive language, paragraphing and sentence structure. <u>Oracy</u> Re-launch of sentence stems for academic debate.</p>	<p><u>Writing</u> Writing a letter as a personal form of expression to consider emotions in relationships. Anecdote as persuasive tool. Developing imagery for love/relationships. Adapting voice/tone to be creative with words, sounds and patterns of language. <u>Oracy</u> Recall expression, introducing voice/tone for performance</p>	<p><u>Writing</u> Writing soliloquys to reflect a character’s viewpoint and track their emotional journey. Inclusion of Shakespearean language – building confidence. Punctuation in a dramatic form and how it reflects emotion and affects delivery: pace/expression. <u>Oracy</u> Embed tone and voice – how to perform parts differently.</p>	<p><u>Writing</u> Planning and refining writing into own short story – focusing on significant moments. Use of foreshadowing to build towards an epiphany. Describing a setting to symbolise character development. Accuracy of clauses, punctuation, use of dialogue & paragraphing. <u>Oracy</u> Embed of sentence stems for academic debate.</p>	<p><u>Writing</u> Constructing own autobiographical account. Using voice/tone to convey feeling. Considering audience and level of formality. Controlling personal voice through effective style and punctuation. <u>Oracy</u> Use tone/voice to perform autobiographical letters.</p>