Year 8

Autumn Term: The Woman in Black		Spring Term: Blood Brothers		Summer Term: Poetry and autobiographies	
Key knowledge: ● read and understand The Woman in Black by Susan Hill. ● Know the key themes within the novel. ● analyse the effects of the writer's techniques ● Know the setting and the characters ● Explore the gothic genre		**Key knowledge:** ● Read the 1980's based play Blood Brothers by Willy Russell ● Study the characters and the events ● Know the key themes within the play ● Identify dramatic conventions and techniques ● Explore the historical and contextual background to the 1980s ● Explore the recurring motifs and symbols		**Key Knowledge:** ● Read and explore wide range of poetry and extracts from autobiographies ● Explore the meanings behind the poems ● Understand the tone of the poems ● Identify the poetic devices and techniques used ● Know why those techniques have been used	
Pupils will be able to: ● identify the features of a gothic novel ● evaluate the success of a gothic novel ● identify language devices and analyse their effectiveness ● discuss key themes of the novel ● link contextual information to the writing ● explain the key message of the writer	**Key Vocabulary:** ● gothic ● horror ● supernatural ● atmosphere ● analyse ● evaluate ● eerie ● foreshadowing ● foreboding ● bleak	**Pupils will be able to:** ● read and understand the play ● identify the recurring motifs and symbols ● explore the development of the main characters ● identify structural and language devices and evaluate their effectiveness ● discuss the key themes of the play including inequality, adoption, and privilege ● link contextual information to the performance and writing ● explore Russell's dramatic **conventions**	**Key Vocabulary:** ● superstition ● inequality ● violence ● fate ● class ● nurture v nature ● welfare ● adoption ● poverty ● society	**Pupils will be able to:** ● understand the meanings of poems ● comment on the tone ● identify a wide range of poetic techniques and devices ● analyse and evaluate the effectiveness of those devices ● explore different forms of poetry ● link poems to context and poet's intentions ● understand the background to autobiographies	**Key Vocabulary:** ● stanza ● tone ● enjambment ● extended metaphor ● rhyme ● rhythm ● nostalgia ● symbolism ● privilege ● refrain
Assessment: PAR 1: Literature extract on setting: identifying the atmosphere; using quotes; analysing writer's techniques; linking to context. PAR 2: language based writing task focusing on persuasive language techniques, ambitious vocabulary, paragraphing, spelling, and effective punctuation.		**Assessment:** PAR 1: Literature extract on setting: identifying the atmosphere; using quotes; analysing writer's techniques; linking to context. PAR 2: language based writing task focusing on persuasive language techniques, ambitious vocabulary, paragraphing, spelling, and effective punctuation.		**Assessment:** AAFPOL 2: a poetry comparison literature question on two poems already studied. Pupils will also write a persuasive response to a statement using persuasive techniques, ambitious vocabulary, punctuation and paragraphs PAR: write a persuasive argument using persuasive techniques, punctuation, ambitious vocabulary.	
Enrichment Opportunities:		**Enrichment Opportunities:**		**Enrichment Opportunities:**	