



		Autumn Term	Spring Term	Summer Term
<p>Year 8</p> <p>Voices and Perspectives</p>	<p>Topic Big question / Overview</p>	<p>NOVEL: <i>When the Sky Falls</i> The study of: Stereotypes and archetypes The child protagonist Strong female characters WWII context Big idea: students can explain the impact of perspective and context on a story</p> <p>CREATIVE WRITING: <i>Creating a narrative voice</i> The study of genre, setting, character, narrative hook, sentence types Big idea: students can plan and write a story inspired by an image with a clear narrative voice</p> <p>ORACY: speeches inspired by study of <i>When the Sky Falls</i></p> <p>Big idea: students can plan and structure a speech, making references to their studied text; talking confidently and listening actively and supportively.</p>	<p>POETRY – ‘Voices’ – John Agard and Jackie Kay The study of: Dialect and accent in poetry form Formal and informal language and structure Identity Read with fluency and expression</p> <p>Big idea: students can compare and contrast the presentation of ideas and perspectives in two poems, selecting key quotations to support points</p> <p>ORACY: poetry by heart The practice of recitation, expression, performance reading, Big idea: students can learn a poem by heart and recite from memory with expression.</p> <p>DIVERSE SHORTS Exploring the theme of Justice, Change and Action in short stories Big idea: students can develop their own voice by writing an argument or persuasive piece on the theme of Justice, Change or Action</p>	<p>DRAMA - SHAKESPEARE: <i>Much Ado About Nothing</i> The study of a drama text: Dramatic Devices Scene directions Dialogue Characterisation Structure Big idea: students can recognise the ‘voice of Shakespeare’ and consider the perspective of a 16th Century writer</p> <p>Context: Performance Watch a dramatic interpretation of <i>Much Ado About Nothing</i> Big idea: students can explore how performance adds meaning and interpretation to a drama text</p>
	Disciplinary knowledge/skills	<p>Novel: expanding WHW analysis paragraph with historical and/or social context Creative writing: writing with a clear narrative voice Speeches: structuring a speech; effective listening</p>	<p>Poetry: developing WHW analysis paragraphs with comparison and contrast Poetry by Heart: building confidence in oracy by memorising a poem to perform to peers Diverse Shorts: developing a critical voice using persuasive or argumentative writing techniques</p>	<p>Shakespeare: exploring the language through performance reading; analysis of Shakespeare’s representation of gender through language choices and context; learning to be an audience member with quiet focus and critical interpretation</p>
	New vocabulary	<p>Novel: Protagonist, antagonist, prose narrative, sensory language, character foils, semantic field Creative writing: Zoomorphism, personification, sensory imagery, cyclical structure Speeches: counterarguments, opposing idea</p>	<p>Poetry: colloquial, symbolism, poetry voice, identity, monosyllabic, dialect, Diverse Shorts: prejudice, bias, propaganda, diversity, morality, sensationalist language</p>	<p>Shakespeare: representation, pathos, exposition, denouement, blank verse, conform, subvert</p>
	Links to ...	<p>Perspective and language in all written forms KS3/KS4/KS5 Creative writing (Q5) in GCSE English Language Oral presentations for GCSE English</p>	<p>Poetry anthology and Unseen poetry analysis GCSE Spoken language assessments GCSE Writing to argue/persuade GCSE English Language</p>	<p>Study of Shakespeare at GCSE Exploration of character and representation (KS3, KS4, KS5) Writer’s intentions in analytical writing KS4/KS5</p>