

Year 8

	Unit of work	Assessment tasks and AOs assessed	Specific skills to be covered	Resources
Autumn term 1 (8 weeks)	Alice’s Adventures in Wonderland	<p>1) Writing a narrative from a stimulus – a section of text and an image from the story. AO5 and AO6</p> <p>2) As Alice, imagine you have just come back to the normal world after all of your exciting experiences. Highlight the following: How you feel about what happened? What was the most exciting part of your adventure? What was the most frightening part of your adventure? AO5 and AO6</p> <p>3) Chapter/Extract focus: <i>How does Carroll present the Queen of Hearts?</i> (Focus may be on Chapter 8 ‘The Queen’s Croquet Ground’ but may draw on other sections for extension, such as references to the Queen in chapter 7). LIT – All AOs</p> <p>OR</p> <p>4) How are feelings of confusion presented throughout the text? LIT – All AOs</p>	<p>1 & 2)</p> <ul style="list-style-type: none"> Using sentence and paragraph structures for effect. Development of vocabulary. Using a variety of paragraph starters to engage the reader. Descriptive writing techniques. Development of correct use of full range of punctuation. <p>3 or 4)</p> <ul style="list-style-type: none"> Language analysis – effects of individual words and phrases. Structure, eg. How a character is introduced through other characters. Development of academic writing style, eg varying methods of introducing a quotation/embedding quotations; how to write an introduction and conclusion. 	Class sets of text. Lesson powerpoints. Various images from the text/film versions to use as writing stimulus.
Autumn term 2 (4 weeks)	Non-fiction: Travel writing	<p>1) Comparing two texts: What are the similarities and differences in the experiences of the writers and how are</p>	<p>1)</p> <ul style="list-style-type: none"> Conventions of the genre – 	Four pieces of travel writing for assessment pieces.

		<p>these presented? AO1, AO2, AO3</p> <p>2) Unseen assessment: How does the writer use language and structure to engage readers? AO1 and AO2</p> <p>3) How successfully does the writer communicate the dangers of their trip? AO4</p>	<p>language, style and structure.</p> <ul style="list-style-type: none"> • Comparison skills. <p>2)</p> <ul style="list-style-type: none"> • Explicit teaching of how to write about language and structure – even balance must be achieved across the response. <p>3)</p> <ul style="list-style-type: none"> • Evaluation skills. 	<p>Other examples of travel writing for exploration in lessons. Lesson Powerpoints.</p>
<p>Spring term 1 (8 weeks)</p>	<p>Study of a Shakespeare play, to coincide with trip to the Globe theatre</p>	<p>1) How does Shakespeare present the character of _____ in scene _____? <i>Details to be amended each year according to which play is studied.</i> LIT AOs</p> <p>2) Throughout the play, how does Shakespeare present the theme of _____? <i>Task 2 should link to task 1, eg. If Othello is studied, Iago and villainy could be the character and theme.</i> <i>At least two scenes to be explored in this assessment, more for more able classes.</i> LIT AOs</p> <p>3) Write an article for the school newspaper about your trip to the Globe, explaining to year 7 what they can expect for their trip next year. AO5 and AO6</p>	<p>1 and 2)</p> <ul style="list-style-type: none"> • Character analysis, through language and structural analysis. • Revision of academic writing style. Teaching how to write about audience response. • Exploration of theme and how this is presented. • Conventions of playscripts – entrances and exits, asides, stage directions, soliloquys, etc. • Elizabethan context. <p>3)</p> <ul style="list-style-type: none"> • Conventions of article writing – language, style and structure. • Structural techniques – bullet points, varying paragraph lengths, etc. • Revision of SPaG skills. 	<p>Copies of the text/scenes studied. Lesson powerpoints.</p>
<p>Spring term 2</p>	<p>Non-fiction: Writing about memories</p>	<p>1) Autobiography extract: How does the writer use language and structure to interest</p>	<p>1 and 2)</p> <ul style="list-style-type: none"> • Conventions of the genre – 	<p>Autobiography extracts (suggestion: James</p>

<p>(4 weeks)</p>	<p>(autobiography study)</p>	<p>readers? <i>Table format given to plan answer.</i> AO1 and AO2 2) Autobiography extract: How successfully does the writer create feelings of sympathy within the reader? AO4 3) Write about a time when you either felt very happy or very sad. AO5 and AO6</p>	<p>language, style and structure.</p> <ul style="list-style-type: none"> • Revision of writing about language and structure. • Revision of evaluation skills. <p>3)</p> <ul style="list-style-type: none"> • Crafting of language to achieve emotive effects. • Development of vocabulary. • Correctly using dialogue in a piece of writing. • Revision of writing techniques. • Revision of use of full range of punctuation. 	<p>Corden and Clare Balding) Lesson Powerpoints</p>
<p>Summer term 1 (6 weeks)</p>	<p>Poetry</p>	<p>1) Compare how the poems ‘Checking Out Me History’ and ‘Presents from My Aunts in Pakistan’ explore the theme of identity. Lit – All, Lang – AO3</p> <p>2) Unseen poem: How does the poet present the identity of the speaker? You should explore the use of language and structure within the poem. <i>Mother to Son, Mirror or Nettles to be used, depending on level of challenge for class. Please discuss with KS3 co-ordinator if you wish to use another poem.</i> Lit AOs</p>	<p>1 and 2)</p> <ul style="list-style-type: none"> • Conventions of poetry, with particular focus on use of figurative language and structural devices. • Inference and deduction. • Revision of language analysis. • Revision of comparative techniques – use of connectives, etc. • Revision of academic writing style – development of sophistication, encouraging more able to bring evaluation into their conclusions. 	<p>Copies of poems. Lesson powerpoints.</p>

Summer term 2	Examination unit	Unit will be assessed with end of year examination. All language AOs will be assessed.	All reading and writing skills to be revised through the use of exam style questions based on unseen text extracts, both fiction and non-fiction.	End of year examination papers. Unseen text extracts. Lesson powerpoints.
Additional notes		<i>Please discuss with the KS3 co-ordinator if you wish to adapt an assessment.</i>	<i>Where 'revision' is included, the class teacher is accountable for assessing the ability of their individual students in each skill and providing adequate differentiation to ensure that all students are making progress in that particular skill area.</i>	

Year 9

	Unit of work	Assessment tasks and AOs assessed	Specific skills to be covered	Resources
Autumn term 1 (4 weeks)	Writing from a stimulus – Memoirs of a Geisha	Two different narrative pieces of writing will be produced, based on the stimulus of ‘Memoirs of a Geisha’ – this could be film stills, film clips or extracts from the text, but at least one to be an extract of approximately 150 lines. AO5 and AO6	<ul style="list-style-type: none"> • Descriptive writing techniques – simile, metaphor, imagery, colour, the five senses, etc. • Narrative language – first and third person, use of appropriate register and vocabulary. • Revision of full range of punctuation. • Variation of sentence and paragraph structures, including a focus on creating openings for narratives. 	Memoirs of a Geisha extract. Film clips/stills. Lesson Powerpoints.
Autumn term 2 (8 weeks)	Gothic short stories	<ol style="list-style-type: none"> 1) Compare and contrast the effectiveness of the stories, looking at language used and its effect on the audience. LIT – All AOs 2) Unseen extract: A Vendetta - How do language and structure show the impact of grief on Widow Saverini? How successfully is Widow Saverini’s grief portrayed? AO1, AO2 and AO4 	<ol style="list-style-type: none"> 1 and 2) <ul style="list-style-type: none"> • Context – Renaissance to Gothic literary conventions and how these have influences in modern literature. • Exploration of the plot and analysis of language and structure. Most able should be exploring all elements of WETRATS. • Revision of academic writing style – embedding quotations, exploring reader response, introduction and conclusion, etc. 	Copies of texts: The Tell Tale Heart, The Black Cat, The Yellow Wallpaper, The Red Room, A Monkey’s Paw, The Signalman, Jekyll and Hyde (to extend more able). A Vendetta to be used as the unseen text. Lesson powerpoints.
Spring term 1 (4 weeks)	Non-fiction – Newspaper articles on the theme of ‘The Youth of Today’	<ol style="list-style-type: none"> 1) Evaluate how successfully language and structure are used to portray concerns over the health of young people in two articles. AO1, AO2, AO3 	<ol style="list-style-type: none"> 1) <ul style="list-style-type: none"> • Conventions of newspaper articles – language, style and structure. • Revision of writing about language 	Newspaper articles from exam papers – <i>Children are sent to school too young in the UK (Nov</i>

		<p>2) ‘Teenagers today have never had it so easy’ – write a newspaper article that either supports or disagrees with this statement. AO5 and AO6</p>	<p>and structure.</p> <ul style="list-style-type: none"> • Revision of skills of evaluation – this is the first time students have been required to evaluate non-fiction texts – will require modelling of how to respond. <p>2)</p> <ul style="list-style-type: none"> • Crafting of an argument; use of language to achieve effects. • Revision of sentence and paragraph structures for effect. • Revision of use of wide range of punctuation. • Development of vocabulary specific to writing style. 	<p>2014); <i>With Friends Like These</i> (June 2014); <i>Children are being denied ‘sheer joy of the outdoors’</i> (Nov 2013); ‘<i>A ticking time bomb: Teenage girls’ junk food diet leaves them starved of vitamins.</i>’(June 2013)</p> <p>Lesson powerpoints</p>
<p>Spring term 2 (8 weeks)</p>	<p>Romeo and Juliet and Poetry</p>	<p>1) How are family relationships presented in Shakespeare’s <i>Romeo and Juliet</i> and a poem? (<i>Praise Song for my Mother, Daddy, Catrin</i>) LIT AOs</p> <p>2) Exam style question: How is the character of the Nurse presented in Act 2, Scene 5? LIT AOs</p>	<p>1 and 2)</p> <ul style="list-style-type: none"> • Exploration of playwright’s use of dramatic devices – entrances and exits, dramatic irony, soliloquy, etc. • Elizabethan context – students should be aware of expectations of women at the time and the notion of familial honour/filial duty. • Revision of language and structural analysis - Most able should be exploring all elements of WETRATS. • Revision of academic writing style – embedding quotations, exploring reader response, introduction and 	<p>Copies of the play and poem. Lesson powerpoints.</p>

			conclusion, etc.	
Summer term 1 (6 weeks)	Blood Brothers	<p>1) Explore how the character of Mickey is presented in act 2.</p> <p>2) Explore how the theme of responsibility is presented throughout the play.</p>	<p>1 and 2)</p> <ul style="list-style-type: none"> • Revision of dramatic devices. • Revision of language and structural analysis. • Revision of language and structural analysis - Most able should be exploring all elements of WETRATS. • Revision of academic writing style – embedding quotations, exploring reader response, introduction and conclusion, etc. 	<p>Copies of the play</p> <p>Lesson powerpoints.</p>
Summer term 2	Examination unit	<p>Unit will be assessed with end of year examination.</p> <p>All language AOs will be assessed.</p> <p>Romeo and Juliet examination – How is the character of Romeo presented in Act 3 scene 1? In the rest of the play, how is the theme of violence presented.</p>	<p>All reading and writing skills to be revised through the use of exam style questions based on unseen text extracts, both fiction and non-fiction.</p> <p>Literature AOs 1, 2 and 4 to be revised in preparation for this examination.</p>	<p>End of year examination papers.</p> <p>Unseen text extracts.</p> <p>Lesson powerpoints.</p>
Additional notes		<p><i>Please discuss with the KS3 co-ordinator if you wish to adapt an assessment.</i></p>	<p><i>Where 'revision' is included, the class teacher is accountable for assessing the ability of their individual students in each skill and providing adequate differentiation to ensure that all students are making progress in that particular skill area.</i></p>	