

Themes	Magic and Grief	Crime around the world	Crime and Mystery	Crime and Mystery	19 th Century Mystery
English: Y8	Unit 1 Class Novel: <i>A Monster Calls</i> Autumn term	Unit 2: <i>A View from the Bridge</i> Spring 1 (6 weeks)	Unit 3: <i>Coraline</i> Spring 2 (7 weeks)	Unit 3: <i>Coraline</i> Summer 1 (3 weeks)	Unit 4: <i>The Hound of the Baskervilles</i> Summer 2 (9 Weeks)
Key knowledge	<p>Students will study the novel by Patrick Ness exploring the themes of loss and the supernatural.</p> <p>They will need to know:</p> <ul style="list-style-type: none"> • How to develop their inference skills. • How to analyse short extracts focusing on the use of language. • How to break down the use of symbols in a text. <p>Key vocabulary Supernatural Grief Isolation Guidance Resilience Trauma Hope</p>	<p>We will be studying the American play, ‘A View from the Bridge’ exposing students to other cultures and locations outside of ‘British’ literature.</p> <p>They will need to know:</p> <ul style="list-style-type: none"> • The context of the play. • The features of the play form. • How to make valid inferences about characters’ motivations. • How the big themes of the play connect to today’s world. <p>Key vocabulary Betrayal Loyalty Obsession</p>	<p>Students will be studying Neil Gaiman’s <i>Coraline</i>, examining the presentation of narrative voice and creation of atmosphere in a text.</p> <p>They will need to know:</p> <ul style="list-style-type: none"> • The techniques used to create atmosphere. • Different forms of narrative voice. • How to make inferences in a text. • How to analyse key extracts. <p>Key vocabulary Tension Doppelganger Alternative</p>	<p>Students will be studying Neil Gaiman’s <i>Coraline</i>, examining the presentation of narrative voice and creation of atmosphere in a text.</p> <p>They will need to know:</p> <ul style="list-style-type: none"> • The techniques used to create atmosphere. • Different forms of narrative voice. • How to make inferences in a text. • How to analyse key extracts. <p>Key vocabulary Tension Doppelganger Alternative</p>	<p>Students will study the entirety of the novel, decoding Victorian language and analysing the presentation of character and narrative.</p> <p>They will use their prior study of Mystery and the Supernatural to inform their spotting of Gothic tropes.</p> <p>They will need to know:</p> <ul style="list-style-type: none"> • What the features of the Gothic are. • How the writer creates an effect. • How the context of the novel informs the content. <p>Key vocabulary Mysterious Ambiguous Enigma</p>

		Possession Connection Grief Desperation	Manipulation Illusion Distorted	Manipulation Illusion Distorted	Diabolical Scheming Deduction
KS4 Links	Study of a novel (Y11 – J&H)	Macbeth (Y10/11) English Language Paper 1 (Y11)	Jekyll and Hyde (Y10/Y11) English Language Paper 1 (Y11)	Jekyll and Hyde (Y10/Y11) English Language Paper 1 (Y11)	Study of a novel (Y11 – J&H)
Recommended Reads	<u>Year 8</u>	<u>Year 8</u>	<u>Year 8</u>	<u>Year 8</u>	<u>Year 8</u>
ATL Curriculum Links	Food	Global Health	Creative Sustainability	Space	Destination Dorset
Skills	<ul style="list-style-type: none"> • Developing literacy. • Understanding of narrative features. • Inference. • Creation of character. • Supernatural features. 	<ul style="list-style-type: none"> • Inference. • Understanding of the play format. • Analysis of words and phrases. • The application of context to a text. 	<ul style="list-style-type: none"> • Developing literacy. • Understanding of narrative features. • Inference. • Creation of character. • Supernatural features. 	<ul style="list-style-type: none"> • Developing literacy. • Understanding of narrative features. • Inference. • Creation of character. • Supernatural features. 	<ul style="list-style-type: none"> • Understanding of the novel form. • Context of Victorian England. • Connection between author and their work. • The application of context to a text.
Challenge	Students will be challenged through use of questioning and 'big questions' present within the lessons focussing on higher-level ideas around author intention and cultural understanding	Students will be challenged through use of questioning and 'big questions' present within the lessons focussing on higher-level ideas around author intention and	Students will be challenged through use of questioning and 'big questions' present within the lessons focussing on higher-level ideas around author intention and cultural understanding	Students will be challenged through use of questioning and 'big questions' present within the lessons focussing on higher-level ideas around author intention and cultural understanding	Students will be challenged through use of questioning and 'big questions' present within the lessons focussing on higher-level ideas around author intention and cultural understanding

		cultural understanding			
Assessment	Spelling and reading tests will be taking place this half term.	Core knowledge assessment – AP1 Assessment testing the core skills <i>_/20</i> Staff use progress grids to stick in books and record scores on the relevant data sheet– links to developing, secure, advanced and exceptional.	Core knowledge assessment – AP2 Assessment testing the core skills <i>_/20</i> Staff use progress grids to stick in books and record scores on the relevant data sheet– links to developing, secure, advanced and exceptional.	Core knowledge assessment – AP3 Assessment testing the core skills <i>_/20</i> Staff use progress grids to stick in books and record scores on the relevant data sheet– links to developing, secure, advanced and exceptional.	EoY exams will take place here.