English Long Term Plan Year 8 2019-20

	Autumn one (7 wks) Shakespeare play	Autumn two (8 wks)	Spring one (6 wks) Poetry across cultures	Spring two (6 wks)	Summer one (5 wks) Novel	Summer two (7 wks)
Key Content (knowledge and understanding)	Shakespeare play Understand the plot, key themes, characters Know about the social context Understand the difference between a play and a novel Literary chronology		Poetry across cultures Poetic forms and devices, and use of structure Different poets and cultures **Presents from my Aunts in Pakistan, Blessing (with What were they Like, Night of the scorpion, Half Caste as an extension poem)**		Novel Understand the plot, themes, and characters Understand the social context/key message/moral	
Key Skills (Performance)	Read and respond to texts, analyse the effect of writer's linguistic and structural choices, begin to consider how context might influence texts and writers		Recognise and correctly identify poetic techniques, analyse the effect of writer's choices on the reader. Begin to consider writer's viewpoint.		Recognise the way that writers have used different structures Explain the effect of writer's structural choices FOCUS ON STRUCTURE	
Spiritual, Moral, Social And Cultural Theme (SMSC) Fundamental British Values (FBV)	Spirituality- Witchcraft, murder and ambition in Islam British literary heritage The monarchy/the law Careers- playwright, director		Exploring other cultures Expressing viewpoints Islam- mixing tribes so that we can learn from each other Career- poet, ambassador		Justice/fairness, treating people equally Consequences of actions Career- author, charity worker/youth worker	
Assessment	Extract analysis- Lit p1, Lang p1 AO2/3 **AT1: Diary entry- Creative writing skills, writing from a perspective, using vocabulary and techniques, SPaG skills DIAGNOSTIC ASSESSMENT**	**AT2: Exploring/analysing through the play as a whole- Language/structural analysis skills, use of terminology, knowledge and understanding EXTRACT ASSESSMENT** Speaking and listening	Analysis of a poem- Lit p2 Text transformation- poem into a description or a story Lang p1 AO5	Comparison of 2 poems- Lit p2, Lang P2 Q2, conflict poetry/unseen poetry Writing to argue- 'mixing cultures is a good thing'- Lang p2 AO5/6	Extract- Analysis of language or structure Lang AO3 Writing- Description based on an image inspired by the novel	Novel as a whole- explain the effects of structure Lang AO3 Writing- article persuading people to help the homeless/young offenders- Lang p2 AO5

Additional resources/text links	Gothic poetry 'The tell-tale heart' 'The Monkey's paw'	'Lamb to the slaughter'	Interview with a poet	Piece of travel writing	Poems about homelessness/crime/growing up	Interview/ News report about youth crime/ homelessness
Interleaving	Poetry- Sonnets (yr7) Language AO2/3- fiction extracts		Lang Non-Fiction- travel writing/comparison Spoken Language- performance poetry (yr7)		Poetry Lang Non-fiction- homelessness/crime Lang fiction AO3- extracts on structure	
Cultural Context	Literary heritage- Shakespeare is a part of our history, and the pupils connect with how society has changed over time. The themes of the plays are also subjects our pupils connect with- the monarchy and democracy, which are a part of British culture; ambition and greed, which are moral themes; and the supernatural which links in with the faith of the school (witchcraft is not allowed in Islam, the existence of Jinn, etc)		Many of the poems we study are from cultures our pupils have a background in, such as Pakistani or Indian culture, and tackle issues such as racism. Poems explore how it feels to be mixed race or belong to more than one culture, which our pupils understand.		The themes of the novels we study all connect with our pupils by reflecting issues or topics present in modern society- such as homelessness, justice and the law, empathy for others and racism. These are all topics our pupils come across in their daily lives in one form or another.	

Websites that can help my learning: