

# Curriculum Rationale and Overview



Subject: English

Year group: 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>National Curriculum context</b>						
<b>Scheme of Learning Title:</b>	The Art of Rhetoric	Introduction to Dickens	Introduction to the Gothic	Drama: Frankenstein	Introduction to Poetry	Novel Study: Stone Cold
<i>What will students know?</i>	The features of effective persuasive writing.	The main Dickensian contexts.	The features of Gothic writing.	How Gothic features impact meaning in a play.	How to read a poem to understand its meaning.	Writer's intention. What is homelessness? What drives people to become homeless?
<i>What will students understand?</i>	<p>The DAMPFORREST techniques used in persuasive writing.</p> <p>The three core elements that compose persuasive writing- ethos, pathos, logos.</p>	<p>Attitudes in Dickens' time.</p> <ul style="list-style-type: none"> <li>● Poverty</li> <li>● Industrial Revolution</li> <li>● Social reform</li> </ul>	<p>How writers use specific elements in Gothic novels.</p> <ul style="list-style-type: none"> <li>● Pathetic fallacy</li> <li>● Obscurity</li> <li>● Character traits</li> <li>● Setting</li> </ul>	<p>How Pullman uses Gothic features to influence an audience, in Frankenstein: the play.</p>	<p>How language and structure shapes meaning in poetry.</p> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>● Stanzas</li> <li>● Line lengths</li> <li>● Rhythm</li> <li>● Rhyme</li> <li>● Punctuation</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>● Revisiting language techniques, in the context of poetry</li> </ul>	<p>How Swindells use language techniques to convey his message.</p> <p>Dual narrative, authorial intent, Injustice, Hopelessness, Exploitation, Vulnerability, Prejudice</p>

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<p><i>What will students be able to do?</i></p>	<p>Write and deliver an effective persuasive speech, making use of all persuasive features.</p>	<p>Read a range of extracts from Dickens' novels and identify the contextual links.</p>	<p>Use elements of Gothic literature in their own writing.</p>	<p>Identify and explain the impact of Gothic features on the audience.</p>	<p>Identify and explain the impact of language and structural features, and how they create meaning, in poetry.</p>	<p>Analysing writers' methods at word, sentence and whole text level.</p> <p>Continuing to develop character tracking in order to develop a critical viewpoint about a character.</p>
<p><b>How will they be formally assessed?</b></p>	<p><b>Task:</b> Students will plan, write and deliver a persuasive speech responding to the question 'Is social media dangerous?'</p>	<p><b>Knowledge Test</b></p> <p><b>Task:</b> Educake quiz</p>	<p><b>Creative task.</b></p> <p><b>Task:</b> Provide students with an image to create their own Gothic story opening.</p>	<p><b>Analytical Writing</b></p> <p><b>Task:</b> Provide students with an extract from the play, which they will analyse by identifying and commenting on the effect of Gothic features on the audience, through writing two/three analytical paragraphs.</p>	<p><b>Analytical task:</b></p> <p><b>Task:</b> Students will select one structural feature and one language feature from a given poem to analyse through annotation.</p>	<p><b>Analytical Writing</b></p> <p><b>Task:</b> Students will answer an analytical question regarding writer's intentions.</p>