

GEMS Y8 LONG TERM PLAN 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	<i>Of Mice and Men</i> Power poetry 2022		<i>Romeo and Juliet</i>		Gothic literature	Heroes and Villains Sherlock Holmes Conflict poetry (studied by current Y8 in Y7 and will be studied by current Y7 in summer 2, 2024)
					English class reader: <i>Stone Cold</i>	
Why this? Why now?	Social fairness and injustice – links to <i>Holes</i> , role and status of women, significance of the past, racism. Poems grouped by theme and concepts – poetry studied every year.		Continues themes of role and status of women. Drama opportunities outside. Macbeth or R+J studied at GCSE. Links to violence and death in <i>Wolf Brother</i> and <i>Wolf Wilder</i> .		Victorian context <i>Frankenstein, Dracula</i> studied at GCSE Pre 19 th century studied at GCSE	Continues Victorian context Links to study of ‘Heroes’ novel in autumn of Y9 Pre 19 th century studied at GCSE Links to history
Skills (handwriting practice, appreciation and love of reading, spoken English skills throughout)	Make inferences and refer to evidence in the text. Comment on the effect of writer’s context on the meaning of texts. Comment on overall effect on the reader (PETAL paragraphs). Work out the meanings of words from the context. Identify themes in a text. Evaluate how language is used for impact on the reader and how structure contributes to meaning. Critical reading of text – Lennie. Organise and present whole texts effectively. Vary sentences for clarity, purpose and effect. Write with technical accuracy/ proof-read. Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. Recommend books to their peers supported by reasons for making their choices.		Comment on the overall effect on the reader (PETAL) Work out the meanings of words from context or similar modern/root words. Evaluate how authors use language. Make comparisons with earlier texts, e.g. gender, Tybalt and Curley. Explore structure, e.g. sonnets. Draw on what they have read as models for own writing. Describe character and setting. Increase technical accuracy. Practise spelling new vocabulary accurately. Comparative essay writing – Shakespeare – Baz Luhrmann presentation. Summarise and organise material with supporting ideas and arguments with any necessary factual detail. Draw on knowledge of devices from their reading and listening to enhance the impact of their writing. Rehearse and perform play scripts.		Use PETAL to comment on language/structure with confidence. Comment on the overall effect on the reader. Make comparisons across texts, e.g. prevalence of religion in Tudor literature, and men of science and reason in <i>Frankenstein</i> or <i>Dracula</i> . Organise and present texts effectively. Use new vocabulary in writing. Speak confidently and effectively when giving presentations.	Comment on effects of language/structure confidently and in detail. Explain their understanding of the text using inference and evidence. Compare with Gothic, e.g. setting, types of characters. Summarise main ideas using quotations as evidence. Comparative essay writing. Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
Knowledge	The Great Depression, the Dust Bowl, itinerant workers, the American Dream, racism, misogyny.		Tudor England, the theatre, William Shakespeare’s life and works, gender, masculinity and treatment of women, marriage, family, honour, religion. Divine right and Great Chain of Being. Developing knowledge of archaic language.		England at the time, features of Gothic style, beliefs about God and science, the supernatural.	Police/crime solving in the late Victorian age, Victorian crime, e.g. Jack the Ripper, family roles. Archaic language.

Vocabulary (WOTD/pre-teach/RFP/unseen texts)	Depression, migrant, nomad, recumbent, pugnacious, derogatory, meagre, monotonous, debris, gingerly, morosely, cowering, gnawing, meagre, scornful, sullenly, contorted, belligerently.		Prologue, tragic, sonnet, feud, status quo, obstacle, hyperbole, exile, foreshadow, juxtaposition, oxymoron, patriarchy, religion, honour, destiny, unrequited, conflict, aggression.	Vulnerable, corrupt, naïve, moral, romanticism, villain, supernatural, damsel in distress, anti-hero.	Dependent, oppress, comeuppance, deduction, scandal, observation, villain, anti-hero, red herring.	
Assessment	Fortnightly writing challenges and unseen text analysis PETAL paragraphs SLIME	Of Mice and Men Reading and Writing Assessments Fortnightly writing challenges and unseen text analysis Reading scrapbook presentations	Fortnightly writing challenges and unseen text analysis PETAL paragraphs Redraft PETAL	Unseen Reading and Writing Assessments Fortnightly writing challenges and unseen text analysis PETAL paragraphs Redraft comparative essay work	Talks Unseen Reading and Writing Assessments Fortnightly writing challenges and unseen text analysis	Fortnightly writing challenges and unseen text analysis Redraft writing Redraft comparative essay work
Literacy focus (bell activities, analysis, grammar homework)	Statements, questions, commands – Clauses – Phrases - Commas to mark phrases/clauses - Semi-colons – Conjunctions - Exclamation marks - Commas in a list - Commas to mark phrases/clauses - Apostrophes to show omission/contraction - Apostrophes to show possession - Nouns, adjectives, verbs, adverbs - Capital letters – Pronouns – Prepositions – Determiners - Inverted commas - Direct and indirect speech - Tense agreement - Subjunctive forms - Cohesive devices - Use of 'I' and 'me' - Double negatives - Full stops - Question marks – Synonyms – Antonyms – Prefixes – Suffixes – Plurals – Parenthesis – Ellipsis – Colons - Active and passive - Cohesive devices - Verb types – Hyphens – Dashes - Semi-colons - Colons					

Homework (set one reading based activity plus grammar work and spellings each fortnight)

Autumn term: pupils complete a reading for pleasure scrapbook and present their scrapbook before Christmas

Set homework for pupils to learn quotes by heart and poems by heart

Social Historical Context homework

Talks homework on serious topic