|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Autumn 1:**‘Our World’**ALTP FOCUS: Reading **Bone Talk**  | Autumn 2**‘Our World’**ALTP FOCUS: Writing **The Language of the Media**  | Spring 1**‘Imagined Experiences’**ATLP Focus: Reading**Science Fiction** | Spring 2**‘‘Drama and Human Experience’**ATLP Focus: Reading **Macbeth**  | Summer 1**‘Imagined Experiences’**ATLP Focus: Writing**Poetry Through the Ages**  | Summer 2**‘Drama and Human Experience’**ATLP Focus: Writing**War Fiction**  |
| Students’ novel study in Year 8 is ‘Bone Talk’ by Candy Gourlay. 'This novel explores traditional cultures and values alongside the themes of growing up and colonisation. | From broadsheet to tabloid, from print to broadcast, students are exposed to news in a multitude of ways. In this unit, students explore the history of the news and how to be more aware of the strategies used to convey news to the population.  | In this unit, students will study a range of extracts from the science fiction genre. They will explore the different conventions of this genre and how they are used to create different narratives.  | Students will study a full Shakespeare play in this unit: Macbeth. They will be introduced to both the literary and the performative aspects of the play, and examine its key themes in detail.  | This unit exposes students to a range of different, famous poems from the historical literary canon. They will study various poetic forms and structures, and begin to analyse the meaning behind these works. Students will also begin to find comparisons between ideas presented in different texts. | In this unit, students will study a range of extracts based on the idea of war and conflict. They will use their knowledge of the conventions of war fiction to write their own war fiction narrative opening, using a stimulus to inspire their ideas.  |
| **Knowledge:**-Colonisation-The Philippines War-Bontok culture and traditions-Novel structure-Writer’s influence and ‘context’ | **Skills:**- Inference and deduction- Analytical writing, context- summary and prioritising key information. | **Knowledge**:- ethos, pathos and logos- rhetorical devices-organisational features - The printing press- Tabloid vs broadsheet- Media bias - Radio/social media/ technology and the news | **Skills**:- Presenting ideas and viewpoints- writing with a sustained viewpoint- planning and structure for non-fiction- effective discourse markers for structure- sentence moods. | **Knowledge**:-what is genre - conventions of the genre*Traditional writers and pre-1900 texts* | **Skills**:- Structural conventions (flash-forward, flashback, duel narrative etc)- Effective endings.**- Spoken language: V**erbally co-construct texts. | **Knowledge**:-tragedy Shakespeare’s theatre- James I- witchcraft/ supernatural- pathetic fallacy  | **Skills**:- Appreciation of the text as a performance- Further range of dramatic devices- Impact on modern and contemporary audience. | **Knowledge**:-tragedy Shakespeare’s theatre- James I- witchcraft/ supernatural- pathetic fallacy *Traditional writers*-iambic pentameter- conventions of form (e.g. sonnet) | **Skills**:- Comparative skills particularly language, - comparative planning using double bubble- poetic devices- rhyme, structure, form, themes- viewpoint and ideas- (different interpretations and presenting ideas)- context, relationship with other texts/authors, contextual influences. | **Knowledge**: Traditional writers-what is conflict?- context of writers and the conflicts they write about (e.g WW1/ WW2)- D-Day (for SPR clip) | **Skills**:- Narrative perspective- First person writing, tense- Using text material as a stimulus- Creating a voice- Writing styles- Planning whole piece- narrative- Use of sentences for effect.-Crafting of linguistic devices for effect |