Year 8	Autumn Term	Spring Term
Unit Title	Romeo and Juliet	Short Stories (19th century)
Key Question(s)?	What is Shakespearean tragedy?	How well does literature reflect the anxieties of society during the time it was written?
Threshold Concepts	To understand fully the narrative of Romeo and Juliet we must consider the historical context regarding marriage, family obligations, love and gender roles. Shakespeare uses specific linguistic devices to emphasise key points within his plot, for example the elevation of the language of love in contrast to the language of hate. We can critically appraise the way in which Shakespeare forms characters within his plays, including his use of 'foils'.	Students will study a range of short stories, including: 'The Adventure of the Speckled Band' (Conan Doyle), 'The Red Room' (Wells), 'The Signalman' (Dickens) and 'The Tell-Tale Heart' (Poe). The significance of style and tone when attempting to convey meaning. Developing an understanding of allusion, foreshadowing and irony within literary texts.
Link to Prior Learning	The study of Shakespeare's *Romeo and Juliet* draws on the complex and challenging study of character, theme and context, formerly embedded at Key Stage 3. In studying this particular Shakespearean play, the challenge afforded allows extension toward understanding the relationships between characters and consequently the greater message of morality presented by the playwright. The study of language remains challenging but draws on devices with which students are familiar, sustaining the importance of detailed responses, selecting and evidencing textual material to good effect.	This unit of study continues the importance of reading for meaning, affording students the challenge to explore complex characters and inventive narrative structures. The 19th century stories unit is appropriately subsequent to Shakespeare as students are positioned to continue developing their responses, making independent assertions, supporting their ideas with textual evidence. Modelling of language and structural devices through the chosen text selection are also key to inspiring and supporting students to form their own independent written voice and style.
	Summer, Half-Term 1	**Summer, Half-Term 2**
Unit Title	Rhetoric and Persuasion	Animal Farm
Key Question(s)?	How do writers use language to argue and persuade?	What does this novel teach us about power, truth and the nature of mankind?
Threshold Concepts	Students will interact with a range of historical and fictional speeches throughout the unit of study. There are a number of basic rhetorical devices for use in persuasive writing including: • Alliteration: words that start with the same sound. • Anecdotes: brief example of a scenario from the speaker's perspective.	The novel is an allegory of the Soviet Union at Orwell's time of writing. An allegory is a story which uses symbols to represents events in real life or concepts. The major themes of the text are: • How language can be used to manipulate. • Truth vs. lies.

	• Facts: factual information that can be proven to be true. • Opinions – an individual's personal views, thought or ideas on a topic. • Rhetorical question – a question that is designed to make the audience engage with the topic but not to be answered. The PEAL / PETAL structure of analytical writing is the suggested format for writing a paragraph in response to an analysis question and should include: • Point: make a point in answer to the question. • Evidence: use a quotation from the text. • Technique: name the technique or method used by the author in the quotation you have identified. • Analysis: explore the effects of the technique used above on the reader, explaining how and why effects have been created. • Link to context: ensure the relevance of the contextual background is explored.	• The nature of mankind as greedy, manipulative, destructive and self-centred. • How the innocent suffer when power is abused. • How noble ideas can be abused. Persuasive rhetoric is a key feature of the text, such as how Old Major persuades the animals to adopt animalism in his speech through use of ethos (his position in society and authority to speak), logos (the logical, evidence-driven part of the argument) and pathos (an appeal to the emotions).
Link to Prior Learning	This unit exercises application of language and structural techniques, practising the importance of grammatical and technical accuracy. Students are guided to apply the techniques applicable to prior reading study, embedding such in their own writing for purpose, impact and effect. *Rhetoric and persuasion* enables students to apply devices into non-fiction contexts.	Sustaining the importance of developed reading responses, the study of *Animal Farm* supports continuity of character, theme and context. The significance of social, political and historical influences continues to serve as cultural capital, enabling students' opportunities toward developing perspective, insight and interpretation.
Knowledge and Sequencing Rationale	The Year 8 curriculum is crafted with the purpose of ensuring students develop greater complexity, depth and inference, both in their approaches to reading and when forming their own written voice. The continuity of challenging material is sustained with students initially studying the complex themes and characters of Shakespeare's *Romeo and Juliet* subsequent to other Renaissance works. Furthermore, the study of genre, context and writers' craft is heightened with the inclusion of 19th century short stories. Intended for intrigue, these units promote student engagement, developing meaningful, insightful responses that interact with textual evidence and the impact of embedded devices. Writing is also an area devised to support greater strategic approach toward clarity of purpose, structure and techniques of language. By enabling skills in the context of writing fiction and non-fiction, students are best served to explore how to form tone, expression and vocabulary.	