

Long Term Plan Year 8

Term	Autumn 1	Autumn 2	Term 1 Exam	Spring 1	Spring 2	Term 2 Exam	Summer 1	Summer 2
Module	Sherlock Holmes/Stone Cold/ Looking for JJ	Writing an Original Genre Story (Genre can be of teachers choice)	Year 8 Full Paper 1 (AQA Y 8 Paper)	Romeo and Juliet	Reading Non fiction texts(Including Holly Baxter/Ched Evans, Charlie Chaplin)	Year 8 Full Paper 2(AQA Y 8 Paper)	Blood Brothers (Coin Other Cultures Poetry)	Animal Farm/To Kill a Mockingbird/Lord of the Flies
Skills Focus	Language: Paper 1 Section A 'Reading Fiction texts'	Language Paper 1 Section B- Descriptive/ Narrative Writing		<ul style="list-style-type: none"> Understanding Shakespeare's lang Conventions of a play Spotting language features Understanding character development 	<ul style="list-style-type: none"> Making comparisons between non fiction texts Comparing GAP/ PAF Comparing language used 		Literature unseen play question/ understanding poem meaning/ technique	Paper 1 Section A Reading Literary non fiction AND <u>19th Century Novel*</u>
Assessment Task	Teacher designed series of question reflecting the structure of those in Paper 1 section A based on extracts from the text	A descriptive Writing question based on a photo (As in P1 Section B) from a freeze frame in the film		AQA GCSE Literature extract question	Preparation for year 8 exam for which they will be given a full AQA Paper 2		AQA Literature Unseen Play question / Island man comprehension	AQA GCSE Literature extract question

Long Term Plan Year 8

Assessment Date	Week 5 of the Half term	Week 5 of the Half term	Week 5 of the Half term	Week 5 of the Half Term	Week 5 of the Half term	Week 5 of the Half term
Which mark sheet to use	Reading	Writing	Literature	Reading and Writing	Literature	Literature
GCSE Assessment Objectives	LANGUAGE Reading AO 1,2, 4	LANGUAGE: Writing AO5, AO6	LITERATURE: AO1,2,3,4	LANGUAGE: Reading AO1,2,3 + Writing AO5,6	LITERATURE: AO1,2,3,4	LITERATURE: AO1,2,3,4

Create Avid Readers	Novel in Autumn 1 is a clear step up in difficulty and complexity of subject matter and will inspire pupils to read texts by the same author, or read texts studied by pupils in other classes. Blood Brothers exposes pupils to the modern play and encourages them to seek out equivalents and text studied in Summer 2, from the 'cannon' bridges gap between childrens literature and GCSE texts.
Knowledge Acquisition	Text bases quizzes begin to follow same 9 question format as used at GCSE- focus on contextual information and intricacies of plot. Further Silent starter tasks cover increasingly challenging language devices.

Critical	<p>Students are intended to:</p> <ul style="list-style-type: none"> -Identify a range of relevant quotations. -Thoroughly analyse technical vocabulary. -Evaluate a piece of text for specific language techniques. <p>i.e. Autumn 1</p> <ul style="list-style-type: none"> -Supporting character development through locating relevant quotations. <p>Spring 1</p> <ul style="list-style-type: none"> -Identify key terminology in a challenging Shakespearean text (such as locating oxymorons in Romeo's speech). 		
----------	---	--	--

Long Term Plan Year 8

Collaborative	<p>Students are intended to:</p> <ul style="list-style-type: none"> -Collectively work together to ascertain implicit ideas within text. -Comparing contextual factors in 19th C. texts. <p>i.e.</p> <p>Summer 2</p> <ul style="list-style-type: none"> -In groups, students actively link context to the studied text. <p>Autumn 2</p> <ul style="list-style-type: none"> -Utilizing peer contributions to move forward with their creative writing. 				
Caring					
Creative					
Life- long learning/ future aspirations	<p><u>Understanding how the complexities of the world are reflected in literature.</u></p> <ol style="list-style-type: none"> 1. Novels & play: Themes, textual analysis & understanding context. 2. Practical application of acquired skills. Understanding how to write for a specific purpose. Critically assessing & writing their own fiction & non-fiction. 		<ol style="list-style-type: none"> 1. Enriching students' wider cultural capital, e.g., the Romeo & Juliet story has universal appeal to teenagers: love across boundaries, generational conflict, gang culture. 2. Essential for careers in Media, Education, Business etc. 		

*Not Strictly a 19th Century Novel, but still represents challenging language and context