

Yearly Overview

Subject: English Year 8

Term 1 Macbeth	Term 2 Noughts and Crosses	Term 3 Poetry	Term 4 Dracula	Term 5 Creative Gothic	Term 6 Urban Legends
Prior knowledge: Previously students have explored the structure of Othello as well as had a broad introduction to Shakespearean language and context.	Prior knowledge: Students have previously studied context and been introduced to the idea of structure.	Prior knowledge: Students will have revised key poetic terms and been introduced to a range of forms.	Prior knowledge: Students may have a vague understanding of Dracula through extracts previously learnt or the overall plot introduced in primary school. They will have studied letter forms and diary entries.	Prior knowledge: Students will understand Freytag's triangle (5-part structure) and have practiced Show Don't Tell.	Prior knowledge: Students have been exposed to a range of texts from different time periods with this theme. They have looked at narrative/descriptive structure as part of their writing skills and developed comprehension strategies for reading, as well as basic what, how, why responses.
Term 1 knowledge	Term 2 knowledge	Term 3 knowledge	Term 4 knowledge	Term 5 knowledge	Term 6 knowledge
This term students will develop an understanding of motifs and symbolism within Macbeth.	This term students will focus on character development and tracking themes across the novel. For	This term, the assessment will ask students to compare two poems. This will mean they are not only revising the	This term students will revise the form of diary entries, letters and understand telegrams and memos. They will use	This term students will develop Freytag's structure to the 9-part structure (revising exposition, rising	This term students will be revisiting all of the knowledge they have covered in Year 7 and 8 with key concepts of:

<p>They will continue to practice and refine the skill of what, how and why embedding context and effect into their assessment answers.</p> <p>Not only will students be understanding the links between context and text (as introduced in Year 7) but they will also begin to embed the effect of devices and methods on audiences of both Shakespearean and modern times considering context.</p>	<p>structure they will be introduced to perspective and shift in focus, adding to their structural repertoire.</p>	<p>poetic analysis skills from Year 7, but they are building upon them to compare two texts. This will also include the revision of perspective learnt last term.</p> <p>Students will use the poetry to introduce the skill of comparison and be introduced to the style of a comparison essay.</p>	<p>their structural knowledge from Year 7 and Terms 1 and 2 in Year 8 to decipher the episodic/epistolary manner of Dracula. They must continue to embed the practice of considering context and effect on the reader.</p>	<p>action, climax, falling action and denouement) and be introduced to inciting incident, complication, reversal, and resolution). They will develop Show Don't Tell by developing effective use of language methods such as simile and metaphor.</p>	<p>perspective, shift in focus, Freytag's and drop in/zoom as well as language methods. Students will be identifying, evaluating these techniques in a range of extracts, and then creating their own versions. This term acts as a consolidation of Year 7 and 8 to identify/address any gaps before they move into Year 9.</p>
<p>Future knowledge: The knowledge in Term 1 links into Language and Literature GCSE skills A02 and A03. These</p>	<p>Future knowledge: Links to GCSE Language for structural analysis as well as literature where students will</p>	<p>Future knowledge: Links to GCSE Literature where students are to analyse unseen poetry and compare</p>	<p>Future knowledge: Linked to GCSE requirements for a 19th century text as well as reading skills</p>	<p>Future knowledge: Linked to creative writing for the GCSE language P1 and P2 question 5s.</p>	<p>Future knowledge: Links to the national curriculum – ensuring they are following each skill and overlapping into the</p>

terms study naturally prepares them for their focus GCSE Shakespearean text.	be expected to study and remember structural and language components of their chosen novel.	both two unseen poems and two poems from the anthology.	for language and structure.	It will also guide them in identification for the analysis skills needed for literature and language.	AOs for literature and language at GCSE.
--	---	---	-----------------------------	---	--