

Hartford Church of England High School – Year 8 – English

Year 8	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Animal Farm- Orwell	Gothic Writing	Refugee- Gratz	Non-Fiction- Power	The Tempest- Shakespeare	War and Protest Poetry
Focus	Students will read George Orwell's novella <i>Animal Farm</i> while learning about character development and how the author uses language to develop characters.	Students will write using a picture as a stimulus. They will know how to use a variety of descriptive language techniques to create imagery while expanding their vocabulary choices.	Students read the novel <i>Refugee</i> by Alan Gratz and they will develop their Literature analysis, exploring structural choices including the narrative voices.	Students will recap and develop non-fiction writing techniques, with a focus on how viewpoints, structural forms and punctuation can impact writing.	Students will read and study 'The Tempest' by Shakespeare, looking at every scene and studying the whole play. Our study will focus on how Shakespeare presents characters through the lens of power and control.	Students will recap and develop their knowledge of poetic form, studying poems written through the context of war while focusing on writer's voice within poetry.
Reading	Novel: <i>Animal Farm</i>	Fictional extracts from Gothic Literature. The Late Express- Barbara Giles The Listeners – Walter de La Mare	Novel: <i>Refugee</i>	Articles / Speeches (Emma Watson speech, Martin Luther King speech)/ Open Letters (Marcus Rashford and Lennie James)	The <i>Tempest</i> play by Shakespeare	Dulce et Decorum Est, Attack, The Asians Dying, Resistance, Maram Al-Masri, Still I Rise, Backlash Blues, Dear Matafele Peinem
Vocabulary	Prejudice, Discrimination, Oppression, Dictatorship, Inequality, Authoritarian, Manipulation, Propaganda	Menacing, Impetuous, Ominous, Demonic, Desolate	Emigration, Fatal, Maleconazo, Rebels, Asylum, Catastrophic, Vulnerable	Rhetoric, Ethos, Logos, Pathos	Colonisation, Hierarchy, Subservient, Oppressed, Tyrannical, Dictatorial	Atrocities, Ravaged, Condemned, Resistance, Exploitation, Subjugation, Displaced
Assessment	Mid-stakes: How does Napoleon treat the animals on the farm? Mid-stakes: How does Orwell present the	Mid- stakes: Write a description based on the image. Mid stakes: Write a descriptive gothic	Mid-stakes: How does Gratz introduce his three characters? Mid-stakes: How does Gratz present the	Mid- stakes: Write the 'drop' of a viewpoint article. Mid- stakes: Write an open letter to the	Mid-stakes: How does Shakespeare present Prospero's treatment of his servants in <i>The Tempest</i> ?	Mid-stakes: How is war presented in the poem? Mid-stakes: How is propaganda shown in the poem 'Who's For The Game'?

	corruption of power in Animal Farm?	story, including your own gothic character.	theme of hope for all three characters	Prime Minister, expressing your views on the refugee crisis.	Mid-stakes: How does Shakespeare present ideas about power in The Tempest?	
Curriculum Thread	Characterisation, Literature Analysis.	Creative Writing, Writing a Story, Developing Characterisation.	Characterisation, Literature Analysis, Modern Texts.	Non-fiction Writing to Argue and Persuade	Shakespeare, Literature Analysis, Poetry	Poetry and Poetic Analysis
Wider Reading	1984- George Orwell	Dracula- Bram Stoker The Strange Case of Dr Jekyll and Mr Hyde- Robert Louis Stevenson The Woman in Black-	A Long Walk to Water – Linda Sue Park The Boy in the Striped Pyjamas – John Boyne Salt to the Sea – Ruta Sepetys The Breadwinner – Deborah Ellis	Modern/current articles on homelessness/poverty	Shakespeare's plays and poetry	Poetry of the Decade, 365 Poems for Life, Poetry Please