

Teaching and Learning Content: English Year Group: 8

Autumn Term

Unit 1: The World of Survival: “The Hunger Games”.

Half term One: Essay on how Collins presents the character of Katniss. RAF 2, 3 and 5.

Half term Two: Creation of a guide to survival for competitors in “The Hunger Games” WAF 3, 4 and 6.

Key Questions: (A list of key questions)

- How can we infer/deduce ideas from texts?
- How do we use evidence to support our ideas?
- How do writers use language to create precise and deliberate effects on the reader?
- How do writers create interesting characters and situations?
- How do we, as readers, respond to texts?
- How do writers create interesting and imaginative worlds for characters?
- How do writers create tension leading up to events in narratives?
- How do writers explore themes and ideas in their writing?
- How do writers develop a character throughout a text?
- How does a writer’s narrative perspective influence the content of their texts?

Students will: (A short description of outcomes)

- **Be able to locate/retrieve appropriate textual details.**
- **Be able to make inferences and deductions based on textual evidence.**
- **Be able to use P.E.E effectively in order to analyse a text.**

- **Be able to structure an argument in an essay.**
- **Be able to use an introduction and conclusion appropriately in an essay.**
- **Be able to select/highlight relevant information**

Spring Term

Unit 2: The World of Language.

Half Term One: The Tempest: Essay RAFs, 5, 6 and 7.

Half Term Two: Descriptive Writing: WAF 1, 2, 7.

Key Questions:

- How does context influence Shakespeare's writing?
- How does Shakespeare's language influence the audience's perception of Caliban?
- How does Shakespeare use comedy in his scenes?
- How does our opinion of Caliban change throughout the text?
- How do other characters treat Caliban and why?
- What makes effective description?
- How can the five senses be integrated subtly?
- How can vocabulary be used to create precise meaning or for effect?
- How can paragraphs be used to control the pace and detail of writing?

Students will:

- **Be able to explain what colonialism is and how it is relevant to "The Tempest".**
- **Be able to explain how audience's attitudes to Caliban have changed and why.**
- **Be able to analyse Shakespeare's language.**
- **Be able to evaluate Shakespeare's presentation of Caliban.**
- **Be able to construct an argument about the character of Caliban.**
- **Be able to write an effective description**

- **Be able to use descriptive techniques, such as the five senses and figurative language.**
- **Be able to use vocabulary for precise meaning and/or effect.**
- **Be able to use paragraphs appropriately**

Summer term

Unit 3: The World of Storytelling.

Half term One: Room 13. Creating an additional scene: RAF 2, WAF 5 and 8.

Half term Two: Narrative Poetry: Essay. RAF 3, 5 and 6.

Key Questions:

- How does a Drama text differ from Prose?
- How is a Drama text structured?
- How does the Playwright create tension in 'Room 13'?
- How does the Playwright use stage directions to develop the ideas?
- What are the key poetic terms?
- How do writers use poetic techniques to tell a story?
- How does context influence writers?

Students will:

- **Be able to create their own scene from a play script.**
- **Be able to identify the key structural features of a drama text**
- **Be able to explore how a writer creates tension**
- **Be able to use these ideas in their own writing.**
- **Be able to identify and explain the meanings of key poetic terms.**
- **Be able to analyse how a writer creates a story through their poems**
- **Be able to use appropriate evidence to support their ideas.**
- **Be able to evaluate the Poet's point of view.**

Suggested resources to support your child's learning:

<http://www.thehungergames.co.uk/>

<http://historytech.wordpress.com/2012/03/26/hunger-games-lesson-plans-worksheets-and-handouts/>

<http://www.nosweatshakespeare.com/resources/shakespeare-facts/>

http://www.thekidswindow.co.uk/Kids-pages/William_Shakespeare.htm

<http://nfs.sparknotes.com/tempest/>

http://www.bbc.co.uk/bitesize/standard/english/lit_form/descriptive/revision/1/

http://library.thinkquest.org/J001156/forms%20of%20writing/em_descriptive.htm

<http://www.online-literature.com/donne/720/>

http://www.bbc.co.uk/poetryseason/poems/the_lady_of_shalott.shtml