

Year 8 English	
Private Peaceful	
Learning Objectives	
- To consider the setting of WW1 and War Literature - To understand Morpurgo's intentions and purpose when writing Private Peaceful - To understand key novel conventions and devices such as plot, character and setting - To promote reading for pleasure through reading a novel - To explore and analyse the characters in Private Peaceful - To consider how the characters in Private Peaceful develop across the novel - To practise creative writing skills on the theme of war, inspired by Private Peaceful - To consider the use of nature imagery and motifs across the novel - To analyse the use of persuasive devices in the novel - To practise persuasive writing skills, inspired by Private Peaceful - To practise analytical skills - To understand the key themes used throughout the novel - To consider how tension is built and developed throughout the novel - To evaluate reader effect and interest throughout the novel	
What previous knowledge is required?	
Students will have already developed a foundation and have previous knowledge in identifying and analysing a novel and key literary devices, exploring character, theme and setting, supporting ideas with textual evidence, understanding writer's purpose and audience and writing structured analytical paragraphs (e.g. PEE/PEA). Students will also have encountered the context of WW1 through previous cross-curricular study in primary and in History, enabling them to recognise elements of war, soldier's experiences and effects of war.	
How will this term's content help with future learning?	
The study of Private Peaceful provides an important bridge between Key Stage 3 and GCSE English Literature. The unit develops the disciplinary knowledge and analytical skills that students will require for the study of English Literature and Language, particularly through: - close analysis of language and structure within a novel; - understanding of novel form, character, setting and plot; - understanding how context and purpose influence a writer's choices; - evaluating the effects of language methods; - constructing extended analytical responses using evidence. - understanding the context of WW1 and soldiers' experiences	
Common Misconceptions	
Throughout this unit, teachers will explicitly address several common misconceptions, including: -Narrative/plot retelling rather than analysis. Students often describe events instead of explaining how the writer creates meaning. -Identifying literary techniques without discussing their effects. Learners may recognise methods such as personification or metaphors but require support to explain their impact on the reader. -The difference between the writer and the speaker Students will develop an understanding of the difference between the writer themselves and the speaker/voice - Understanding the context of WW1 Students will explore the context of WW1 and how writer's use historical events to inspire their writing	
National Curriculum / Specification	

The scheme of work will reflect the skills and assessment objectives required for year 9 and for GCSE English Literature by developing students' ability to:

- maintain a critical and exploratory style;
- develop informed personal responses supported by textual references;
- analyse literary devices and novel form conventions;
- understand the relationship between a text and its historical and cultural context;
- communicate ideas clearly, accurately and coherently in extended writing.

Ultimately, the study of *Private Peaceful* aims to foster an appreciation of reading for pleasure as well as the novel form whilst equipping students with the knowledge, analytical skills and cultural capital required for success at Key Stage 4 and beyond. Studying *Private Peaceful* will also aid students in their understanding of the wider social and political context of WW1 and soldiers' experiences of war as well as bigger themes of loss, difference and memory.

Nature Poetry

Learning Objectives

- To understand the theme of nature poetry
- To explore the context of the Romantics and Romanticism
- To consider how writers convey the theme of nature through poetry
- To understand key poetic conventions and devices
- To explore and analyse a range of poems on the theme of nature
- To practise analytical skills
- To practise creative writing skills on the theme of nature

What previous knowledge is required?

Students will have already developed a foundation and have previous knowledge in identifying and analysing poetry and poetic devices, exploring character, theme and setting within a poem, supporting ideas with textual evidence, understanding writer's purpose and audience and writing structured analytical paragraphs (e.g. PEE/PEA).

Students will also have encountered elements of the theme of nature through previous units, enabling them to recognise common literary conventions surrounding the theme of nature and begin to explore how writers shape reader responses.

Students will have an understanding of the historical context of the Romantics and Romantic poetry from the English Literature Through Time unit in year 7 Terms 1 and 2 and previous study of Identity Poetry in year 7 Term 6.

How will this term's content help with future learning?

The study of Nature Poetry provides an important bridge between Key Stage 3 and GCSE English Literature. The unit develops the disciplinary knowledge and analytical skills that students will require for the study of English Literature Paper 2, particularly through:

- close analysis of language and structure within poetry;
- understanding of poetic conventions;
- understanding how context and purpose influence a poet's choices, particularly the Romantics;
- evaluating the effects of language methods;
- constructing extended analytical responses using evidence.

Common Misconceptions

Throughout this unit, teachers will explicitly address several common misconceptions, including:

-Narrative/plot retelling rather than analysis.

Students often describe events instead of explaining how the writer creates meaning.

-Identifying poetic techniques without discussing their effects.

Learners may recognise poetic methods such as personification or metaphors but require support to explain their impact on the reader.

-The difference between the poet and the speaker

Students will develop an understanding of the difference between the poet themselves and the speaker/voice

-Focusing only on poetic language.

Students will learn that poetic form and structure are equally important in shaping the reader's response.

-Assuming every poem rhymes.

Students will explore a wide range of poems, including a range of poetic structures and devices

National Curriculum / Specification

The scheme of work will reflect the skills and assessment objectives required for year 9 and for GCSE English Literature by developing students' ability to:

- maintain a critical and exploratory style;
- develop informed personal responses supported by textual references;
- analyse poetry and poetic conventions and devices;
- understand the relationship between a poem and its historical and cultural context;
- communicate ideas clearly, accurately and coherently in extended writing.

Ultimately, the study of Nature Poetry aims to foster an appreciation of poetry, poetic devices and conventions, and poetry's enduring relevance whilst equipping students with the knowledge, analytical skills and cultural capital required for success at Key Stage 4 and beyond.

Non-Fiction

Learning Objectives

- To begin to understand advertising
- To advertise a product using persuasive language
- To consider how language is used to persuade in charity texts
- To use language to create a charity letter
- To rehearse and deliver a speech
- To understand how to construct a persuasive leaflet
- To use a range of persuasive techniques in our own writing and speaking skills
- To evaluate speaking and listening skills

What previous knowledge is required?

Students will have already developed a foundation and have previous knowledge in identifying and analysing language devices and structural features, exploring voice and themes within a text, supporting ideas with textual evidence, understanding writer's purpose and audience and writing structured analytical paragraphs (e.g. PEE/PEA).

Students will also have encountered elements of non-fiction through previous units, enabling them to recognise common non-fiction conventions and begin to explore how writers shape reader responses.

How will this term's content help with future learning?

The study of non-fiction provides an important bridge between Key Stage 3 and GCSE English Language. The unit develops the disciplinary knowledge and analytical skills that students will require for the study of English Language Paper 2, particularly through:

- close analysis of language and structure;
- understanding of non-fiction form and conventions;
- understanding how context and purpose influence a writer's choices;
- evaluating the effects of language methods;
- constructing extended analytical responses using evidence.

Common Misconceptions

Throughout this unit, teachers will explicitly address several common misconceptions, including:

-Narrative retelling rather than analysis.

Students often describe events instead of explaining how the writer creates meaning.

-Identifying techniques without discussing their effects.

Learners may recognise methods such as personification or metaphors but require support to explain their impact on the reader.

-The difference between fiction and non-fiction

Students will develop an understanding of non-fiction forms, conventions and themes

-All Non-Fiction is 100% factual and objective

Students will develop an understanding of how writer's purpose and bias impact our understanding of a text

National Curriculum / Specification

The scheme of work will reflect the skills and assessment objectives required for GCSE English Language by developing students' ability to:

- maintain a critical and exploratory style;
- develop informed personal responses supported by textual references;
- analyse non-fiction form and conventions;
- understand the relationship between the text and its historical and cultural context;
- communicate ideas clearly, accurately and coherently in extended writing.

Ultimately, the study of Non-Fiction aims to foster an appreciation of Non-Fiction form and conventions and its' enduring relevance in everyday society whilst equipping students with the knowledge, analytical skills and cultural capital required for success at Key Stage 4 and beyond.

A Midsummer Night's Dream

Learning Objectives

- To consider the context of the Renaissance/Elizabethan era
- To explore the influence of Shakespeare
- To understand the setting of Ancient Greece in A Midsummer Night's Dream
- To understand Shakespeare's intentions and purpose when writing the play
- To understand key play writing conventions and devices
- To promote reading for pleasure through reading a play
- To consider Shakespeare's stage craft and the impact on the audience
- To explore and analyse the characters in A Midsummer Night's Dream
- To consider how the characters in the play develop and change
- To practise creative writing skills inspired by A Midsummer Night's Dream
- To analyse Shakespeare's use of language throughout the play
- To practise analysing using analytical paragraphs
- To practise persuasive writing skills, inspired by A Midsummer Night's Dream
- To understand the key themes used throughout the play
- To consider how tension is built and developed throughout the play

- To evaluate audience effect and interest throughout the play

What previous knowledge is required?

Students will have already developed a foundation and have previous knowledge in identifying and analysing language devices and structural features, exploring character, theme and setting within a text, supporting ideas with textual evidence, understanding writer's purpose and audience and writing structured analytical paragraphs (e.g. PEE/PEA).

Students will also have encountered elements of suspense, atmosphere and tension through previous fiction and Shakespeare units, enabling them to recognise common literary conventions and begin to explore how writers shape reader responses.

Students will have an understanding of the historical context of the Elizabethan era from both the English Literature Through Time and Introduction to Shakespeare units, and an understanding of key Shakespearean themes and devices.

How will this term's content help with future learning?

The study of *A Midsummer Night's Dream* provides an important bridge between Key Stage 3 and GCSE English Literature. The unit develops the disciplinary knowledge and analytical skills that students will require for the study of GCSE texts, particularly through:

- close analysis of language and structure;
- exploration of character development across a whole text;
- understanding how context influences a writer's choices;
- evaluating the effects of literary methods;
- constructing extended analytical responses using evidence.
- an understanding of Shakespearean conventions and devices

The themes of magic and the supernatural also introduce many concepts that students will revisit in year 9 through the Gothic genre and *Macbeth*, and GCSE.

Common Misconceptions

Throughout this unit, teachers will explicitly address several common misconceptions, including:

-Plot retelling rather than analysis.

Students often describe events instead of explaining how the writer creates meaning.

-Identifying techniques without discussing their effects.

Learners may recognise methods such as personification or metaphors but require support to explain their impact on the reader.

-Shakespearean language is too difficult

Students will develop an understanding of Shakespearean language and conventions and build the skills to analyse Shakespearean language

-Context as an 'add-on'.

Rather than bolting on contextual information, students will learn to integrate context naturally into their analysis.

-Confusing Act and Scene numbers, and the difference between dialogue and stage directions

Students will understand how to find Acts and Scenes in a play and play script conventions such as stage directions and asides

National Curriculum / Specification

The scheme of work will reflect the skills and assessment objectives required for GCSE English Literature and English Language by developing students' ability to:

- maintain a critical and exploratory style;
- develop informed personal responses supported by textual references;
- analyse Shakespeare's methods and their effects;
- understand the relationship between the text and its historical and cultural context;
- communicate ideas clearly, accurately and coherently in extended writing.

Ultimately, the study of *A Midsummer Night's Dream* aims to foster an appreciation of Shakespeare's enduring relevance whilst equipping students with the knowledge, analytical skills and cultural capital required for success at Key Stage 4 and beyond.