




| <div><div><div><div>جيمس</div><div>Founders School</div><div>2006</div></div></div><div><div><div>GEMS</div><div>Founders School</div><div>2006</div></div></div></div> | | | Year 8 | |  | |
|---|------|------------------------|-------------------------------------|--|--|--|
| Subject English | | | | | | |
| Term | Week | Focus | Summary | Learning Outcomes | | |
| Term 1 | 1 | Conflict | Introduction to Language & Conflict | Introduce the topic to the students by exploring what conflict means to them and provide a range of examples to discuss. Language assessment objectives outlined to students. | | |
| | 2 | Conflict | Conflict with others | Explore how man vs man conflict is explored in texts. Students will focus on an extract from Harry Potter and focus on the language used to express the conflict between Harry Potter and the Dudley family. | | |
| | 3 | Conflict | Conflict with self | Analyse how man vs self is presented in texts. Students will focus on an extract from Shakespeare's Hamlet. They will evaluate how language is used to present the theme of conflict to the audience. | | |
| | 4 | Conflict | Conflict with environment | Explore how man vs nature is explored in texts. Students will focus on poetry this week and how conflict is portrayed in 'The Great Storm' by Jo Shapcott. Learners will analyse how language is used to reflect the writer's thoughts on a natural disaster. | | |
| | 5 | Conflict | Conflict with the supernatural | Students will focus on man vs the supernatural by focusing on an extract from Twilight by Stephanie Meyer. Learners will analyse how language is used to present conflict in the extract. | | |
| | 6 | Conflict | Reading comprehension | For the assessment, learners will be assessed on their reading comprehension. They will be given an extract, which explores conflict, and will need to answer language based questions focusing on the extract. | | |
| | 7 | Conflict | Response to Feedback | Learners will receive written feedback and personalised targets to work on during RTF lessons. Following personalised teacher input, students will improve their answers by implementing their targets. | | |
| | 8 | Tragedy in Shakespeare | Introduction to Tragedy (Aristotle) | Students will be introduced to Aristotle and Dramatic Tragedy. They will explore the context surrounding Shakespeare and what makes a Shakespearian Tragedy. | | |
| | 9 | Tragedy in Shakespeare | Othello | Learners will focus on an extract from Othello and analyse the ways in which Shakespeare explores tragedy in the play. Students will focus on the key themes of: Isolation, Deception and Appearance vs Reality. | | |
| | 10 | Tragedy in Shakespeare | Julius Ceasar | Students will read and extract from Julius Ceasar and analyse how Shakespeare explores tragedy in the play. Students will focus on the key themes of: War, Power, Identity and Fate. Learners will answer an exam-style question on this extract, which will be teacher assessed. There will be planned opportunities for response to feedback in lessons. | | |
| | 11 | Tragedy in Shakespeare | Romeo and Juliet | Learners will focus on a key extract from Romeo and Juliet and how Shakespeare portrays tragedy throughout. Students will focus on the following key themes: Revenge, Conflict, Masculinity, Death and Betrayal. | | |
| | 12 | Tragedy in Shakespeare | Sonnet 66 | The class will read Sonnet 66 by Shakespeare and explore how he presents tragedy in his poetry and the effects. Learners will focus on the key themes: Time, Nature and Morality. | | |
| | 13 | Tragedy in Shakespeare | Analytical Writing | Students will recap the Assessment Objectives and use the AOs to evaluate model responses. Learners will then be given an exam-style question to answer by writing analytically. | | |
| | 14 | Tragedy in Shakespeare | Response to Feedback | Learners will receive written feedback and personalised targets to work on during RTF lessons. Following personalised teacher input, students will improve their answers by implementing their targets. | | |