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| **Half Term 5: Romeo and Juliet****Curriculum Overview for English****Year 8****Substantive Knowledge:**Understanding Shakespearean LanguageWilliam ShakespeareElizabethan historyBinary OppositesNarrative structureMorals of storiesCharacter development**Disciplinary Knowledge:**Exploring connotations and inferences made in texts.Structural methods and how writer’s organise texts for effect.Selecting evidence from texts.Analysing the language used by a writer to convey meaning.Analysing the way characters are developed.Analysing the narrative structure.Analysing the importance of stage directions.SPAGPETAZEL analysisIdentify, Apply, Embed | Books | Individuals read aloud; whole class reading; echo reading; teacher-modelled reading.Reading texts to develop a love of reading.Re-reading for comprehension and development.Carefully selecting evidence from a text.Book recommendation: ‘The Merchant of Venice’ and ‘Othello’ by William Shakespeare |
| Speech | GenreConventionsPatriarchalImpetuousPersonificationFateTragedyMoralsStar-crossedDevotionImagery | UnrequitedDomineeringStructurePlotInfantaliseHostilePlagueSuicideSubtleHazardousMetaphor | PugnaciousInevitableJeopardyEndangerContingencyResilienceDurablePardonIambic PentameterRhyme |
| Checklist RTL | **Guiding Question 1:**Explain how Shakespeare presents the character of Romeo in ‘Romeo and Juliet’. | **Guiding Question 2:**Explain how Shakespeare presents Mercutio in ‘Romeo and Juliet’. | **Topic Question:** How does Shakespeare present the theme of love in ‘Romeo and Juliet’. |
| Home | **Homework tasks**Weekly homework set to complement the scheme for learning; adding depth and breadth to knowledge learned during lessons. |
| **Half Term 6: Speak Loud****Substantive Knowledge:**Understanding identity.Understanding culture.Understanding historic events.Applying persuasive language.Appreciating the culture of others.Appreciating the perspectives of others.Forming opinions.Spoken language.Understanding counterarguments.**Disciplinary Knowledge:**Understanding the art of rhetoricApplying IMAGINE when writing persuasively.Understanding how the context of a text effects the meaning.Selecting evidence from texts.Identifying persuasive techniques.SPAGPETAZEL analysisIdentify, Apply, Embed | Books | Individuals read aloud; whole class reading; echo reading; teacher-modelled reading.Reading texts to develop a love of reading.Re-reading for comprehension and development.Carefully selecting evidence from a text.Book recommendation: ‘A Long Way Home- Memoirs of a Boy Soldier’ by Ishmael Beah |
| Speech | RhetoricEthosPathosLogosOpinionUnderstandingPerspectivesAnecdotes | CounterargumentsSpoken LanguagePersuasionArgumentMetaphorSimileCollective nounsEmotive language | TrustworthyKnowledgeablePlosive wordsAmbiguitySymbolismJuxtapositionThemes |
| Checklist RTL | **Guiding Question 1:**To what extent do you agree? | **Guiding Question 2:**Compare how the writers present their views. | **Topic Question:**Speech writing. |
| Home | **Homework tasks**Weekly homework set to complement the scheme for learning; adding depth and breadth to knowledge learned during lessons. |