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| **Half Term 5: Romeo and Juliet**  **Curriculum Overview for English**  **Year 8**  **Substantive Knowledge:**  Understanding Shakespearean Language  William Shakespeare  Elizabethan history  Binary Opposites  Narrative structure  Morals of stories  Character 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.  SPAG  PETAZEL analysis  Identify, 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 | Genre  Conventions  Patriarchal  Impetuous  Personification  Fate  Tragedy  Morals  Star-crossed  Devotion  Imagery | Unrequited  Domineering  Structure  Plot  Infantalise  Hostile  Plague  Suicide  Subtle  Hazardous  Metaphor | Pugnacious  Inevitable  Jeopardy  Endanger  Contingency  Resilience  Durable  Pardon  Iambic Pentameter  Rhyme |
| 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 rhetoric  Applying IMAGINE when writing persuasively.  Understanding how the context of a text effects the meaning.  Selecting evidence from texts.  Identifying persuasive techniques.  SPAG  PETAZEL analysis  Identify, 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 | Rhetoric  Ethos  Pathos  Logos  Opinion  Understanding  Perspectives  Anecdotes | Counterarguments  Spoken Language  Persuasion  Argument  Metaphor  Simile  Collective nouns  Emotive language | Trustworthy  Knowledgeable  Plosive words  Ambiguity  Symbolism  Juxtaposition  Themes |
| 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. | | |