Central Lancaster High School

Yr8 English at CLHS

1. Exploration: travel writing over time

Assessment 1, September: Writing a travel review

Reading can allow us to explore the **world**. The **experiences** of others can bring places to life which we are unable to see ourselves and can make us more aware of different **cultures** and **experiences** across the globe. By looking at **travel** writers from the past, we can see how they aimed to use writing to make the **world** seem wider for readers who were not able to see or experience other places in person or via technology. Today, **travel** writers can give us unique insights and opinions of unfamiliar places or even those we thought we knew. In our own **travel writing**, we can express clear views and **influence** readers.
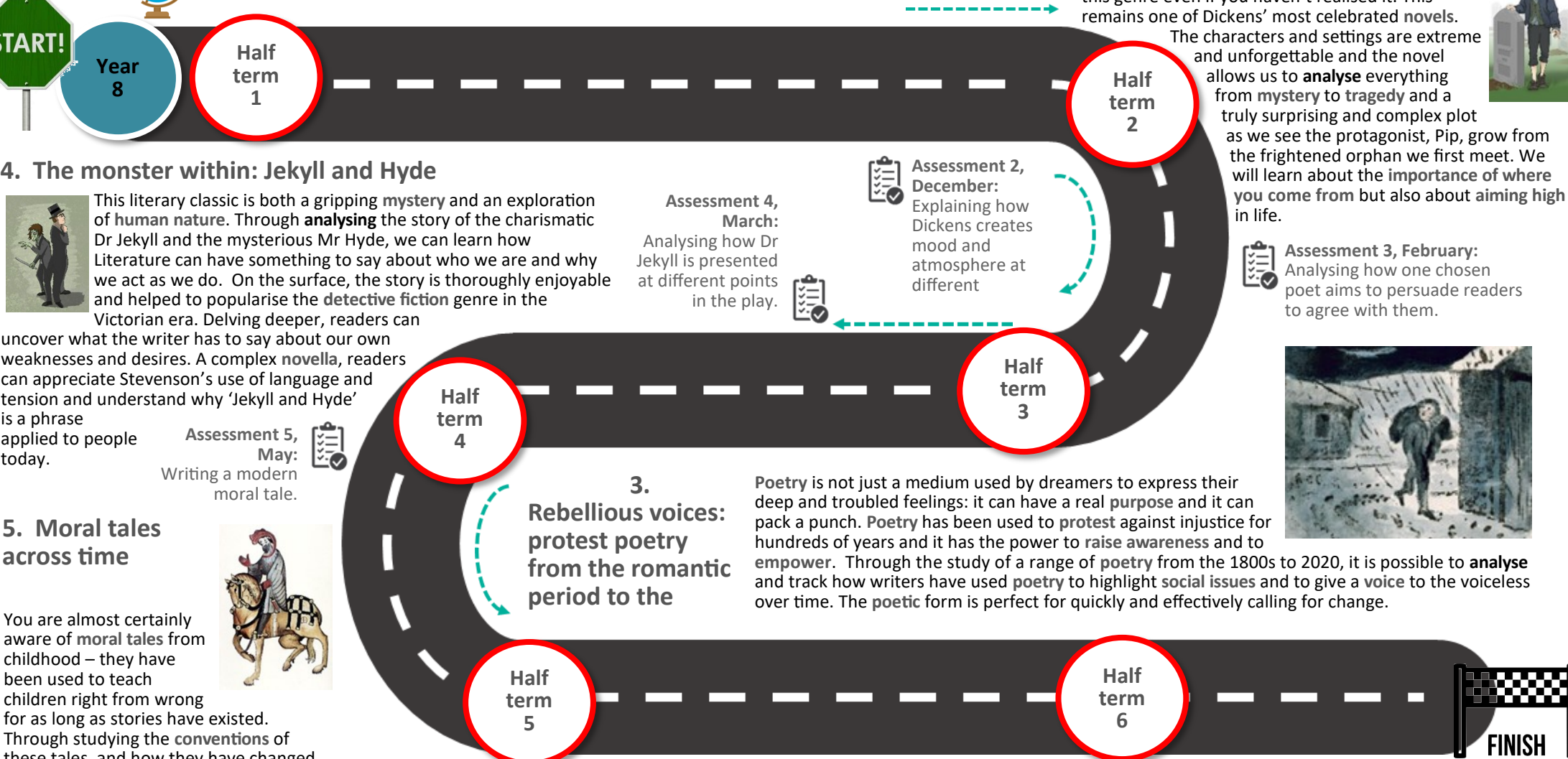
2. Bildungsroman: Great Expectations

Great Expectations is a classic of the **bildungsroman** genre: you will have come across this genre even if you haven't realised it. This remains one of Dickens' most celebrated **novels**. The characters and settings are extreme and unforgettable and the novel allows us to **analyse** everything from **mystery** to **tragedy** and a truly surprising and complex plot as we see the protagonist, Pip, grow from the frightened orphan we first meet. We will learn about the **importance of where you come from** but also about **aiming high** in life.

START!

Year 8

Half term 1

Half term 2

4. The monster within: Jekyll and Hyde

This literary classic is both a gripping **mystery** and an exploration of **human nature**. Through **analysing** the story of the charismatic Dr Jekyll and the mysterious Mr Hyde, we can learn how Literature can have something to say about who we are and why we act as we do. On the surface, the story is thoroughly enjoyable and helped to popularise the **detective fiction** genre in the Victorian era. Delving deeper, readers can uncover what the writer has to say about our own weaknesses and desires. A complex **novella**, readers can appreciate Stevenson's use of language and tension and understand why 'Jekyll and Hyde' is a phrase applied to people today.

Assessment 4, March: Analysing how Dr Jekyll is presented at different points in the play.

Assessment 2, December: Explaining how Dickens creates mood and atmosphere at different

Assessment 3, February: Analysing how one chosen poet aims to persuade readers to agree with them.

Half term 3

Assessment 5, May: Writing a modern moral tale.

Half term 4

3. Rebellious voices: protest poetry from the romantic period to the

Poetry is not just a medium used by dreamers to express their deep and troubled feelings: it can have a real **purpose** and it can pack a punch. **Poetry** has been used to **protest** against injustice for hundreds of years and it has the power to **raise awareness** and to **empower**. Through the study of a range of **poetry** from the 1800s to 2020, it is possible to **analyse** and track how writers have used **poetry** to highlight **social issues** and to give a **voice** to the voiceless over time. The **poetic** form is perfect for quickly and effectively calling for change.

5. Moral tales across time

You are almost certainly aware of **moral tales** from childhood – they have been used to teach children right from wrong for as long as stories have existed. Through studying the **conventions** of these tales, and how they have changed over time, we can track how moral attitudes have been developed. We can also learn how powerful literature can be in shaping **morality** from a young age. Through your own writing, you will explore how you can use **moral tales** to teach others but also to engage and entertain them.

Half term 5

Half term 6

FINISH

6. Understanding tragedy: Romeo and Juliet

Many people know the story of what is, perhaps, Shakespeare's most famous **play** and there have been many modern adaptations and books and films which borrow heavily from it. In studying the **play**, we will explore why it has such longevity and why the plot, themes and characters are as **influential** and relevant today as they were over 400 years ago. We will also learn how the genre of **tragedy** is exemplified here and, again, why this ancient genre (which is over 2000 years old!) is still engaging audiences and readers today. We will develop our understanding of Shakespeare's language, through close **analysis**, and develop our own views on why characters act as they do and how an **audience** might respond.

Assessment 6, July: End of Year 8 exam, assessing knowledge from all six units.