YEAR 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
How do stories about power and conflict help us understand the world around us?						
Theme/Big Idea	***Power & Conflict in Victorian Society: Class, Gender and Marriage***		***Power & Conflict in a Totalitarian society: Dictatorship, Propaganda and Oppression***		***Power & Conflict in a Patriarchal Society: Love, Gender and Authority***	
Main Text	*The Importance of Being Earnest* – Oscar Wilde		*Animal Farm* - George Orwell		*A Midsummer Night's Dream* -Shakespeare	
Content. What are students learning?	**Acts 1-2** **How Wilde:** -Uses comedy and satire to **criticise** Victorian society. -Explores **duality and deception** through **characterisation** and plot. -Uses **dialogue** and **dramatic irony** to reveal ideas about **class, gender and marriage.**	**Acts 3-4** **How Wilde:** -Uses **deception** and **misunderstanding** to create **comedy** and **conflict**. -**Challenges** Victorian ideas about **gender, class** and **marriage** through his characters. -Uses **dramatic irony** and **the resolution** to reveal the significance of **identity** and **appearances.**	**Chapter 1-5** **How Orwell:** **-**Uses **allegory** to convey ideas about the context and effect of **totalitarianism.** - Explores the effects of **propaganda** and **manipulation** **-** Uses **characters** and **events** to explore how power can **corrupt individuals** and **societies.**	**Chapters 6-10** **How Orwell:** **-**Uses a **cyclical structure** to highlight the nature of power -Uses elements of the **tragic hero** to emphasise the tragic impact of **tyranny (Boxer)** **- Highlights** how power can be gained **incrementally** through **manipulation.**	**Acts 1-2** **How Shakespeare:** **-**Creates **an exposition** that establishes a **conflictual** social setting. **-** Explores variety within the theme of **love,** presenting obsessive, **unrequited, superficial and conflicted** love -Uses the **juxtaposition** of **social class** to create comedy .	**Acts 3-5** **How Shakespeare:** **-**Creates **comedy** through varying methods, including **dramatic irony**, **visual impact** & **disintegration of order** **-**how Shakespeare always uses the **five-part structure** to build to a **crisis point** and **ends with resolution** **Poetry:** -Understanding the dangers of a single story and the importance of **different perspectives**
What are students learning to do?	**Non-Fiction** -Adapt language and structure to suit **Type, Audience and Purpose (TAP)**. -Use **persuasive** and **rhetorical devices** to	**Poetry** -Explore how poets present **deception, identity** and **social expectations** through **language, form** and **structure**	**Non-Fiction:** **-Recognise** and **use** the **conventions** and **structure** of a persuasive speech, including **discourse markers**.	**Analytical Writing:** -Create a **thesis statement** that defines their argument and answers a question.	**Non-Fiction:** -Use knowledge of **TAP (Type, Audience & Purpose)** to adapt **language** to suit a target audience and purpose.	**Non-Fiction:** -Use the **conventions** and **structure** of a leaflet, including **discourse markers** to enhance coherency

	create a convincing **formal letter**. **Empathetic Reading/Writing:** -Write from a **character's perspective** to demonstrate an understanding of **motivation** and **viewpoint.**		**Analytical Writing:** -Incorporate elements of **contextual information** in their analytical writing to show how writers are **influenced.**	-Create a developed **'What-How-Why' paragraph** that supports the **thesis statement, contextualises** a quotation, explores it in detail	**Empathetic Reading/Writing:** - Show an understanding of character by writing **an empathetic, first-person** account of an event in Act 1	
Key words	Duality, deception, satire, epigram, hypocrisy, Victorian values, social convention, reputation, class, hierarchy, gender roles, marriage, appearance and reality, dramatic irony, wit, dialogue, characterisation	Resolution, conflict, misunderstanding, appearance, reality, identity, comparison, thesis statement, analytical verbs, embedded quotation, patriarchy, expectations, conformity, independence, perspective	Revolution, propaganda, rebellion, Marxism, Communism, Socialism, exile, corruption, betrayal, traitor, scapegoat, rhetorical devices, direct address, rhetorical question, ethos/pathos/logos	Brainwashing, equality/inequality, leadership, tyranny, dictator/dictatorship, Totalitarianism, manipulation, absolute power, truth/lies, turning points, anagnorisis, thesis statement.	Patriarchal, unrequited, dramatic irony, hierarchy, authority, rebellion, transformation, deception, infatuation, manipulation, appearance and reality, disorder, reconciliation and ridicule	**Key words:** **Poetry:** ballad, medieval, chivalry cyclical structure, refrain, caesura, symbolism and pathetic fallacy, supernatural, decay, ambiguity. **Shakespeare:** enchantment, seduction, crisis point, falling action, resolution, soliloquy, monologue
Skills How are they learning it?	-Develop **analytical writing** through **thesis statements, embedded quotations** and **What–How–Why** paragraphs. -Develop **contextua**l understanding by making connections between Victorian society and Wilde's presentation of **class, gender** and **marriage**. -Develop close reading skills by analysing Wilde's use of **language, dramatic irony, structure** and **comedy**.	-Strengthen **comparative analysis** by exploring the presentation of women and relationships across drama and poetry. -Refine persuasive writing by **adapting language** and structure for different **audiences** and **purposes.** -Apply techniques of **characterisation, setting and** narrative voice to craft an original piece of creative writing	-**Practise** forming **thesis statements** and **topic sentences** to communicate concepts effectively -**Recognise** and use a range of devices in a piece of **persuasive non-fiction writing,** using an example from *Animal Farm* as a model -Understand the significance of **context** in Literature in shaping texts, making connections to the events of the novel and those of the **Russian Revolution**.	- **Make** links between context/text/task. -**identify key quotations** and then **'zoom in'** on key words that will support their arguments. - Using **knowledge of the text** to **contextualise** the quotations they have chosen as evidence.	-Develop academic **writing** through use of **analysis, embedded quotations** and **analytical verbs.** - writing **empathetically** from the **perspective** of a character (social media post, diary entry).	**-**Using a range of persuasive **language** and **rhetorical devices** to persuade a target audience in a **leaflet.** - creative writing: **varying language and descriptive devices** to create **opposing mood/atmosphere** within one piece of writing.

		exploring the theme of duality.				
Key Questions	-How does Wilde use **comedy** to criticise Victorian society? -Why do Jack and Algernon lead **double lives**, and what does this reveal about **Victorian society?** -How are **class, gender** and **marriage** presented as sources of **power** and **conflict?**	-How does Wilde challenge **Victorian expectations of women** through his female characters? -How do **deception** and **mistaken identity** create both comedy and conflict? -How does Wilde use the **resolution** to expose the importance of **identity, reputation** and **social convention**?	-How is **propaganda** and **manipulation** used to achieve political aims? -What is the **nature of power** and how can it be abused? -How can **persuasive language** and devices be used to effectively persuade an audience	-How are **tragic elements** used to manipulate the reader? -How might Orwell's message about the **nature of power and equality** be relevant today? - How does Orwell use **characterisation** to manipulate the reader's emotions and why?	-How does Shakespeare use **different perspectives** to challenge ideas about **gender, relationships and love?** -How does Shakespeare establish and develop **conflict** between **individuals** and **society** in Acts 1–2?	-How does Shakespeare use transformation, **mismatch** and **excessive love** to **create comedy**? **-(Poetry)** how does considering **alternative perspectives** change our understanding of a text? **-(Non-Fiction)** how can we **adapt our language** in order to **manipulate** a **target audience?**
Assessment (specific assessed piece(s); milestone(s))	**<u>Persuasive Writing Formal Letter to Lady Bracknell</u>** **<u>Reading skills</u>** -Identifying persuasive techniques, tone and audience in model texts. -Exploring how Wilde presents differing attitudes towards marriage and social status. **<u>Writing skills</u>** -Creating a persuasive formal letter using a range of rhetorical devices and an appropriate register	**<u>Analytical Writing</u>** **How does Wilde present deception and duality in *The Importance of Being Earnest?*** **<u>Reading skills</u>** -Selecting and embedding relevant quotations. **<u>Writing skills</u>** -Constructing a **thesis statement.** -Developing analytical paragraphs using the What–How–Why structure. -Linking analysis to Victorian context and Wilde's intentions.	**<u>Non-Fiction writing: create a persuasive speech.</u>** **<u>Reading skills:</u>** -Identifying **rhetorical devices** and their effects in Old Major's speech in Chapter 1 of *Animal Farm.* - Understanding how Orwell structures the speech cohesively. **<u>Writing skills:</u>** Creating a **persuasive speech**, incorporating a range of **rhetorical devices** and using a **cohesive structure.**	**<u>Analytical Writing: turning point in Chapter 7</u>** **<u>Writing Skills:</u>** *How does Orwell create a turning point in Chapter 7 of* Animal Farm? -A thesis statement and 'What-How-Why' paragraph that explores how Orwell has used **structure** to enhance the significance of this key moment **<u>Oracy:</u>** Students present a **two-minute persuasive speech** in the style of a **GCSE SLE**, using the techniques they have learned in this unit.	**<u>Creative Writing Forest at night/in the day</u>** **<u>Writing skills:</u>** Adapting language in order to create two distinct moods/atmospheres in the same piece of writing **<u>Empathetic Writing:</u>** Showing an understanding of character through a first-person account of an event from the play	**<u>Non-Fiction writing: create a persuasive leaflet.</u>** **<u>Reading skills:</u>** -Identifying **rhetorical devices** and their effects from a tourist leaflet **<u>Writing skills:</u>** Creating a **persuasive leaflet**, linked to the forest in *A Midsummer Night's Dream*, incorporating a range of **rhetorical devices** and using a **cohesive structure.**