

## Greenfields Academy (Secondary) - Long Term Planning – ENGLISH & LITERACY

### Academic Year Overview 2020/21 – YEAR 8

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
TRANSITION FROM YEAR 7 Nurture 	WW1 Poetry	Stone Cold	Theme Parks	Refugee Boy	Midsummer Night's Dream	Blood Brothers
	Poetry Unit	Novel	Argue / Persuade	Cultural Text	Shakespeare	Playscript
	Diary Entry	Letter writing/Newspaper Entry	Creating Adverts	Letter writing	Diary entry/Descriptive writing	Write a poem
<b>Weekly Sequence</b>	<b>KEY:</b> <b>N – New Learning &amp; Knowledge, KQ – Key Question, WSF – Whole School Focus (eg. Computing Week, Language Day)</b>					
<b>1</b>	N – To understand how persuasive techniques were used to recruit soldiers.  KQ – What makes soldiers enlist in 2020? Is propaganda	N – Examining story openings and predicting character involvement. KQ – Who are the characters? How do they relate to each other?	N – Researching different theme parks KQ – Who are the target audience? Why?	N – Identifying and commenting on writers' purposes and viewpoints, and the overall effect of the text on the reader	N – Predicting events and character relationships in plays. KQ – Can you make predictions about the play and how the characters link	N – Considering the cultural and historical context of the play and how these may have influenced the author. KQ – What information can you find for each topic of the

	<p>outdated? How did the recruitment posters put men under pressure? What did the soldiers believe war would be like?</p>		<p>What are the advantages and disadvantages to each?</p>	<p>KQ – What does the term refugee mean? How is England represented? How do the music, images, language etc contribute to this representation?</p>	<p>together in the play? What words are used to show he is unhappy with the situation? What are Hermia's choices?</p>	<p>play? What do you think Willy Russell's aim was in writing the play Blood Brothers?</p>
<b>2</b>	<p>N – To recap what was life like for a soldier in WW1 according to Wilfred Owen and to complete a WPSLOMP profile for Dulce Decorum Est KQ – What images are being created? Inferred meanings, discuss why did people write war poetry? Effect on audience (propaganda)?</p>	<p>N – Discuss causes and solutions for homelessness and begin to read the novel 'Stone Cold'. KQ – Write down what homeless people could/should do to help themselves? Is this always possible?</p>	<p>N – Identifying features of formal letter writing to help write a persuasive proposal letter. KQ – What would you expect to see in a letter? How many types of punctuation must we aim to include in a piece of writing?</p>	<p>N – Analysing brochures on England and developing ideas of what would make an ideal England. KQ – Why should people visit England? What makes England iconic? Think about Alem's first experiences in England. How does he feel? What does he notice? How is this experience different to his experiences at home?</p>	<p>N – A diary entry from one of the characters viewpoints. KQ – What types of love do you know? What problems can it cause? What solutions are there?</p>	<p>N – Describe and consider the characterisations of key characters. KQ – What are your first impressions of the characters Mrs Johnstone and Mrs Lyons? How does Russell create sympathy for Mrs Johnstone in the opening song? How does Mrs Lyons persuade Mrs Johnstone?</p>
<b>3</b>	<p>N – Comparing and contrasting the poems 'Exposure' and 'Dulce Decorum Est' by Wilfred Owen.  KQ – What types of words does he use? How does Owen present the horrors of war in the poem exposure?  WSF – Computing</p>	<p>N – Analysis of the character 'Shelter' in detail. KQ – 'Recruiting can now commence'. What could his background be? What is he trying to hide or disguise? How does he feel about homeless people?  WSF – Computing</p>	<p>N – Writing a formal letter of complaint. KQ – Imagine you are a resident living close to the theme park – what are your views on the theme park being built? How would you end a formal letter? How could they improve their writing?  WSF – Computing</p>	<p>N – Creating a collage of words and associate these words to different meanings. KQ – What colours would they associate with peace and conflict? What music/song/ theme tune/ film/animal would they associate with each?  WSF – Computing</p>	<p>N – Descriptive writing of the woods. KQ – What types of love do you know? What problems can it cause? What solutions are there?  WSF – Computing</p>	<p>N – Tracing the theme of social class to help create a poem. KQ – Can you link social class to the play Blood Brothers?  WSF – Computing</p>
<b>4</b>	<p>N – Identifying and explain poetic techniques used by Siegfried Sassoon to help complete a poetic analysis. KQ – Can you explain the effect of the words Siegfried Sassoon uses in the poem 'Aftermath'? Can you find</p>	<p>N – Writing a letter in the role of a character. KQ – How is Link feeling? What has happened to him? How would his mother feel knowing what has happened?</p>	<p>N – Designing, analysing and presenting an advert for a product. KQ – How do adverts try to persuade and entice you to visit?</p>	<p>N – Interpreting information, events and ideas from a text. KQ – How does Alem describe his life in Africa? Why has Zephaniah chosen to have Alem describe his experiences in this way?</p>	<p>N – Exploring magic as a theme in a play. KQ – Who performs magic? Why? What is a spell? If you could make your own spell, what would it be? What</p>	<p>N – Contrast of Mrs Lyons and Mrs Johnstone. KQ – How does the attitude and dialogue of the policeman change when he speaks to Mrs Johnstone and Mrs Lyons? How does Russell present the characters of Mrs</p>

	examples of rhetorical questions within 'Aftermath' and discuss why Sassoon uses them?			What effect does it have on us, the reader?	ingredients would you need in your cauldron?	Johnstone and Mrs Lyons to the audience?
<b>5</b>	N – A complete analysis of blackout poetry. KQ – What is the purpose of a black out poem? Why did you choose to convert a specific poem into a blackout poem?	N – Writing a newspaper article about the murders and homelessness in general. KQ – What are the features of a good newspaper article? What makes people want to read one? How could you make people aware of homelessness through a newspaper article?	N – Understanding features of a formal letter of application and role playing job interview scenarios. KQ – What is a cover letter? What things would an employer want in the person they are hiring?	N – Understanding the lesson to be learned about making judgements on others. KQ – What words could you use to describe Alem's experiences in England so far? What judgments are being made by the Police?	N – Comparison of key characters between written and film text. KQ – Do you prefer to read a book or watch a film? Why? What makes individuals different? How can we define the word characteristics?	N – Considering the theme of childhood and adolescence in the play. KQ – What can you evaluate about how Russell shows education in the play?
<b>6</b>	N – Write a diary entry from the point of view of a soldier. KQ – What details could be added for Sassoon/Owen?	N – Writing in the role of a character understanding how a characters feelings change through the course of a novel. KQ – How do we write in role of a character? How does Link talk? How did Link feel about being homeless in previous chapters? How does Link feel about homelessness on pages 22 -99? Why have his attitudes changed? How does this change his perspective on life?	N – Explanation text on a new ride featured at a theme park. KQ – Can you think of different rides at theme parks? How would your new ride work? Can you explain using diagrams?	N – Researching answers to questions on different countries politics and culture. KQ – Can you think of questions that you would like to ask Alem to find out more about his life before arriving in England? What do we learn about British culture from Chapter 9?	N – Predicting and understanding conclusions to a play. KQ – How would the play end if this was a comedy? How would the play end if this was a tragedy? Is the play and comedy or a tragedy? What are Shakespeare's intentions?	N – A monologue for a chosen character. KQ – What is a monologue? Who did you choose and why?
<b>7</b>	N – Identifying key features of a poem commenting on content, language and technique of the poem KQ – What does the title 'Over the Top' refer to?	N – Exploring and reviewing key characters of a novel. KQ – How many characters are in the novel? Can you list them? Can you create a PPT to review the novel?	N – Explore the content of a persuasive pitch before planning and delivering a pitch. KQ – Why is it important to plan the content of your pitch? Why is it important to include statistics in a persuasive pitch? What makes an effective pitch?	N – Writing a letter from Alem to his father? KQ – Why did his father leave Alem alone in England? What should the main message of the letter be?	N – Exploring the theme of love in A Midsummer Nights' Dream. KQ – What is the main theme in the play? What happens at the beginning of the play? Is this positive or negative?	N – Empathising with the characters at the end of the play.  KQ – What would Mrs Johnstone, Mrs Lyons and Linda be feeling and thinking following the deaths of the twins? Was Russell right to end the play like this?

