

Y8 teacher 1



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The Gothic

I will be learning to:

- Develop a rich understanding of the Gothic genre, its history and influence.
- Write confidently, using stylistic and literary features, in the Gothic style
 - Develop my writing skills, using precise writing drills.

Enrichment

- Read *The Man in the Picture* by Susan Hill
 - Read some poems by: Edgar Allan Poe
- Write a 'Ghost Tour of Knaresborough' radio script

Gothic	A genre combining horror, mystery, and the supernatural.
Atmosphere	The mood or feeling created by the setting and events.
Suspense	A feeling of tension or uncertainty about what will happen next.
Setting	Where and when a story takes place, often eerie or isolated in Gothic texts.
Supernatural	Elements beyond scientific explanation, such as ghosts or curses.
Isolation	Characters cut off from others, often physically or emotionally.
Imagery	Descriptive language that appeals to the senses to create vivid scenes.
Symbolism	When objects, characters, or settings represent bigger ideas (e.g. a crumbling castle = decay).
Foreshadowing	Hints about events that will happen later in the story.
Pathetic Fallacy	When weather or nature reflects a character's emotions or events.



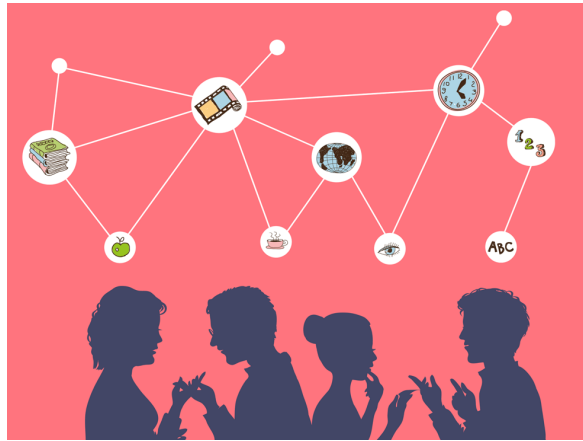
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Frankenstein

I will be learning to:

In Development



Language & Communication

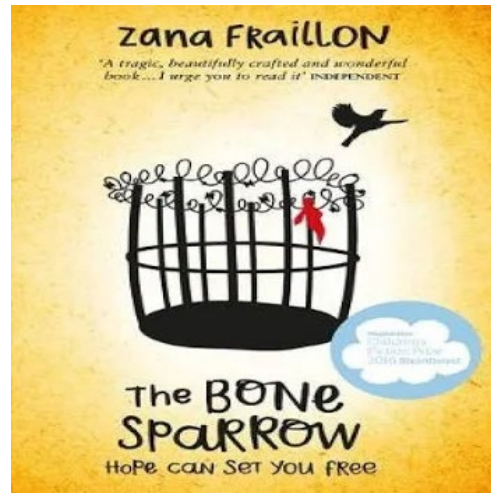
I will be learning to:

- Understand and explore the way individuals (and groups) speak
 - Discover the rich history of human speech
- Learn a range of technical and stylistic features of speech we use and consider their purpose

Enrichment

- Observe your friends and family. How do they speak? Why?
 - Teach yourself some sign language
- Record yourself speaking. Identify what your vocal 'footprint' is

Intonation	The rise and fall of the voice to show meaning, mood or emphasis.
Pace	The speed at which someone speaks.
Accent	The way words are pronounced, often influenced by region or background.
Dialect	A variety of language with distinct vocabulary and grammar, linked to region.
Filler	Words or sounds like "um" or "like" used to fill pauses in speech.
Turn-taking	The way speakers take turns during a conversation.
Overlap	When two speakers talk at the same time, often unintentionally.
Register	The level of formality used in speech depending on audience and context.
Body Language	Communication through posture, gestures, and facial expressions.
Emphasis	Stressing certain words to highlight importance or meaning.



The Bone Sparrow

I will be learning to:

- Understand the plight (and complexity) of being a refugee
- Explore characters, key themes and symbols across the novel
 - Explore how the writer builds empathy

Enrichment

- Read: *Refugee Boy*, Benjamin Zephania
- Visit the UNICEF website to research humanitarian causes
- Watch any documentary about life in a refugee camp

Refugee	A person forced to leave their home because of war, danger or persecution
Detention Centre	A place where people seeking asylum are kept while their case is being processed
Identity	Who a person is and what makes them unique
Belonging	A feeling of acceptance and connection to a place or group
Hope	The belief that things will improve in the future
Friendship	A close relationship built on trust, care and support
Empathy	Understanding and sharing another person's feelings
Resilience	The ability to keep going through difficult situations
Storytelling	The sharing of stories to preserve memories, culture and hope
Symbolism	When an item or image represents a larger idea

Y8 teacher 2



Wordsmithery

I will be learning to:

- Understand how to write (imaginatively) for different purposes and genres
 - Develop my narrative writing and story construction
- Learn how to harness and wield (responsibly, of course!) the supreme power of language

Enrichment

- Read: *The Book Thief*, Markus Zusak
 - Write a story from start to finish
- Watch the Pixar animations about storytelling

Plot	The sequence of events that make up a story.
Characterisation	How a writer creates and develops characters in a story.
Setting	The time and place where a story happens.
Dialogue	The spoken words between characters.
Narrator	The voice telling the story, which may be first or third person.
Metaphor	A comparison between two things without using 'like' or 'as'.
Simile	A comparison using 'like' or 'as'.
Suspense	A feeling of excitement or tension about what will happen next.
Theme	The main idea or message in a story.
Tone	The attitude or emotion expressed by the writer through their language.



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The Poetry Unit (8)

In Development



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Much Ado About Nothing

I will be learning to:

- Explore the complexities of writing about love
- Learn about how to structure a dramatic play
 - Develop my interpretation skills

Enrichment

- Read: *The Tempest*, William Shakespeare (or watch it)
- Learn about Shakespearean insults and create your own
- Design a stage and construct a scene from the play using household items

Comedy	A dramatic genre that includes humour, misunderstandings, and a happy ending.
Deception	When characters deliberately mislead others – a key theme in the play.
Dramatic Irony	When the audience knows something some of the characters do not.
Soliloquy	A speech where a character speaks their thoughts aloud, usually alone on stage.
Status	A character's social or personal ranking, often shown through speech and actions.
Honour	A key theme involving reputation, loyalty, and personal integrity.
Reputation	How a character is seen by others – central to the play's conflicts.
Conflict	Disagreement or tension between characters, often based on misunderstandings.
Theme	A central idea explored in the play (e.g. love, deception, gender).
Characterisation	How Shakespeare reveals a character's traits, motivations, and development.



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Reportage

I will be learning to:

- Understand how non-fiction can be highly 'fictionalised'
 - Develop my descriptive writing skills
- Write imaginatively and originally, for a variety of different purposes

Enrichment

- Read: *The Zombie Project*, Alice Nuttall
- Research modern disasters and read about them
- Film your own disaster movie on your phone

Headline	The title of a news report that grabs the reader's attention
Reporter	A journalist who gathers and writes stories
Witness	A person who saw an event happen and recounts it
Source	A person or document that provides information for a report
Fact	Information that can be proven true
Bias	A viewpoint that is unfairly one-sided
Quotation	The exact words spoken by someone, placed in "quotation marks"
Audience	The person/people who read, watch or listen to the news
Interview	A conversation where questions are asked to gather information
Objective	Presenting information fairly and without personal opinions



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Burning Issues

I will be learning to:

- Explore a range of non-fiction texts
- Learn how to utilise powerful language for impact
- Write accurately and express my opinion effectively

Enrichment

- Read any newspaper you can find (or online)
- Watch the news and discuss with your family/friends
 - Start your own blog on current events

Bias	Showing a strong preference or prejudice for one side.
Perspective	A particular point of view or way of looking at something.
Purpose	The reason for writing – to persuade, inform, or argue.
Formal Tone	Language that is polite, structured, and appropriate for serious topics.
Emotive Language	Words that create strong emotional responses.
Rhetorical Question	A question asked for effect, not to get an answer – makes the reader think.
Triplet (Rule of Three)	Using three words or phrases for impact (e.g. "bold, brave, brilliant").
Counterargument	An opposing view that is addressed and challenged in writing.
Evidence	Facts, examples, or quotes that support your opinion.
Repetition	Using the same word or phrase multiple times for emphasis.