

Year 8 LTP	Modern Novel Study: Curious Incident of the Dog in the Nighttime.	The Gothic: Frankenstein The Play	Rhetoric
	How do writers develop character in 19 th and 21 st Century Fiction?	What is the gothic canon? How can we use the gothic genre to influence our own writing?	Rhetoric: how do writers persuade their readers in fiction, non-fiction and poetry?
Key knowledge Students will learn...	<ul style="list-style-type: none"> • Learn key terminology to discuss character/character development in a literary text. <i>Students should:</i> <i>Know the term protagonist; know that this term applies to Christopher and be able to apply it in the context of the novel.</i> <i>Know the term antagonist and how this applies to the character of Mr Shears. Revise the term narrator and first-person (from year 7) know that this applies to Christopher and be able to apply it.</i> <i>Know the terms reliable and unreliable narrators and consider why Christopher aims to be one.</i> • Learn about character types and apply them to the text. <i>Students should:</i> <i>Know the character types of hero; villain; archetype; foil; minor; flat and how to apply these to the text.</i> <i>Know about an example of a minor character (e.g. Mrs Alexander) and be able to discuss their function in the novel.</i> 	<ul style="list-style-type: none"> • Contextual knowledge/background to the gothic genre <i>Students should know: the origins of gothic literature</i> <i>gothic authors; key information about the time period; influence of scientific advancements;</i> • Conventions of the gothic genre <i>Students should know:</i> <i>key character types;</i> <i>settings; key themes and plot conventions; stylistic features;</i> • Read, discuss and analyse a drama adaptation of a gothic text.: <i>Students should know:</i> <i>Conventions of a play</i> <i>Use of stage directions</i> <i>Plot and narrative of the play</i> <i>Identify and analyse how a writer uses language</i> <i>How a writer develops character in the play</i> • Read, discuss and analyse extracts of key gothic fiction <i>Students should know:</i> 	<ul style="list-style-type: none"> • Contextual/historical knowledge of persuasion <i>Students should know; the term rhetoric; key figures in the history of persuasion (Plato, Aristotle).</i> • Conventions of rhetoric and persuasive writing: <i>Revise previous knowledge of persuasive techniques</i> <i>Know the concept of ethos, logos, pathos and know how various techniques relate to each of these concepts.</i> <i>Learn the complexities/styles of repetition, rhetorical questions, counter arguments</i> • Read, discuss and analyse how writers present their persuasive viewpoint in non-fiction <i>Read texts:</i> <i>Elizabeth I Speech</i> <i>The Most Dangerous Road (article)</i> <i>Emma Watson’s HeforShe speech to the UN (speech)</i> • How to plan persuasive writing and be able to plan

	<p><i>Know about an example of a flat character (e.g. Siobhan) and be able to discuss their function in the novel.</i></p> <ul style="list-style-type: none"> • Learn how a writer develops characters in a literary text and track character development across the whole text <i>Students should:</i> <i>Know how to track a character across the text using Christopher and his father. Know the term direct characterisation (description and descriptive techniques) and be able to apply this to the text. Know the term indirect characterisation (show not tell, dialogue, action and appearance) and be able to apply this to the text.</i> <i>Learn vocabulary to describe characters and describe their development across the text.</i> <i>Learn what is meant by the word ‘impressions’ and be able to express their impressions of a character. Revise inference is and how to infer information about a character in a text. Learn what implicit and explicit information is and how a writer uses this to develop character. Know how to track character relationships (Christopher and his father) and how they change across the text.</i> • Learn and revise the procedural knowledge of analysis; learn specific procedural knowledge of analysis needed for character. 	<p><i>How to work out unfamiliar 19th Century vocabulary and the strategies used for this</i> <i>Use inference,</i> <i>How to analyse language at word, text and sentence level.</i> <i>Know how a writer develops character through description, dialogue and action.</i> <i>How the context of the novel has an impact on the writer’s choices</i></p> <ul style="list-style-type: none"> • How to read, discuss and analyse 19th Century non-fiction <i>About audience and purpose and how this affects the writer’s choices</i> <i>About informal and formal writing</i> <i>Writer’s use of paragraphs and cohesion within a text</i> <i>How tone is created</i> <i>Strategies to work out unfamiliar vocabulary</i> <i>Writer’s use of sentence structure in the text and its effects.</i> • Narrative structure <i>Revise knowledge of the narrative arc and the stages of the narrative arc: exposition, rising action, conflict, climax, falling action, resolution.</i> • Narrative perspective <i>Revise 1st person and 3rd person perspectives; Teach 3rd person limited and 3rd person omniscient;</i> 	<p>how to present their own viewpoint. <i>How to respond to a task; how to generate ideas; how to consider audience and purpose; how to develop content in their writing; how to plan their work at sentence, paragraph and text level; how to plan to use rhetoric and persuasive techniques for effect.</i></p> <ul style="list-style-type: none"> • How to write persuasively for audience and purpose Students should know: <i>How to write persuasively at sentence, paragraph and whole-text level</i> <i>Use rhetoric and persuasive techniques in writing.</i> <i>Use paragraphs correctly and effectively</i> <i>Use paragraphs effectively for cohesion and argument building.</i> <i>Revise OREO from year 7.</i> • How to analyse the message and language of a poem: <i>How to infer the message of a poem; interpret the writer’s use of poetic techniques</i> <i>The Ballad of Hillsborough (poem)</i> <i>The Right Word (poem).</i> <i>Other poems on the system to select from.</i> • Write a Spoken word poem/performance.
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	<p><i>Imperative verbs</i> <i>Importance of a friendly and relatable tone</i> <i>Simple, compound, complex sentences and their effects.</i></p> <ul style="list-style-type: none"> • Begin to learn about context and how this applies to the text: <i>Students should know:</i> <i>The term neurodiversity/neurodivergent and understand key traits. Be able to apply this understanding to aspects of Christopher's character development</i> 		
Key Texts Used	<i>The Curious Incident of the Dog in the Night Time</i> Mark Haddon	<i>Frankenstein The Play</i> Philip Pullman <i>Frankenstein</i> extracts Mary Shelley Extracts from other texts in the gothic genre: <i>Jekyll and Hyde</i> <i>The Tell Tale Heart</i>	<i>Caged Bird</i> Maya Angelou A selection of persuasive texts (<i>The Dangerous Road</i>)
Grammar and technical language	Word classes Paragraphs and cohesion Prefixes Suffixes Root words	Word classes Tenses Main clauses Subordinate clauses Simple, compound, complex sentences Noun phrases Adverbial phrases Prepositional phrases Punctuation (ellipsis, dashes) Commas to separate clauses and phrases	Word Classes Pronouns Standard English Cohesion Punctuation (Exclamation marks, question marks) Types of sentence: exclamation, question, statement Active and passive voice