De La Salle School - Curriculum Plan – Y8 DUALITY– Exploring how writers present ideas about duality in human nature (good vs evil, nurture vs nature, freedom vs oppression)		
Year 8 Term 1a – SHERLOCK HOLMES	**Year 8 Term 1b – SHERLOCK HOLMES (CONTINUED)**	**Year 8 Term 2a ROMEO AND JULIET**
Students to develop their knowledge of writer's methods and effects through their study of Sherlock Holmes. Students will explore how writers create suspense, develop character and construct narratives with mystery and tension.	Students will continue to develop their knowledge of writer's methods and effects through their study of Sherlock Holmes. Students will explore how writers create suspense, develop character and construct narratives with mystery and tension.	Students will build their knowledge of writer's methods and effects through their study of the Shakespeare play, 'Romeo and Juliet'. Students will explore the sonnet form, how writers use imagery and how writers create tension.
Essential Knowledge, Skills and Understanding		
➢ •How was crime investigated in the Victorian era? ➢ •Who is Doctor Watson? ➢ •How does Holmes use deduction when meeting Watson? ➢ •How is juxtaposition used to contrast Holmes and Watson? ➢ •How does Doyle present Holmes as dual-natured? ➢ •How does Conan Doyle present Holmes as a tenacious detective? ➢ How does the writer use character and a plot twist to create suspense and mystery? ➢ •How does the writer present Victorian attitudes towards women? ➢ •How does the writer present Sherlock's attitude towards Irene Adler? ➢ •How does Doyle present Holmes in 'A Scandal in Bohemia'? (Midpoint Assessment Prep) • **How can I effectively annotate an extract?** • **How can I use FIT / connotations to help me explore the effect of the writer's choices / methods?** • **How can I use topic sentences?**	➢ Can I create my own detective? ➢ Can I plan and create my own detective? ➢ Can I use setting and figurative language to describe my detective? ➢ How is Helen Stoner presented in The Speckled Band? ➢ What is the main conflict in the story? ➢ How does Conan Doyle create mystery and intrigue? ➢ How does Conan Doyle present Sherlock as a hero? ➢ How does Conan Doyle use setting to create tension and atmosphere? ➢ How does Conan Doyle present Sherlock's deduction skills to solve the murder? • **How can I effectively annotate an extract?** • **How can I use FIT / connotations to help me explore the effect of the writer's choices / methods?** • **How can I use topic sentences?** • **How can I effectively write an analytical paragraph using What / How / Why?** • **How can I create a thesis statement?** • **How can I plan and write an extended essay response using what / how / why?**	➢ How does Shakespeare use the Prologue to create tension and introduce the theme of duality to the audience? ➢ How is conflict presented in the opening scene? ➢ Who is the Prince and how does his speech link to the theme of duality? ➢ How does Shakespeare introduce the character of Romeo and what do the audience learn about him – how does the use of oxymorons contribute to the audience impression? ➢ How is Juliet introduced and what do the audience learn about her relationship with her parents and her Nurse? ➢ How does Shakespeare use light / dark imagery, religious imagery and the sonnet form in the first meeting of Romeo and Juliet? ➢ How does Shakespeare develop the audience's impressions of Romeo and Juliet on the balcony scene and how does he create tension through impulsive decisions? • **How can I effectively annotate an extract?**

• **How can I effectively write an analytical paragraph using What / How / Why?** • **How can I create a thesis statement?** • **How can I plan and write an extended essay response using what / how / why?**		• **How can I use FIT / connotations to help me explore the effect of the writer's choices / methods?** • **How can I use topic sentences?** • **How can I effectively write an analytical paragraph using What / How / Why?** • **How can I create a thesis statement?** • **How can I plan and write an extended essay response using what / how / why?**
Assessment and Assessment Focus		
How does Doyle present Sherlock Holmes in 'A Scandal in Bohemia'? **(Preparation includes CUBE and effective THESIS writing / developing an argument across an essay / using FIT if appropriate to explore connotations of writer's choices)** **Daily knowledge check** **Use of mini white boards** **Visualiser feedback** **Peer / self-assessment**	**How does Conan Doyle present the character of Sherlock Holmes?** Students must refer to a selected extract, and to at least one different Sherlock Holmes story we have studied in class. **(Preparation includes CUBE and effective THESIS writing / developing an argument across an essay / using FIT if appropriate to explore connotations of writer's choices).** **Daily knowledge check** **Use of mini white boards** **Visualiser feedback** **Peer / self-assessment**	**How does Shakespeare present the first meeting between Romeo and Juliet?** **(Preparation includes CUBE and effective THESIS writing / developing an argument across an essay / using FIT if appropriate to explore connotations of writer's choices).** **Daily knowledge check** **Use of mini white boards** **Visualiser feedback** **Peer / self-assessment**

Key vocabulary for the unit	Key vocabulary for the unit (CONTINUED)	
Deduction Juxtaposition Narrator Dual nature Suspense Plot twist Patriarchal Stereotype Victorian Detective Conflict Atmosphere Tension Hero Villain Inference Evidence	Deduction Juxtaposition Narrator Dual nature Suspense Plot twist Patriarchal Stereotype Victorian Detective Conflict Atmosphere Tension Hero Villain Inference Evidence	Conflict Oppose / opposition Ancient (long-standing) Civil (relating to citizens/society) Honour Grudge Melancholy Passion Admire Devotion Prologue Chorus Tragedy Feud Patriarchal Oxymoron Duality Foreshadowing Soliloquy Imagery Contrast Juxtaposition Dramatic irony Motif

Year 8 Term 2b ROMEO AND JULIET	Year 8 Term 3a ANIMAL FARM	Year 8 Term 3b SONNETS – 3 weeks RHETORIC – 3 weeks
Students will continue to build their knowledge of writer's methods and effects through their study of the Shakespeare play, 'Romeo and Juliet'. Students will explore the sonnet form, how writers use imagery and how writers create tension.	This unit allows students to explore how Orwell uses literature to examine the corrupting nature of power and leadership. This unit aims to enhance students' understanding of how those in positions of authority can manipulate language, fear and ideology to controls and how vulnerable groups are exploited when power goes unchecked. Through close analysis of character actions and relationships, students will explore how revolutions can fail, how ideals such as equality are betrayed and how systems of tyrannical leadership can be recreated under new leadership.	Students will develop their knowledge of how writers use rhetoric following on from their study of Animal Farm. They will explore how writers use pathos and ethos and apply this to their own writing. Students will re-visit the sonnet form. They will explore different types of sonnets and rhyme schemes and consider how the sonnet has changed over time.
Essential Knowledge, Skills and Understanding		
➢ How is Mercutio a foil to Romeo? ➢ How does Tybalt create tension at the start of A3:S1? ➢ How do the expectations of the Patriarchal society contribute to the violence and turning point in A3:S1 and how does this link to the theme of duality? ➢ How does Shakespeare show love and hate are connected? ➢ How does Shakespeare present the changing relationship between Juliet and the adults in her life? ➢ How does Shakespeare present Juliet as a character who changes and begins to show strength and maturity? ➢ How does Shakespeare use dramatic irony to increase tension? ➢ How does Shakespeare use foreshadowing before the final scene? • **How can I effectively annotate an extract?**	➢ Who is George Orwell and what did he write? ➢ Why do people remove tyrants and what can go wrong afterwards? ➢ What is an allegory and what is the purpose of it? ➢ What is the message of Old Major's speech? ➢ How does Orwell show inequality appearing on the farm? ➢ How does Squealer manipulate the animals? ➢ How does Orwell present Snowball as a leader? ➢ What is propaganda? ➢ How does Napoleon take control of the farm? ➢ How does Napoleon's behaviour show that he is a corrupt leader? ➢ How do we prepare for a midway assessment? ➢ How does Orwell present Napoleon as a corrupt leader in Animal Farm? ➢ How are the pigs becoming increasingly corrupt? ➢ How does Orwell show Napoleon using fear to maintain control over the farm? ➢ How does life on Animal Farm change after the show trials in Chapter 7?	➢ **<u>RHETORIC</u>** ➢ What is rhetoric? ➢ What is ethos, pathos, logos? ➢ How do writers develop ethos? ➢ How can I apply ethos to my own rhetoric? ➢ What is pathos? ➢ How do writers use pathos effectively? ➢ How can I apply pathos to my own writing? ➢ How can I plan and draft a speech? ➢ How can I deliver a speech effectively? ➢ **<u>SONNETS</u>** ➢ What is a sonnet, and why was it used to express love? ➢ How is a Petrarchan sonnet structured? ➢ What is iambic pentameter, and how does it shape a sonnet?

- **How can I use FIT / connotations to help me explore the effect of the writer's choices / methods?**
- **How can I use topic sentences?**
- **How can I effectively write an analytical paragraph using What / How / Why?**
- **How can I create a thesis statement?**
- **How can I plan and write an extended essay response using what / how / why?**

- How does Napoleon build a cult of personality in Chapter 8?
- What happens in the Battle of the Windmill?
- How do the pigs use celebration and fear to control the animals after the Battle of the Windmill?
- How does Orwell show that the animals accept the pigs' lies as the truth?
- How does Orwell show that blind loyalty is dangerous?
- How does Orwell expose the pigs' complete betrayal of Animalism?

- **How can I effectively annotate an extract?**
- **How can I use FIT / connotations to help me explore the effect of the writer's choices / methods?**
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- What are an octave and a sestet, and how do they organise ideas?
- How does rhyme scheme (ABBAABBACDCDCD) create meaning and structure
- How did Shakespeare adapt the Petrarchan sonnet?
- What is the structure of a Shakespearean sonnet?
- How does the rhyme scheme (ABABCDCDEFEFGG) differ from Petrarch's?
- What are quatrains and a couplet, and how do they develop ideas?
- How does Shakespeare present love differently from earlier sonnet writers?
- What does it mean to adapt a poem?
- Why do writers adapt older texts?
- How is literature a "conversation over time"?
- How does Imtiaz Dharker adapt a sonnet to present love in a modern way?
- How do imagery and structure (e.g. enjambment, light/dark imagery) shape meaning?
- How has the sonnet form changed across time and place?
- How does Jack Agüeros adapt the sonnet form to express identity and place?
- How does his poem present love for Puerto Rico?

		➢ How does the poem explore ideas about colonialism and its impact? ➢ How can breaking conventions reflect deeper meanings or messages? **How can I use rhetoric to persuade my audience?** **How can I present my ideas effectively to an audience?** **How can I plan and perform a spoken response?**
Assessment and Assessment Focus		
How does Shakespeare present……? **(Preparation includes CUBE and effective THESIS writing / developing an argument across an essay / using FIT if appropriate to explore connotations of writer's choices).** **Daily knowledge check** **Use of mini white boards** **Visualiser feedback** **Peer / self-assessment**	**How does Orwell present …….?** Students must refer to a selected extract and produce an analytical essay. **(Preparation includes CUBE and effective THESIS writing / developing an argument across an essay / using FIT if appropriate to explore connotations of writer's choices).** **Daily knowledge check** **Use of mini white boards** **Visualiser feedback** **Peer / self-assessment**	**Students will write and perform a speech using rhetoric to persuade the audience.** **(Preparation includes how to communicate effectively using body language, how to project your voice and change the use of your voice to highlight key information.)** **Daily knowledge check** **Use of mini white boards** **Visualiser feedback** **Peer / self-assessment**

Key vocabulary for the unit	Key vocabulary for the unit	Key Vocabulary for this unit (CONTINUED)
➢ Revenge ➢ Justice ➢ Consequence ➢ Aggressive ➢ Provoked ➢ Betrayal ➢ Desperate ➢ Turning point ➢ Foil ➢ Climax ➢ Tragic hero ➢ Fate ➢ Structure ➢ Determined ➢ Courage ➢ Fearful ➢ Isolated ➢ Urgent	• allegory • revolution • tyrant • inequality • propaganda • manipulate • exploitation • dictatorship • corrupt • fear • scapegoat • ignorance • cult of personality • totalitarianism • blind loyalty • pyrrhic victory • treacherous • rival • strategic • rebellion	➢ ethos ➢ logos ➢ pathos ➢ rhetoric ➢ direct address ➢ rhetorical question ➢ hyperbole ➢ repetition ➢ imperative language ➢ emotive language ➢ triplets ➢ statistics ➢ facts and opinions ➢ anecdote ➢ undermine opposing view ➢ Shakespearean sonnet ➢ Petrarchan sonnet ➢ octave ➢ sestet ➢ iambic pentameter ➢ rhyme ➢ rhythm ➢ imagery

YEAR 8 CAREERS LINKS:

Detective / Police Officer - Link: Holmes' **deduction and evidence analysis (***"Like Holmes, detectives use small clues to solve big problems.")*

Forensic Scientist - Link: careful **observation, inference, and evidence** (Skill emphasis: precision, logical thinking)

Lawyer / Barrister - Link: building arguments (**What/How/Why writing**) (*"Lawyers must prove a case using evidence—just like your essay writing.")*

Journalist / Investigative Reporter - Link: uncovering truth, analysing events. Exposing propaganda / manipulation (Skill: questioning, evaluating reliability)

Author / Screenwriter - Link: creating **suspense, character, plot twists**. Crafting language for impact – imagery/vocabulary choices/structural features

Actor / Theatre Director - Link: interpreting character, emotion, and dialogue (*"Actors bring characters to life by understanding their feelings and motivations.")*

Psychologist / Counsellor - Link: analysing **emotion, relationships, impulsive behaviour** (Example: Character's mood changes / decisions)

Mediator / Conflict Resolution Specialist - Link: understanding **conflict and its consequences (***"What could have prevented the tragedy in R&J? Mediators help people avoid conflict like this in real life."*

Historian / Cultural Researcher - Link: **patriarchal society, honour, social expectations** (Skill: linking text to context)

Social Worker - Link: family dynamics, pressure, young people's decisions (*"How do adults affect Juliet's choices? Social workers support young people in difficult situations.")*

Politician / Civil Servant - Link: leadership, decision-making

Marketing / Advertising Professional - Link: persuasion, influence (Squealer in 'Animal Farm') (*"Advertising uses similar persuasive language—but ethically.")*

Teacher / Academic – Link: Explaining complex ideas clearly

These career opportunities /developments of skills run across all units:

Writing & Analysis (Essay writing → **journalism, law, academia) Critical Thinking (**Evaluating ideas → **science, politics, business) Communication (**Speaking + presenting → **any leadership role) Evidence Use (**Textual analysis → **law, research, investigation) Understanding People (**Character analysis → **psychology, healthcare, teaching)**