

English: Year 8 Summer Term – How Readers Respond

| Key tasks | Notes |
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| <p>21st April: To understand how to compare different cultural depictions of oppression.</p> <ol style="list-style-type: none"> Key vocabulary will be introduced to the for this term’s topic. The key word for this section of learn will be empathy With a focus on non-fiction, students will start exploring different cultural Interpretations of oppression from around the world. Students will learn about how important it is to understand the time and culture in which a piece was written in order to further explore a writer’s perspectives. Students will start to identify key features within a text to show that they understand a writer’s perspective with reference to culture and context. <p>CHECK IN: Students will write a comparison of articles on political or racial oppression from across the 20th – 21st centuries.</p> | |
| <p>4th May: Cultural Poetry</p> <ol style="list-style-type: none"> Students will start exploring the different types of structure used in poems from other cultures and our own, including but not limited to sonnets, haikus, limericks and free verse. Variations of form in poems from other cultures and our own will be focussed on, looking at how writers from different cultures may choose to bend the rules of poetry to create specific effects. Variations in language will be focussed on so that students can select key details from poetry from other cultures. <p>CHECK IN: Create a poem using a poetic structure from a poem studied focusing on oppression and character voice.</p> | <p>This section of learning will contain a range of poetry from different cultures.</p> |
| <p>18th May: Diversity</p> <ol style="list-style-type: none"> Students will focus back on looking at a range of extracts written by writers from different cultures. Short extracts from a wide range of novels will be used to see as wide a range as possible. We will look at how authors create and use different types of characters in order to bring up cultural and societal issues. This will then be linked to the context of the novel, exploring how the character struggling within an extract can represent real events from history and around the world. Setting will be explored and related to issues around context and culture. We will look how authors set their stories in specific locations in order to amplify a message. Students will review the meaning of implicit and explicit, looking at how authors use these to express their ideas. <p>CHECK IN: Analyse what an author does on purpose to garner a reader’s response.</p> | <p>There will be a lot of extracts being sent to students for this section. Please do not feel required to print these out.</p> |
| <p>8th June: The Merchant of Venice</p> <ol style="list-style-type: none"> Students will be introduced to the context of the play at first, exploring Jewish culture in Shakespearean England. The main characters of the play will be introduced to the class, looking at first impressions. Students will begin to read the play, focusing on how Shakespeare introduces key plot and characterization elements in order to engage his audience. The theme of Empathy will be a key theme running throughout this reading. We will focus on how we feel sorry for characters within the play. <p>CHECK IN 1: Analyse how Shakespeare characterises Shylock to elicit a specific response from a reader.</p> <p>CHECK IN 2: Explore how Shakespeare’s play creates different reactions from different audiences in time.</p> | <p>Studying this play will take place over a longer period in order to cover as much of the plot as possible. This can be expected to last up to around 4 weeks.</p> |
| <p>6th July: Creating Characters and Settings from Other Cultures</p> <ol style="list-style-type: none"> Looking at some short stories from other cultures, we will focus on what they valued and how this impacts on their story telling. We will revisit a key skill from year 7 and year 8: STEAL (Speech, Thoughts, Effect on others, Actions and Looks). We will review how we use this to analyse characters in stories. We will look at examples of how cultural language impacts on stories and how we interpret them. This will also be linked to the context of each story being studied. <p>CHECK IN: Create a description of a setting and character from another culture.</p> | |