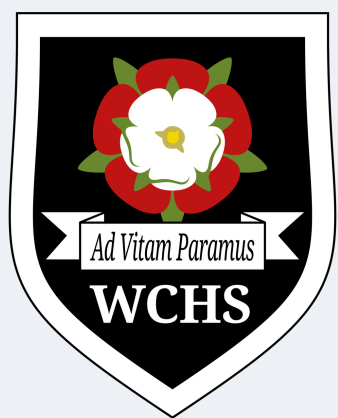




YEAR 8 LEARNING JOURNEY INFORMATION

ENGLISH

‘Where The River Runs Gold’ by Sita Brahmachari



Knowledge: I will explore Shifa’s struggle for survival in the dystopian world of ‘Where the River Runs Gold’, developing my understanding of the novel’s characters, themes and setting. Through the story, I will learn how authors use dystopian fiction to explore ideas about power, freedom, family and the relationship between humans and nature. **Skills:** I will use extracts from the story as inspiration for my own pieces of creative writing, using a range of literary devices and I will deepen and consolidate my understanding of how to analyse characterisation by exploring at the author’s language and structural choices and supporting my ideas with precise quotations.

The Gothic



Knowledge: I will explore the literary tradition of Gothic literature through history and explore how it relates to ideas of patriarchy, gender, conflict between theology and scientific discovery and philosophy. I will read a range of Gothic texts and develop clear ideas about what makes a story Gothic in style. **Skills:** I will learn to communicate clearly, and imaginatively in the Gothic style. I will deepen my understanding of how to organise my ideas, using structural & grammatical features to create a sense of atmosphere and manipulate my reader’s responses.

‘Where The River Runs Gold’ by Sita Brahmachari



Knowledge: I will continue to explore Shifa’s struggle for survival in the dystopian world of ‘Where the River Runs Gold’, developing my understanding of the novel’s characters, themes and setting. Through the story, I will learn how authors use dystopian fiction to explore ideas about power, freedom, family and the relationship between humans and nature. **Skills:** I will explore the themes of novel and analyse key moments from across the text where these are seen, tracking how they develop and what meaning the author was trying to present to her reader. I will track a character’s progression across the novel and look at how they change and develop, supporting my ideas with clear reference to key moments and ideas.

Non-Fiction: speech writing - mini project



Knowledge I will develop my knowledge of the art of rhetoric in persuasive speeches using a range of examples from modern nonfiction **Skills:** I will prepare and present my speech using a range of rhetorical devices that will aim to persuade my audience of my viewpoint on a current topic. **William Shakespeare’s ‘Romeo and Juliet’** **Knowledge:** I will develop my cultural and moral appreciation of Shakespearean society, studying themes of patriarchy, gender, courtly love and fate. I will focus on the development of the characters and their importance in the play. **Skills:** I will confidently make clear statements based on a character, support my statement with a relevant quotation and then make inferences to show my understanding.

Poet Study: Exploring Identity: John Agard



Knowledge: I will read and explore a range of poetry written by John Agard. I will learn how poetry is used to express identity and how poetic techniques are used to create deep and powerful messages about the society we live in. **Skills:** I will explain, comment, analyse the writer’s choice of language, structure and effect across a range of poetry and learn to evaluate texts critically and support this with appropriate quotations.

William Shakespeare’s ‘Romeo and Juliet’



Knowledge I will continue to develop my cultural and moral appreciation of Shakespearean society, studying themes of patriarchy, gender, courtly love and fate. **Skill** I will confidently make clear statements based on a theme of the play, support my statement with a relevant quotation and then make inferences to show my understanding.