



Subject: English Year 8

Summer Half Term 2, Fiction: *Under the Microscope and Through the Telescope*

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>Have you ever paused to think about how books are lovingly crafted and shaped by writers? Ever wondered why literature has the power to terrify us, reduce us to side-splitting laughter or even uncontrollable tears? In this unit, students will be exposed to a range of fiction, exploring in close detail how language and structural features are deliberately used to manipulate the audience, and how fiction not only takes us away from, but brilliantly reflects the world and society we live in.</p> <p>Skills in analysis are absolutely vital across the curriculum. Our texts will support the study of issues such as nationalism and genocide, discrimination and radicalisation as studied in History and PSHE. We will also look at extracts from <i>The Boy in Striped Pyjamas</i> and <i>The Long Song</i> to consider the oppression that inspired blues music- a genre that students will be exploring in their Music lessons.</p>		
	Critical	Core	Pinnacle
<p>The Big Questions</p> <p>(What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> • What are the features of a fiction text and is there any Cross over with real life issues? • What is text structure and what structural techniques do writers use? • What are skimming and scanning? What's the difference? • Can we identify and discuss language techniques? • What are themes, topics and issues and what are the key ones in this text? • Terminology, expression and 	<ul style="list-style-type: none"> • How does the writer use language? • What are the key words, phrases and features of the writers' language and what message or picture comes across? • What is <i>crafting</i> of structure? • What does a personal and critical response look like? How does this look different from other writing conventions such as a speech? • What is a formal and detached style? How can this be used in essay writing? • How do we make inferences whilst avoiding random guess work? • Can we demonstrate a level of tolerance towards different viewpoints, social, cultural and sexual diversity? How do fiction writers influence this? 	<ul style="list-style-type: none"> • Is fiction just fantasy? Somebody else's fictional life, somebody else's fictional struggle? • Is this text really relevant? Why should I care? How does it affect me? • What's the difference between a statement and a perceptive idea? • What could be the possible alternative interpretations and viewpoints? • Why might someone of a different time, place or culture view this differently?

	<p>academic phrasing: What are they and how can they be used?</p> <ul style="list-style-type: none"> • How do we read 'actively' to really make sure we understand a text on the first reading? • What does genocide mean and where does it come from? 		
The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.		
	Skill/Technique	How will this skill be developed?	
	<p>Analysis of aspects of the writers' craft. Skills in discussion, critical analysis and forming a personal voice in responses</p>	<ul style="list-style-type: none"> • Close analysis of fiction extracts • Reading of a modern novel 	
<p>Development of a wider cultural understanding</p>	<ul style="list-style-type: none"> • Reading of a range of extracts such as <i>The Boy in Striped Pyjamas</i>, <i>The Kite Runner</i>, and <i>The Color Purple</i> • Discussion and debate • Links to other subjects 		