

### Fiction

The Dystopian course, using the Ignite model for learning, engages students at the beginning of Y8 through extracts from a variety of dystopian texts. Through these exciting and unusual worlds, students begin to examine texts on a deeper analytical level and begin a more routine focus on language, structure and evaluation in their reading/analysis of texts. This unit is designed to engage PP .boys in particular.

### Non-fiction

Through a variety of media and non-fiction texts, students continue the Ignite model for learning, but this time with the theme of Crime and Punishment and non-fiction texts. This links closely with how they worked in the previous course and shows how language can be analysed in the same way in non-fiction texts as it can in fiction. This unit is designed to engage PP boys in particular.

### Fiction and Non-Fiction

After the Christmas break, students come back to the routine nature of the Ignite model for learning and this time explore both fiction and non-fiction texts with the theme of Adventure. This unit is designed to engage PP boys in particular.

### Shakespeare

In this unit, students study the second of four Shakespeare texts. This study of Hamlet engages Y8 students through the macabre and supernatural. As in Y7, the text is studied through story telling and close analysis of extracts as opposed to a full text, making it more accessible and engaging for Y8 students. As this follows the previous three units, students should now be equip to analyse the more complex linguistic and structural choices of Shakespeare and to critically analyse its themes and characters.

### The Great Novel

Students read Of Mice and Men, their first complete text of the year. Looking at what was once a GCSE text challenges them at this later point in the year and enables them to fully utilise their skills for critical analysis. The focus on themes in this course links to their study of themes in the previous/Hamlet course.

### Language

Students finish the year by studying the theme of conflict and the language of protest. Here they consider the language in the texts they have studied in the later courses and apply it to real-life situations and current affairs, exploring how powerful the spoken word can be and how it can impact on society.