

# Curriculum Knowledge Map 2024-25



Year 8	AUTUMN	
Topics	AN INSPECTOR CALLS	LITERATURE THROUGH THE ERAS
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>Understand the impact modern drama has on society.</li> <li>Understand the role of a critic and what reviews of modern performances look like as a piece of non-fiction writing.</li> <li>An understanding of what makes a successful piece of drama.</li> <li>What dramatic techniques are, such as stage directions, asides, soliloquies and adding narration.</li> <li>An overview of the plot and key themes in J.B Priestley's "An Inspector Calls".</li> <li>Build on their knowledge of the play form.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how and why literature has changed through the eras and the significance of these changes.</li> <li>A range of linguistic and structural techniques including how writers use language to create a variety of different worlds in their fictional writing.</li> </ul>
<b>Procedural</b> <i>What should they be able to do?</i>	<p><b>Primary focus: Analysis</b></p> <ul style="list-style-type: none"> <li>To understand and comment on the impact that dramatic techniques, such as monologues, stage directions and entrances and exits, have on how a piece of drama is performed.</li> <li>To support their analysis with reference to key moments in the play, exploring the significance of the language used as well as the play form.</li> <li>To comment on the cultural impact that a piece of modern drama can have.</li> <li>Selecting and using sub quotes to support their analysis, embedding quotes, using the WHICH, SO, BECAUSE method to extend their explanations, considering themes and wider ideas when analysing texts, subject terminology and the impact of these methods on them as the reader and author intent. Comparison of attitudes and characters (AIC).</li> </ul> <p><b>Secondary focus: Discursive Writing</b></p> <ul style="list-style-type: none"> <li>Use a range of linguistic and structural techniques when writing a piece of modern drama, using inspiration from An Inspector Calls. This will also include blending devices, deliberate order of ideas and use of a line of argument and developing an emotional response using techniques for effect such as rhetorical questions, emotive language and repetition.</li> </ul>	<p><b>Primary focus: Creative Writing</b></p> <ul style="list-style-type: none"> <li>Use a range of linguistic and structural techniques when writing fiction, using inspiration from other writers' craft including characterisation, imagery, creating specific mood/tone through deliberate vocabulary choices and use of more advanced techniques such as pathetic fallacy, foreshadowing and semantic fields.</li> </ul> <p><b>Secondary focus: Analysis</b></p> <ul style="list-style-type: none"> <li>Find a range of linguistic and structural techniques in fiction texts and evaluate the impact of those.</li> <li>Selecting and using sub quotes to support their analysis, embedding quotes, using the WHICH, SO, BECAUSE method to extend their explanations, considering themes and wider ideas when analysing texts, subject terminology and the impact of these methods on them as the reader and author intent.</li> </ul>
<b>Disciplinary Literacy</b> <i>(Tier 3 Vocab)</i>	<b>Capitalism, socialism, irony, contemporary, responsibility, empathy, morality, omniscient, welfare, catalyst.</b>	<b>Canon, reactionary</b>
<b>Grammar</b>	<p>The MAIN STRANDS are:</p> <ul style="list-style-type: none"> <li>SPEECH</li> <li>TENSES (CONTINUOUS FORM)</li> </ul> <p><i>For more specific information about weekly grammar foci, see Grammar Progression Map.</i></p>	<p>The MAIN STRANDS are:</p> <ul style="list-style-type: none"> <li>SPEECH</li> <li>TENSES (CONTINUOUS FORM)</li> </ul> <p><i>For more specific information about weekly grammar foci, see Grammar Progression Map.</i></p>
<b>Assessment</b>	<ol style="list-style-type: none"> <li>A whole class teacher assessed piece of analysis on AIC.</li> <li>A teacher assessed piece of analysis on AIC.</li> <li>A peer assessed piece of discursive writing.</li> </ol>	<ol style="list-style-type: none"> <li>A whole class teacher assessed piece of creative writing.</li> <li>A teacher assessed piece of creative writing.</li> <li>A peer assessed piece of analysis on one of the extracts.</li> </ol>
<b>Diversity</b>	This unit aims to give students access to a classic piece of modern drama which voices some of the key issues we still face in society today.	This unit of study has been created to ensure all students are exposed to a wide variety of classic literary canon.



# Curriculum Knowledge Map 2024-25



Year 8	SPRING	
Topics	NATURE POETRY	NOVEL
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>To understand how poets use stimuli from the natural world in their poetry.</li> <li>How we can have an impact on the world around us and how nature can be used to explore ideas about identity, growth, love, and strength</li> <li>Build on their knowledge of poetic devices learnt in Year 7 (how poets use linguistic devices, form and structure for meaning) with a focus on more challenging techniques such as an extended metaphor and plosive sounds.</li> <li>How a poet's background can add meaning to the messages in their poetry, exploring how they use their own personal experiences and what their specific intentions are.</li> </ul>	<ul style="list-style-type: none"> <li>How a writer's background and the time in which a novel is set can bring meaning to what is written and the role these contextual factors play in understanding a writer's intention.</li> <li>How writers use a range of linguistic and structural techniques to give information about characters, setting and plot.</li> <li>Understand the conventions of different genres.</li> </ul>
<b>Procedural</b> <i>What should they be able to do?</i>	<p><b>Primary focus: Analysis</b></p> <ul style="list-style-type: none"> <li>Comment on the impact of language choices in poetry, layering their analysis with reference to context and background.</li> <li>Selecting and using sub quotes to support their analysis, embedding quotes, using the WHICH, SO, BECAUSE method to extend their explanations, considering themes and wider ideas when analysing texts, subject terminology and the impact of these methods on them as the reader and author intent.</li> </ul> <p><b>Secondary focus: Creative Writing</b></p> <ul style="list-style-type: none"> <li>Use a range of linguistic and structural techniques when writing poetry, using inspiration from other poets' craft including imagery, creating specific mood/tone through deliberate vocabulary choices and use of more advanced techniques such as metaphors and pathetic fallacy.</li> </ul>	<p><b>Primary focus: Analysis</b></p> <ul style="list-style-type: none"> <li>Examining the impact of language choices.</li> <li>Commenting on writers' experiences and influences as part of their analysis of a text and explore their intent, considering some of their specific intentions and their message.</li> <li>Selecting and exploring relevant quotes which help to effectively support their point.</li> </ul> <p><b>Secondary focus: Creative Writing</b></p> <ul style="list-style-type: none"> <li>Use a range of linguistic and structural techniques when writing creatively including developing more confidence with pathetic fallacy, foreshadowing and semantic fields and experimenting with structure through chronology, flashbacks and cyclical structures.</li> </ul>
<b>Disciplinary Literacy</b> <i>(Tier 3 Vocab)</i>	Semantic field, romanticism, extended metaphor, caesura, persona, omnipotent, unity, mythology, autobiographical, reflective.	Intentions, character arc, exposition, perspective, protagonist, antagonist, adversity, bildungsroman, isolation, courage.
<b>Grammar</b>	The MAIN STRANDS are: <ul style="list-style-type: none"> <li>CLAUSES ADVANCED</li> <li>STANDARD ENGLISH</li> </ul> <i>For more specific information about weekly grammar foci, see Grammar Progression Map.</i>	The MAIN STRANDS are: <ul style="list-style-type: none"> <li>CLAUSES ADVANCED</li> <li>STANDARD ENGLISH</li> </ul> <i>For more specific information about weekly grammar foci, see Grammar Progression Map.</i>
<b>Assessment</b>	<ol style="list-style-type: none"> <li>A peer assessed piece of poetry analysis.</li> <li>Progress Test on AIC analysis (teacher assessed).</li> <li>A peer assessed piece of creative writing.</li> </ol>	<ol style="list-style-type: none"> <li>A teacher assessed piece of analysis on the novel.</li> <li>A whole class teacher assessed piece of analysis on the novel.</li> <li>A peer assessed piece of creative writing.</li> </ol>
<b>Diversity</b>	Anthology has been carefully curated to ensure a mixture of voices and representations from across a wide variety of cultures and heritages. Themes such as nature, the world around us, our identity and place within the world, and how we can continue to make our mark all feature.	<p><b>A Jigsaw of Fire and Stars:</b> Written by an award-winning Ghanaian-British documentary filmmaker and writer and focuses on a group of friends travelling off-grid around Europe.</p> <p><b>12 Minutes to Midnight:</b> Challenges ideas surrounding gender expectations and stereotypes and focuses on the achievement of a young girl.</p> <p><b>You Must Be Layla:</b> Written by a Sudanese-Australian write and explores the Sudanese protagonists as she navigates life in an upper-class Australian school.</p> <p><b>Once:</b> This story is about a young Jewish boy who lived in Poland and is on a quest to find his book-keeper parents after he sees Nazis burning the books from a Catholic orphanage.</p>



# Curriculum Knowledge Map 2024-25



Year 8		SUMMER	
Topics	INSPIRATIONAL EVENTS	ROMEO AND JULIET	
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>Knowledge of major world events including World War 2; Pride; BLM movement and the Giving Pledge.</li> <li>Understanding of social justice movements.</li> <li>A range of linguistic and structural techniques used in non-fiction writing, including the rhetorical devices learned in Year 7, with a focus now on effectively blending those with descriptive devices to ensure their non-fiction writing has got a compelling impact on their audience.</li> </ul>	<ul style="list-style-type: none"> <li>Build on their knowledge of Shakespearean times, with a focus on the role of women, patriarchal societies, and family feuds.</li> <li>The plot and characters and the relationships between them.</li> <li>Key themes within the play: fate, actions and consequences, hubris and love and tragedy.</li> <li>What a prologue is.</li> <li>The features of a successful piece of drama, including how to effectively manage the placement of characters in scene and how to use stage directions, asides, and soliloquies for effect.</li> </ul>	
<b>Procedural</b> <i>What should they be able to do?</i>	<p><b>Primary focus: Discursive Writing</b></p> <ul style="list-style-type: none"> <li>Develop their use of linguistic and structural techniques when writing non-fiction by blending devices, creating convincing arguments by considering counter arguments, skilfully using the basic techniques case studies, statistics and expert opinion and creating and sustaining tone and craft.</li> <li>Use their knowledge of major world events to inform their discursive writing.</li> </ul> <p><b>Secondary focus: Analysis</b></p> <ul style="list-style-type: none"> <li>Find a range of linguistic and structural techniques in non-fiction texts and use their inference skills to comment on how these presenter's attitudes and intentions.</li> <li>Use their knowledge of major world events to inform their analysis.</li> </ul>	<p><b>Primary focus: Analysis</b></p> <ul style="list-style-type: none"> <li>Selecting and using sub quotes to support their analysis, embedding quotes, using the WHICH, SO, BECAUSE method to extend their explanations, considering themes and wider ideas when analysing texts, subject terminology and the impact of these methods on them as the reader and author intent.</li> </ul> <p><b>Secondary focus: Creative Writing</b></p> <ul style="list-style-type: none"> <li>Use a range of linguistic and structural techniques when writing creatively including characterisation, imagery, creating specific mood/tone using deliberate vocabulary and experimenting with structure through chronology, flashbacks and cyclical structures.</li> </ul>	
<b>Disciplinary Literacy</b> <i>(Tier 3 Vocab)</i>	<b>Momentum, progressive, philanthropy, systemic, whitewashing, liberty, selfless, monumental, tenacity, sacrifice.</b>	<b>Fate, rivalry, repercussion, free will, honour, exiled, lust, consuming, hierarchy, impulsive.</b>	
<b>Grammar</b>	<p>The MAIN STRANDS are:</p> <ul style="list-style-type: none"> <li>VARYING SENTENCES</li> <li>COHESION</li> </ul> <p><i>For more specific information about weekly grammar foci, see Grammar Progression Map.</i></p>	<p>The MAIN STRANDS are:</p> <ul style="list-style-type: none"> <li>VARYING SENTENCES</li> <li>COHESION</li> </ul> <p><i>For more specific information about weekly grammar foci, see Grammar Progression Map.</i></p>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>A peer assessed piece of discursive writing.</li> <li>A whole class teacher assessed piece of discursive writing.</li> </ol>	<ol style="list-style-type: none"> <li>Progress Test on discursive writing (teacher assessed).</li> <li>A peer assessed piece of analysis.</li> <li>A peer assessed oracy piece.</li> </ol>	
<b>Diversity</b>	<p>This unit has been designed to give students an awareness of the world around them, focusing on the plights of marginalised people but also the uprising of social action and creating a world that is filled with equality, justice, and change.</p>	<p>Opportunities to show students different ways Romeo and Juliet has been adapted with different casts. Students will also explore which aspects of the play have stood the test of time and how certain stereotypes, particularly regarding gender, can be explored differently under a modern lens.</p>	

