

Curriculum Knowledge Map 2022-23



Year 8	AUTUMN	
Topics	EVENTS THAT SHAPED THE WORLD	NOVEL
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> • Knowledge of major world events including: World War 2; Pride; BLM movement and the Giving Pledge • Understanding of social justice movements • 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 	<ul style="list-style-type: none"> • 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 • How writers use a range of linguistic and structural techniques to give information about characters, setting and plot • Understand the conventions of different genres
Procedural <i>What should they be able to do?</i>	<p>Primary focus: Discursive Writing</p> <ul style="list-style-type: none"> • Develop their use of linguistic and structural techniques when writing non-fiction by blending rhetorical and descriptive devices together for effect • Use their knowledge of major world events to inform their discursive writing <p>Secondary focus: Language Analysis</p> <ul style="list-style-type: none"> • Find a range of linguistic and structural techniques in non-fiction texts and use their inference skills to comment on how these presenter the writer’s attitudes and intentions • Use their knowledge of major world events to inform their analysis 	<p>Primary focus: Language Analysis</p> <ul style="list-style-type: none"> • Examining the impact of language choices in relation to specific questions • Comment 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 • Selecting judicious quotes which help to effectively support their point <p>Secondary focus: Structural Analysis</p> <ul style="list-style-type: none"> • Comment on the effect of word/sentence level structural techniques • Comment on the effect of whole-text structural techniques
Disciplinary Literacy (Tier 3 Vocab)	Cohesive, momentum, progression, progressive, rhetoric, pledge, philanthropy, systemic, whitewashing, liberty	A Jigsaw of Fire and Stars: zoomorphism, authorial intent, sensory language, symbolism, figurative language 12 Minutes to Midnight: pseudonym, asylum, notoriety, bedlam, incoherent You Must Be Layla: Acceptance, culture shock, suspension, expulsion, alienation Once: Propaganda, oppression, occupation, orphanage, dictatorship Words for all novels: empathy, intentions, craft, narrator, hierarchy



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Year 8	AUTUMN	
Grammar	<p>9.1 Identifying and writing subordinate clauses – Week 3 9.2 Using subordinate clauses to develop an argument – Week 3 12.1 Identifying and writing relative clauses – Week 4 12.2 Using relative clauses to create an emotive tone – Week 4</p> <p><u>RECAP & REVISIT POSSIBLY HOMEWORK BASED</u> 3.3 Using adjectives and adjectival phrases to emote 5.3 Repeating simple sentences for emphasis</p>	
Assessment	<p>1. A teacher assessed piece of discursive writing 2. A ‘No More Marking’ assessed piece of discursive writing</p>	<p>3. A peer assessed piece of creative writing 4. A teacher assessed piece of analysis on the novel 5. A peer assessed piece of analysis on the novel to compare with last one</p>
Diversity	<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>A Jigsaw of Fire and Stars: Written by an award-winning Ghanaian-British documentary film-maker and writer and focuses on a group of friends travelling off-grid around Europe. 12 Minutes to Midnight: Challenges ideas surrounding gender expectations and stereotypes and focuses on the achievement of a young girl. You Must Be Layla: Written by a Sudanese-Australian write and explores the Sudanese protagonists as she navigates life in an upper-class Australian school. Once: 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>



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Year 8	SPRING	
Topics	COMING OF AGE	POETRY
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> How the concept of coming-of-age is presented across a range of different fiction and non-fiction extracts An understanding of life defining changes, such as starting a new school and meeting new people, to overcoming adversity and challenges <p>A range of linguistic and structural techniques including how writers use surrealism to create new worlds</p>	<ul style="list-style-type: none"> To understand how poets use stimuli from the natural world in their poetry 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 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 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
Procedural <i>What should they be able to do?</i>	<p><u>Primary focus: Creative Writing</u></p> <ul style="list-style-type: none"> Use a range of linguistic and structural techniques when writing fiction, using inspiration from other writers' craft <p><u>Secondary focus: Analysis</u></p> <ul style="list-style-type: none"> Find a range of linguistic and structural techniques in fiction texts and evaluate the impact of those 	<p><u>Primary focus: Language Analysis</u></p> <ul style="list-style-type: none"> Comment on the impact of language choices in poetry, layering their analysis with reference to context and background <p><u>Secondary focus: Structural Analysis</u></p> <ul style="list-style-type: none"> Comment on the impact of structural choices in poetry including specific comments about intentions and reader effect
Disciplinary Literacy (Tier 3 Vocab)	Bildungsroman, adolescence, surrealism, narrative perspective, focus shifts, emergent, maturity, psychological, generational, neurodivergence	Extended metaphor, semantic field, atmosphere, characterisation, symbolism, segregation, culture, heritage, abloom, vibrant
Grammar	5.1 Identifying and writing main clauses – Week 6 5.2 Using simple sentences to create narrative hooks and tension – Week 6 1.6 Using noun phrases to create imagery – Week 7 2.3 Using verbs to describe the senses – Week 7 2.4 Using verbs to create personification – Homework	



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Year 8	SPRING	
Assessment	<ol style="list-style-type: none"> 1. A peer assessed piece of creative writing 2. Progress Checkpoint on discursive writing (teacher assessed) 3. A whole class teacher assessed piece of analysis (LP1 Q2) 	<ol style="list-style-type: none"> 4. A teacher assessed piece of analysis on one of the anthology poems 5. A peer assessed piece of analysis on one of the anthology poems
Diversity	<p>This unit of study has been created to ensure students are exposed to a wide variety of voices and experiences within the coming-of-age genre. It gives them an opportunity to look at the classic literary canon alongside work by BAME authors, as well as a first-hand account from a neurodivergent author and how he views the world around him. The aim is for students to see themselves represented in this unit of study, whether it's through a character, an author or a concept.</p>	<p>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>



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Year 8	SUMMER	
Topics	PLAYS	ROMEO AND JULIET
<p>Declarative <i>What should they know?</i></p>	<ul style="list-style-type: none"> • Build on their knowledge of the play form • Understand the impact modern drama has on society • Understand the role of a critic and what reviews of modern performances look like as a piece of non-fiction writing • An understanding of what makes a successful piece of drama • What dramatic techniques are, such as stage directions, asides, soliloquies and adding narration • An overview of the plot and key themes in the following plays: Alan Bennet Talking Heads – “A Cream Cracker Under the Settee” Iman Qureshi “The Funeral Director”. Jonathan Livingston “Now We Are Here” Sarah Macdonald Hughes “How to be a kid” Stephen Mallatratt “The Woman in Black” J.B Priestley “An Inspector Calls” 	<ul style="list-style-type: none"> • Build on their knowledge of Shakespearean times, with a focus on the role of women, patriarchal societies, and family feuds • The plot and characters and the relationships between them • Key themes within the play: fate, actions and consequences, hubris and love and tragedy • What a prologue is • 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
<p>Procedural <i>What should they be able to do?</i></p>	<p>Primary focus: Analysis</p> <ul style="list-style-type: none"> • To understand and comment on the impact that dramatic techniques, such as monologues, stage directions and asides, have on how a piece of drama is performed • 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 • To comment on the cultural impact that a piece of modern drama can have <p>Secondary focus: Writing</p> <ul style="list-style-type: none"> • Use a range of linguistic and structural techniques when writing a piece of modern drama, using inspiration from plays studied • Write reviews of the plays that studied, maintaining a critical review style that shows an appreciation of the writers’ craft and an understanding of audience reaction 	<p>Primary focus: Creative Writing</p> <ul style="list-style-type: none"> • Use a range of linguistic and structural techniques when writing fiction, using inspiration from Shakespeare’s craft • Modernise some of the key themes to create a successful piece of drama <p>Secondary focus: Analysis</p> <ul style="list-style-type: none"> • To explore how Shakespeare presents the characters studied in the play by his word choices, actions, and stage directions, commenting on how the audience would have reacted at the time



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Disciplinary Literacy (Tier 3 Vocab)	Monologue, isolation, bereavement, conflict, sexuality, welfare, gothic, soliloquy, socialism, capitalism	Prologue, pre-ordained, catalyst, hubris, addle, quarrel, patriarchy, banishment, chastity, tragedy
Grammar	<p>1.3 Using nouns to create imagery in description - Week 1 1.4 Using proper nouns to create character – Week 2 1.7 Creating appositive phrases to develop an idea or image- Week 3</p> <p>These modules can be used in weeks where they best fit.</p>	<p>7.1 Identifying and using the passive voice – Week 3 7.3 Using the passive voice to create suspense - Week 3</p> <p><u>RECAP & REVISIT POSSIBLY HOMEWORK BASED</u></p> <p>1.2 Using nouns to create character 1.4 Using proper nouns to create character 1.7 Creating appositive phrases to develop an idea or image 2.2 Using verbs to create character</p>
Assessment	<p>1. A whole class teacher assessed piece of analysis on one of the plays 2. A teacher assessed piece of analysis on one of the plays</p>	<p>3. A peer assessed piece of analysis on an extract from the play 4. Progress Checkpoint on plays and poetry (teacher assessed) 5. A peer assessed oracy performance</p>
Diversity	This unit aims to give students access to a broad range of modern and older pieces of drama from a variety of different voices and backgrounds. Work has been made to ensure representation across a range of groups, including the elderly, children, and those with mental health difficulties and	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.

