

Year 8: Curriculum Intent

The English department aims to provide students with a challenging and diverse curriculum that embeds conceptual level thinking through our thematic approach. We are committed to inspiring our students to use their study of reading and writing as a stimulus to question the big ideas and societal issues in the world around them. The Yr 8 'Big Philosophical and Thematic' question is: 'How do stories of conflict and identity help us to understand the world around us?' All study of reading and writing allows students to link concepts to explore and engage with this big question. For reading, students will study a play 'Noughts and Crosses', a novel 'The Hunger Games', Shakespeare's 'Romeo and Juliet', Maya Angelou poetry anthology, and a range of non-fiction articles, all which allow students to make intertextual links across the texts and consider how conflict and identity are universal themes across our literary heritage. Students will understand how literary texts are designed to mirror real-world experiences and will consider how these texts highlight issues of racism, prejudice and discrimination across our history and present day. For writing, students will study a range of speeches from powerful female figures, learning the genre, style and conventions of a 'protest speech'. Students will develop their understanding and use of the Aristotelian triad, implementing pathos, ethos and logos effectively for their intended audience. Students will be able to select and integrate extensive and ambitious vocabulary, as well as manipulate persuasive devices to craft a powerful message and elicit an emotive response from their audience. Students will draw on their reading curriculum to inspire their own writing.

Year 8 Essential Knowledge Summary

Schemata 1: Noughts and Crosses	Schemata 2: The Hunger Games	Schemata 3: Aristotelian Triad in Non-fiction writing
<p>Composite Knowledge: Pupils will gain an understanding of how we make inferences and predictions in a text.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Plot, character and themes of the text Definition of racism and oppression Transatlantic slave trade and its implications still today Apartheid and segregation linked to racism Hierarchy and institutional racism <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Use comprehension to make accurate predictions of plot and character development Understand how characters and themes are presented and identify specific examples Make accurate inferences based on these examples <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> The role of reverse racism in spreading the writer's allegorical message The concept of star-crossed lovers, abuse of power, marginalisation and oppression The role systematic racism plays in society 	<p>Composite Knowledge: Pupils will gain an understanding of how writers make language or structural choices to achieve specific effect.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Plot, character and themes of the stories Dystopian genre conventions Word classes and figurative language features: similes; metaphors; personification; alliteration How lack of education is used as a weapon for oppression <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Use comprehension to make accurate predictions of plot and character development Understand how characters and themes are presented and identify specific examples Make accurate inferences based on these examples Identify word classes, language features and structural choices accurately Write about what these features suggest and what their effects are <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> The concept of star-crossed lovers, abuse of power, marginalisation and oppression How rebellions begin and stem from oppression 	<p>Composite Knowledge: Pupils will gain an understanding of the Aristotelian triad and how a variety of non-fiction forms utilise the triad to create specific effects</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> The history of Aristotelian triad Identify the Aristotelian triad in use How female speakers have been influenced by the triad in their protest speeches – Emmeline Pankhurst, Sojourner Truth, Michele Obama How a range of articles have been influenced by the triad How writers use language and structural features of the triad in their writing to achieve different effects <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Use comprehension to make accurate inferences of writers' language and structural choices Identify word classes, language features and structural choices accurately Write about what these features suggest and what their effects are <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Explore the concepts of equality and issues in society such as racism, sexism, the need for acceptance
Schemata 4: Aristotelian Triad and non-fiction writing	Schemata 5: Romeo and Juliet	Schemata 6: Maya Angelou Poetry
<p>Composite Knowledge: Pupils will gain an understanding of how to use the Aristotelian triad for effect in conveying a personal stance in protest speech writing.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Identify the Aristotelian triad in use How female speakers have been influenced by the triad in their protest speeches – Emmeline Pankhurst, Sojourner Truth, Michele Obama Identify and apply non-fiction language features: similes, metaphors, anaphora, hyperbole and vague language Use a full range of punctuation accurately Use a full range of sentence forms accurately <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Can make specific and purposeful choices with vocabulary, punctuation, sentence structure and language devices. Apply genre conventions to establish credibility and incorporate the triad Use cohesive techniques to build argument and point of view <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Use genre conventions to establish tone and impassioned mood Explore the concepts of equality and issues in society such as racism, sexism, the need for acceptance 	<p>Composite Knowledge: Pupils will gain a critical appreciation of how writers are influenced by social and historical contexts and use their plot and characters as constructs to convey an allegorical message.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Plot, character and themes of the text Definition of conflict and symbolism Context of love, family honour and the Patriarchy in Shakespearean England <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Use comprehension to make accurate predictions of plot and character development Understand how characters and themes are presented and identify specific examples Make accurate inferences based on these examples Identify word classes, language features and structural choices accurately Write about what these features suggest and what their effects are Articulate why plot, characters and themes develop over a text and how these reveal deeper meanings <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Concepts of star-crossed lovers, abuse of power within patriarchy, revenge, transient love The importance to recognise the complexity of historical contexts and how we can learn from them in present day 	<p>Composite Knowledge: Pupils will gain an understanding of poetic forms, structure and language devices and will consider how poets use these to convey their messages.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Maya Angelou background and her role and influence in society Definitions of stanza, rhyme, rhythm, enjambment Accurate identification of word classes, structural and language features <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Articulate what poetic and language features suggest and what their effects are Articulate why poets choose specific forms and themes and how these reveal deeper meanings <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Concepts of power, identity, oppression and conflict in poetry Role of a poet in creating an anthology that communicates these concepts

Year 8 Final Composite Knowledge End Point

- The plot of all texts covered: Noughts and Crosses; The Hunger Games; Romeo and Juliet
- Genre conventions of dystopian fiction
- Oppression, racism, sexism and marginalisation in history and in modern-day society
- Context of Great Chain of Being, Patriarchy and family honour in Shakespearean England
- Use of comprehension to articulate predictions and make accurate inferences
- Analyse language or structural choices and what they suggest, exploring their effects
- Articulate why writers develop plot, characters and themes over a text and how this reveals a deeper meaning
- Role of symbolism across various forms of literature
- Concepts of star-crossed lover, conflict, identity, marginalisation and oppression and how these are universal across literature and are incorporated to reflect and mirror real-world issues

- Make thoughtful connections between the concepts and their role in stories of conflict and identity