



## English Department Curriculum and Assessment Map

	Autumn Term	Spring Term	Summer term
Year 8	Sherlock Holmes	Dystopias	The Crucible
Fundamental Knowledge	<p><b>Reading Knowledge</b>  <b>Knowledge of form and genre</b>            -Understanding of the terms genre and conventions            -Understanding of the conventions of a short story            -Understanding of the crime genre and its key conventions  <b>Knowledge of text</b>            -Understanding of Arthur Conan Doyle and the significance of Sherlock Holmes            -Understanding of the key context of the Victorian period and how it relates to and adds to understanding of the stories, including:</p> <ul style="list-style-type: none"> <li>- The Victorian hierarchy</li> <li>- Disequilibrium</li> <li>- The role of women</li> <li>- Lombroso's theory of criminality</li> <li>- Jack the Ripper</li> </ul> <p>-Understanding of the plot of <i>Adventure of the Speckled Band</i> and <i>A Scandal in Bohemia</i>            Understanding of the key characters in <i>Adventure of the Speckled Band</i> and <i>A Scandal in Bohemia</i>  <b>Knowledge of writers' methods</b></p>	<p><b>Reading Knowledge</b>  <b>Knowledge of form and genre</b>            -Understanding of the terms utopia and dystopia            -Understanding of the Dystopian genre and its key conventions            -Understanding of key context of the genre and how it relates to and influences contemporary society            -Understanding of the central themes of dystopian fiction:</p> <ul style="list-style-type: none"> <li>- Oppression and Rebellion</li> <li>- Environmental Destruction</li> <li>- Individualism vs Collectivism</li> <li>- Government Control</li> <li>- Religious Control</li> <li>- Rise of Technology</li> </ul> <p>-Understanding of high-level vocabulary that is typical of the genre</p> <ul style="list-style-type: none"> <li>- Allegory</li> <li>- Totalitarianism</li> <li>- Archaic</li> <li>- Indoctrination</li> <li>- Subversion</li> </ul>	<p><b>Reading Knowledge</b>  <b>Knowledge of genre and form</b>            -Understanding of common structural terms involved in plays e.g. stage directions, narrator's commentary, etc.            -Understanding of the tragic hero and associated conventions  <b>Knowledge of text</b>            -Understanding of high-level vocabulary relating to the text:</p> <ul style="list-style-type: none"> <li>- crucible</li> <li>- paradox</li> <li>- theocracy</li> <li>- hysteria</li> </ul> <p>-Understanding of Arthur Miller and his biographical context            -Understanding of the historical context relating to the meaning and message of the text:</p> <ul style="list-style-type: none"> <li>- Salem Witch Trials</li> <li>- Puritanism</li> <li>- McCarthyism</li> <li>- US politics</li> <li>- Communism</li> </ul>

	<p>-Understanding of the following key literary terms including:</p> <ul style="list-style-type: none"> <li>- Adverbs</li> <li>- Modal verbs</li> </ul> <p><b>Knowledge of written analysis</b></p> <p>-Understanding of how to begin to blend the PETAL structure to write fluid analyses of writer's methods (literary devices, sentence types) and language choice (connotation vs denotation)</p> <p>-Understanding of how identify precise quotations and embed them into analysis</p> <p><b>Writing knowledge</b></p> <p><b>Knowledge of non-fiction writing to review</b></p> <p>-Understanding of the genre, audience and purpose of a film review</p> <p>-Understanding of structural features and their effect on a text: connectives, features of a summary</p> <p>-Understanding and using a range of persuasive literary devices effectively including:</p> <ul style="list-style-type: none"> <li>- Alliteration</li> <li>- Statistics</li> <li>- Figurative language</li> </ul>	<ul style="list-style-type: none"> <li>- Faction</li> <li>- Pious</li> <li>- Regimented</li> </ul> <p>-Understanding of the political and societal allegory in dystopian literature</p> <p>-Understanding of conventions in setting and characterisation</p> <p>-Understanding of the of the different types of dystopian control</p> <ul style="list-style-type: none"> <li>- Corporate control</li> <li>- Technological control</li> <li>- Bureaucratic control</li> <li>- Religious / philosophical control</li> </ul> <p><b>Knowledge of text</b></p> <p>-Understanding of the plot and key characters in the openings of key dystopia texts:</p> <ul style="list-style-type: none"> <li>- <i>1984</i> by George Orwell</li> <li>- <i>The Bees</i> by Laline Paul</li> <li>- <i>The Memory Police</i> by Yoko Ogawa</li> <li>- <i>Children of Blood and Bone</i> by Tomi Adeyemi</li> </ul> <p><b>Knowledge of writers' methods</b></p> <p>-Understanding of the following key literary terms including:</p> <ul style="list-style-type: none"> <li>- Flashback</li> <li>- Flash forward</li> <li>- Symbolism</li> <li>- Foreshadowing</li> </ul> <p><b>Knowledge of written analysis</b></p> <p>-Understanding of how to blend the PETAL structure to write fluid analyses of writer's methods (literary devices, sentence types) and language choice (connotation vs denotation) relating analysis to a writer's tone and intent</p> <p>-Understanding of how to relate analysis of an extract to key themes and conventions of the dystopian genre</p> <p><b>Writing knowledge</b></p> <p><b>Knowledge of creative writing to describe</b></p> <p>-Understanding of how to write in the dystopian genre, using key themes and conventions</p>	<ul style="list-style-type: none"> <li>- 21<sup>st</sup> Century mass media</li> <li>- blame culture</li> </ul> <p>-Understanding of the plot of <i>The Crucible</i></p> <p>Understanding of the key characters in <i>The Crucible</i></p> <p><b>Knowledge of writers' methods</b></p> <p>-Understanding of the following key literary terms including:</p> <ul style="list-style-type: none"> <li>- Allegory</li> <li>- Allusion</li> <li>- Sensory language</li> </ul>
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<b>Learning Checkpoint Tasks</b>	<ol style="list-style-type: none"> <li>1. Read the letter, which was sent to police by somebody claiming to be Jack the Ripper. What impression do you get of the killer here?</li> <li>2. How does Conan Doyle use language to present the character of Sherlock Holmes in the extract from <i>The Adventure of the Speckled Band</i>?</li> <li>3. How does Conan Doyle present the King of Bohemia as mysterious?</li> <li>4. Write a review of the short film, <i>For the Birds</i>.</li> </ol>	<ol style="list-style-type: none"> <li>1. How does the writer present Winston Smith at the beginning of 1984?</li> <li>2. How does the writer use language to present the hive?</li> <li>3. Write the opening of a dystopian story, introducing a society in which the government has banned one thing.</li> <li>4. Write a description of a post-apocalyptic dystopian setting based on the notes you have made on setting from the film clip.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a story about a time that you stood up for something or someone.</li> <li>2. How is John Proctor presented as a tragic hero in the play so far?</li> <li>3. How does Miller use language to create a sense of hysteria in the courtroom scene?</li> </ol>
<b>Common Assessment Task</b>	TA1 – Sherlock Holmes and writing to review	TA2 – Dystopias and writing to describe	TA3 – The Crucible and writing to narrate
<b>Interleaved Knowledge</b>	<p>Transferable fundamental reading and writing knowledge from Year 7, taught in relation to 19<sup>th</sup> century short stories and retrieved through low stakes quizzes:</p> <p><b>Writing knowledge</b>  <b>Knowledge of non-fiction writing</b>            -Understanding how to use structural techniques effectively in a non-fiction text            -Understanding and using a range of persuasive literary devices effectively</p>	<p>Transferable fundamental reading and writing knowledge from the Autumn Term, taught in relation to extracts and retrieved through low stakes quizzes:</p> <p><b>Reading Knowledge</b>  <b>Knowledge of form and genre</b>            -Understanding of the terms genre and conventions</p> <p><b>Writing knowledge</b>  <b>Knowledge of creative writing to describe</b>            -Understanding of descriptive writing and how it differs from narrative writing</p>	<p>Transferable fundamental reading and writing knowledge from the Autumn and Spring Terms, taught in relation to 20<sup>th</sup> century drama and retrieved through low stakes quizzes:</p> <p><b>Reading Knowledge</b>  <b>Knowledge of genre and form</b>            -Understanding of the terms genre and conventions            -Understanding of the term play and the concept of theatre            -Understanding of common structural terms involved in plays</p> <p><b>Knowledge of written analysis</b></p>

		<p>-Understanding of the structure of descriptive writing: shifts in focus, mini-scenes, etc.</p>	<p>-Understanding of how to blend the PETAL structure to write fluid analyses of writer's methods (literary devices, sentence types) and language choice (connotation vs denotation) relating analysis to a writer's tone and intent</p> <p><b>Writing knowledge</b>  <b>Knowledge of creative writing to narrate</b></p> <ul style="list-style-type: none"> <li>-Understanding of how to plan a piece of narrative writing based on Freytag's pyramid</li> <li>-Understanding of what dialogue is, how it shapes a narrative and how to implement it effectively</li> <li>-Understanding of tension and how to build it through structure</li> <li>-Understanding of a range of literary devices and how to make sophisticated use of them in writing</li> <li>-Understanding of the effect of imagery and description</li> </ul>
	<p>Transferable fundamental reading and writing knowledge from Year 7, taught throughout Year 8 and retrieved through low stakes quizzes:</p> <p><b>Reading Knowledge</b>  <b>Knowledge of form</b></p> <ul style="list-style-type: none"> <li>-Understanding the terminology relating to narrative voice and perspective and understanding how to consider the effect of the narrative voice a writer has used</li> <li>-Understanding of characterisation and plot structures</li> </ul> <p><b>Knowledge of writers' methods</b></p> <ul style="list-style-type: none"> <li>-Understanding how to explore explicit and implicit meaning in texts</li> <li>-Understanding how to decode unfamiliar vocabulary using context and synonyms</li> <li>-Understanding of the effects created by a range of key literary devices</li> <li>-Understanding the terminology relating to word classes and understanding how to consider the effects of a writer's use of words</li> <li>-Understanding the terminology relating to sentence type and form and how to consider their effects</li> <li>-Understanding of how to discuss writer's intent and how it shapes our understanding of a text</li> <li>-Understanding of how to identify tone and select appropriate emotional vocabulary to describe it</li> </ul> <p><b>Knowledge of written analysis</b></p> <ul style="list-style-type: none"> <li>-Understanding of how identify precise quotations and embed them into analysis</li> </ul> <p><b>Writing knowledge</b>  <b>Knowledge of grammar and vocabulary</b></p> <ul style="list-style-type: none"> <li>-Understanding of a range of punctuation for comprehension and effect</li> <li>-Understanding of different sentence types and forms and how to use them for effect</li> <li>-Understanding the purpose of paragraphs and using them effectively in writing</li> <li>-Understanding how to used varied vocabulary, with a consideration for the effect of words that their connotations</li> </ul>		

<b>Cultural Literacy</b>	<ul style="list-style-type: none"> <li>- One hour a week following a series of lessons that relates to the curriculum in terms of genre or theme and broadens pupils' experience and understanding of the term's unit, alternating between reading and writing tasks.</li> <li>- A redraft lesson every four weeks, allowing pupils to develop one of their writing tasks based on a selected writing focus.</li> </ul>	
<b>Recovery Curriculum</b>	<p><b>Recovery Curriculum: Cultural Literacy SOW</b></p> <p>Through one lesson each week, students will be introduced to the fundamental knowledge and skills that they missed during Term 3 of Year 7. The following knowledge and skills will be explicitly added to the cultural literacy SOW and will be reviewed each term.</p> <ul style="list-style-type: none"> <li>• Determiner - The determiner precedes the noun</li> <li>• Definite article - The definite article 'the' is used to indicate something specific</li> <li>• Indefinite article - The indefinite articles 'a' and 'an' are used to indicate something specific</li> <li>• Proper noun - An individual person, place or organisation with a capital letter</li> <li>• Abstract noun - A noun denoting an idea, quality or state rather than a concrete object</li> <li>• Past tense verb - A verb that shows an action was in progress</li> <li>• Present tense verb - A verb that shows an action is in progress</li> <li>• Future tense verb - A verb that shows an action that will be in progress</li> <li>• Adverb - A word or phrase that modifies the meaning of an adjective, verb or other adverb, expressing manner, place, time or degree</li> <li>• Preposition - A word expressing a relationship of meaning between two parts of a sentence, showing how the two parts are related in space or time</li> <li>• Ellipsis - A punctuation mark consisting of three dots that indicates the omitting of a word, phrase, line, paragraph, or more from a quoted passage</li> <li>• Figurative language - Any figure of speech which depends on a non-literal meaning of some or all of the words used</li> <li>• Pun - A device wherein a word is used to suggest two or more possible meanings</li> <li>• Imagery - Visually descriptive or figurative language</li> </ul>	<p><b>Recovery Curriculum: Shakespeare's villains mini SOW (2 week unit)</b></p> <p>Shakespeare's Villains – rhetoric in Shakespeare's speeches with a focus on the villainous characters</p> <ul style="list-style-type: none"> <li>• Richard III</li> <li>• Macbeth</li> <li>• Titus Andronicus (Tamora)</li> <li>• Romeo and Juliet (Tybalt)</li> <li>• The Tempest (Caliban)</li> </ul> <p>Gained Knowledge</p> <ul style="list-style-type: none"> <li>• Introduction to Shakespeare and the Elizabethan era</li> <li>• Knowledge of the play form and the theatre</li> <li>• Introduction to structural concepts i.e. protagonist, stage directions, soliloquys etc.</li> <li>• Machiavelli</li> <li>• Elizabethan Chain of Being</li> <li>• Regicide</li> <li>• Understanding of rhetoric including speaker's voice</li> <li>• Introduction to blank verse</li> </ul>