

	Autumn	Spring	Summer
Content	Historical (Biographical) Fiction: <i>Windrush Child</i>	Gothic Fiction: <i>Room 13</i>	Topical Fiction: <i>The Breadwinner</i>
Knowledge	<ul style="list-style-type: none"> Context of the Windrush. Theme of migration. Themes of respect. Themes of racism. 	<ul style="list-style-type: none"> Key motifs in Gothic fiction. Subject terminology relating to language and structure to create tension in literature. 	<ul style="list-style-type: none"> Current affairs relating to Afghanistan. Elements of informational writing.
Key Terminology/ Vocabulary	<input type="checkbox"/> Windrush <input type="checkbox"/> Caribbean <input type="checkbox"/> Migration <input type="checkbox"/> Appreciate <input type="checkbox"/> Community <input type="checkbox"/> Determined <input type="checkbox"/> Equipped <input type="checkbox"/> Foreign <input type="checkbox"/> Identity <input type="checkbox"/> Recognise	<input type="checkbox"/> Tension <input type="checkbox"/> Atmosphere <input type="checkbox"/> Sibilance <input type="checkbox"/> Alliteration <input type="checkbox"/> Tricolon <input type="checkbox"/> Connotation <input type="checkbox"/> Personification <input type="checkbox"/> Onomatopoeia	<input type="checkbox"/> Chador <input type="checkbox"/> Peddler <input type="checkbox"/> Hawk <input type="checkbox"/> Labyrinth <input type="checkbox"/> Militia <input type="checkbox"/> Intricate <input type="checkbox"/> Kameez <input type="checkbox"/> Illiterate <input type="checkbox"/> Brusquely <input type="checkbox"/> idle
Skills	<p>AO1: Read and understand a range of texts.</p> <p>AO2: Explain how writers use language for effect/influence.</p> <p>AO4: Comment on personal preferences and give explanations.</p> <p>AO5: Communicate clearly and appropriately.</p> <p>AO6: Use Vocabulary for purpose. SPaG</p>	<p>AO1: Read and understand a range of texts.</p> <p>AO2: Explain how writers use language for effect/influence.</p> <p>AO4: Comment on personal preferences and give explanations.</p> <p>AO5: Communicate clearly and appropriately; Use suitable structural features.</p> <p>AO6: Use Vocabulary for purpose.</p>	<p>AO1 - Locate points and information in a text; use contextual clues to understand unfamiliar vocabulary.</p> <p>AO2 - Identify writers' ideas and perspectives.</p> <p>AO4 - Comment on personal preferences.</p> <p>AO5 - Communicate ideas clearly effectively and imaginatively; select appropriate tone and register for</p>

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	<p>AO7: Demonstrate presentation skills. AO8: Listen and respond appropriately to spoken language. AO9: Use spoken English effectively in presentations.</p>	<p>SPaG AO7: Demonstrate presentation skills. AO8: Listen and respond appropriately to spoken language. AO9: Use spoken English effectively in presentations.</p>	<p>audience, organise ideas and information in a logical order; use of appropriate structural features. AO6 - Accurate use of SPaG.</p>
Key Questions	<p>Questions based on vocabulary, inference, prediction, explanation, retrieval, sequencing and summarising.</p>	<p>Questions based on vocabulary, inference, prediction, explanation, retrieval, sequencing and summarising. <i>E.g. What is a stalactite? Why does Fliss wake up damp? Explain why Fliss doesn't want to go on the trip. Why did the seagull look like a bat? What impression of Fliss do you get in the first two chapters?</i></p>	<p>Text discussions based on clarification and summarisation (Reciprocal Teaching strategies): 1. Where 2. What 3. Why 4. How</p>
Assessment	<p>Practice SUTE C1 Component 1 SUTE NEA. Low stakes questioning on reading material.</p>	<p>Component 1 SUTE NEA C2 SUTE Practice NEA Low stakes questioning on reading material.</p>	<p>Component 2 SUTE NEA Writing Composition: question and answer interview for a Newspaper covering Parvana's experiences.</p>
Literacy	<p>Focus on spelling, punctuation and grammar. Bespoke programme for each group.</p>	<p>Focus on spelling, punctuation and grammar. Bespoke programme for each group.</p>	<p>Focus on spelling, punctuation and grammar. Bespoke programme for each group.</p>
Numeracy	<ul style="list-style-type: none"> ❖ Venn diagram/ comparison alley. ❖ Timeline. ❖ Sequencing. 	<ul style="list-style-type: none"> ❖ Venn diagram/ comparison alley. ❖ Diamond 9. 	<ul style="list-style-type: none"> ❖ Timeline ❖ Sequencing ❖ Graphic organiser
SMSC/ Character	<ul style="list-style-type: none"> ★ Sense of fascination learning about the world around them ★ Showing respect for cultural 	<ul style="list-style-type: none"> ★ Communicating ideas through speech. ★ Understanding consequences for 	<ul style="list-style-type: none"> ★ Sense of fascination learning about the world around them ★ Showing respect for cultural

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	<p>diversity in national and global communities.</p> <ul style="list-style-type: none"> ★ Ability to identify and value common ideas and differences across cultural, religious and ethnic communities. ★ Appreciation and understanding of the range of cultural influences that have contributed to the shape of modern Britain. 	<p>behaviour and actions.</p> <ul style="list-style-type: none"> ★ Appreciation and understanding of the range of cultural influences that have contributed to the shape of modern Britain. 	<p>diversity in national and global communities.</p> <ul style="list-style-type: none"> ★ Ability to identify and value common ideas and differences across cultural, religious and ethnic communities.
<p>Enrichment opportunities and futures</p>	<p>Club - Barrington Stoke Young Editors - Fridays at 3.10pm.</p>	<p>Club - Barrington Stoke Young Editors - Fridays at 3.10pm.</p> <p>Holocaust Memorial Day speaker with National Literacy Trust</p>	<p>Club - Barrington Stoke Young Editors - Fridays at 3.10pm.</p> <p>London Fire Brigade Visit.</p>