













Year 8 Core Knowledge Document 2022-2023

Unit title		Key words:
<p>UNIT 1: Oliver Twist</p> <p>By the end of this unit of learning all students will be able to</p> <ol style="list-style-type: none"> To know the key themes in the Victorian Literature: criminality, social injustices, discrimination, poverty, criticism of society To know the social, historical context of the Victorian era and know key information about Charles Dickens To recall the plot of the novel, Oliver Twist To analyse writers' use of language – identify methods and analysing their effect To understand what symbolism is, identify symbolism in the novel and be able to explain what these ideas symbolise To know the conventions of letter writing and be able to apply these conventions to write their own letters. 		<ul style="list-style-type: none"> Corruption and criminality Exploitation Social injustice Political diatribe Foil/Antithesis
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> Frequent checks for understanding and multiple-choice questions provided. Regular opportunities to practise summarizing and thesis statements. Summative assessment to test knowledge and threshold concepts
		<p>Knowledge Organiser Link Oliver Twist KO.pptx</p>
<p>UNIT 2: Romeo and Juliet</p> <p>By the end of this unit of learning all students will be able to</p> <ol style="list-style-type: none"> Understand the context of the Elizabethan era, with a focus on arranged marriage, social hierarchy, patriarchy, religious values Know the plot of the play Know the key themes: power, conflict, loyalty, violence, love, fate & destiny To understand the characterisation in the play, with a focus on the power dynamics between characters To develop students understanding of dramatic devices such as dramatic irony and be able to analyse their effect using PETAL To understand the conventions of the tragedy genre To understand what iambic pentameter is and how Shakespeare uses this poetic meter to convey the characters' emotions To revise the conventions of a news article and apply these to produce an engaging news article about a significant event in the play 		<ul style="list-style-type: none"> Religion / religious imagery Oxymoron Dramatic irony Iambic pentameter Semantic field Foreshadowing
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> Frequent checks for understanding and multiple-choice questions provided. Regular opportunities to practise summarizing and thesis statements. Summative assessment to test knowledge and threshold concepts
		<p>Knowledge Organiser Link Romeo and Juliet - KO.pptx</p>
<p>UNIT 3: Blood Brothers</p>		<ul style="list-style-type: none"> Inequality Prolepsis (flash forward)

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<p>By the end of this unit of learning all students will be able to</p> <ol style="list-style-type: none"> 1. To understand the social, historical context – 1980s Liverpool, poverty, class system Margaret Thatcher, history of Marilyn Monroe, biographical knowledge of Willy Russell and his passion for social reform 2. To understand that the two brothers are constructs to highlight the inequalities of the class system 3. To recall the plot of the play 4. To understand Russell’s key messages and intentions through the text – the effect of social class on individuals 5. To identify writers’ methods such as metaphors and analyse their effect using PETAL 6. To understand what ‘dialect’ is and to understand how Russell uses this to add meaning to the theme of class and education 7. To develop their understanding of characterisation (physical attributes, behaviour, dialogue, interactions with other characters) focusing on the power dynamics between characters and character development 8. To know what is meant by the term ‘construct’ and to understand what each character is a construct for 9. To understand the key themes in the play: Class and Money, Fate and Superstition, Nature vs Nurture, Coming of Age 10. To identify Russell’s use of symbolism and be able to explain what these motifs symbolise 11. To understand the technique of foreshadowing and the effect this has in the text 12. To be able to compare and contrast characters in the play and explain the effect of this on the audience 13. To develop students’ ability to construct an academic Literature essay about a character or theme: writing a good introduction, main body – topic sentences / thesis statements, conclusions – summarising the writers’ intention. 14. To understand the features of a tragedy and to be able to explain the effect on the audience 		<ul style="list-style-type: none"> • Superstition • Sociolect • Refrain • Tragedy / Tragic hero
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> - Frequent checks for understanding and multiple-choice questions provided. - Regular opportunities to practise summarizing and thesis statements. - Summative assessment to test knowledge and threshold concepts
		<p>Knowledge Organiser Link</p> <p>Blood Brothers - KO.pptx</p>
<p>UNIT 4: Culture Poetry</p> <p>By the end of this unit of learning all students will be able to</p> <ul style="list-style-type: none"> - To recognise poetry text and identify the subject, theme, structure and pattern of poems - To articulate what ‘culture’ means and different traditions associated with other cultures - To interpret poems, explaining how the poet creates meaning and atmosphere within different cultures - To explain the impact of the poet’s language choices - To develop students ability to identify poetic techniques and explain the effect of these devices 		<ul style="list-style-type: none"> • Culture / cultural identity / multiculturalism • Tradition • Segregation • Accent / dialect / RP
		<p>How is this unit being assessed?</p> <p>Write a poem about your own culture / the culture of Ormiston Horizon Academy / the culture of Stoke on Trent</p>

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- To understand how to write PETAL response about a theme of poem		Then write 200 words explaining the meaning behind the poem and you choice of language/structure/form.
		Knowledge Organiser Link Unseen Poetry KO All Years.pptx