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| **English - Year 8 Medium Term Plan/SOW** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT-1** | **Noughts and Crosses by Malorie Blackman** | | | | | **Number of lessons in sequence** | **36 x 1 hour lessons grouped according to weekly reading or writing focus** |
| **Overarching Curricular Goals**  (What do you intend students know about and be able to do by the end of the topic, or scheme of learning. Critical knowledge needed to inform later learning and wider contexts.) | | **By the end of this unit students will:**  Understand some of the history and present reality of the role of racism and segregation in society. Students will explore this theme in depth and cultivate an appreciation of how this affects different groups of people. Students will use empathy to appreciate the challenges of the characters and may attempt to reconcile this with some of what they have experience or seen in our own society – this will be enhanced by reference to movements such as Black Lives Matter (BLM). Students will develop an appreciation for the causes and effects of discrimination.  Beyond the study of themes and issues, students will appreciate the power of language as a tool used to oppress and emancipate and develop a more nuanced and detailed approach to language analysis.  Students will also develop reading skills and become more perceptive through their identification of implicit information.  Students will engage with issues raised in the books through transactional writing in which they will write in a variety forms, offering both their own opinions and opinions from alternative perspectives. This will develop students’ empathy and flexibility of thinking.  **Knowledge**  Gain insight into the causes and effects of racism, inequality and discrimination, both in the novel and throughout society. Students will understand the power of prose as a force to empower and promote societal change. Moreover, students will develop their knowledge of an extensive range of themes and issues including marginalisation, radicalisation, power, conflict, trauma and reconciliation.  Students will understand the difference between implicit and explicit information and develop their capacity to identify both of these types of information.  All of the above will be allied with the close analysis of language and students will develop their knowledge of literary devices and build on their ability to write analytically.  Students will also learn how to address topics emerging from the text as real issues in modern society and practice viewpoint writing that targets specific audiences for specific purposes in specific forms the conventions of which they will know and apply in context.  **Skills**  Achieve a secure understanding of narrative viewpoint and voice, characterisation, archetypes, inference and deduction, close reading, writer’s craft, structural devices and effects, setting as character, allusion, monster as metaphor, allegory. In terms of viewpoint writing the conventions of form (PAFT) and use of rhetoric (DAFOREST) to manipulate language to achieve particular effects.  Students will have added to their cultural capital in relation to a divisive, relevant and contentious issue and will have the skills to be active participants in society. Students may challenge preconceptions, be forced to review their opinions and will have articulated their own views and the views of others through both debate and writing. This will develop their skills in empathy, compassion, debating and flexibility of thinking.  Key skills relating to persuasive devices, purpose, audience and form will underpin all transactional writing tasks and these will be enhanced. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | Modern novel with language focus; unpicking implicit and explicit information, analysing writers’ use of language and structure to create meaning/effect. Transactional writing with close focus on technical accuracy and use of linguistic devices. Oracy promoted through discussion and debate around challenging issues.  Links BACK (prior learning)   * Building on themes from novel study in Y7 including loss, trauma, inequality and disenfranchisement. * Developing skills in interpreting information, language + structural analysis and study of authorial intent that were studied throughout Y7. * Revisiting of literary terms and techniques and further embedding them into writing. * Students will build on transactional writing skills.   Links FORWARD (future learning)   * *Exploration of fiction and non-fiction texts to develop skills for English Language GCSE.* * Development of core language skills for GCSE including information retrieval, grammar, SPaG, analysis of language and analysis of structure. * *Exploration of themes (inequality, lack of opportunity, disempowerment and conflict) that permeate throughout the GCSE Literature course – notably in ACC, AIC and poetry.* * Appreciation of the power of language and how it relates to status is a thread that runs through all of English Literature and will inform all future study of this. * Transactional writing skills will be developed that link explicitly to GCSE English Language paper 2, section B. | | |
| **2/3 tier vocabulary** | | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class and home learning.** | **Opportunities for wider reading/Listening/watching.** | | | |
| Alliteration, simile, triple, onomatopoeia, metaphor, personification, juxtaposition; verb, adverb, pronoun, adjective, theme, direct address, rhetorical question, statistic, emotive language.  Loyal, avaricious, dilapidated, treason, narcissist, agonising, narcissist, disenfranchised. | | **Knowledge support** – referencing prior knowledge in think-pair-share activities on themes emerging from whole class reading; making links to own culture and other world views to establish common ground for study of text.  A range of articles and videos are used to provoke thought and to give students enough information to provoke a personal response.  **Reading support** – use of variety of texts including fiction, non-fiction; scaffolding and teacher models; prediction and summarising activities to track and self-monitor comprehension of plot, character and theme with barriers addressed through class discussion regularly.  **Support** – writing frames, dictionaries, WAGOLLs, KO, pair and group work  **Skill** | **Opportunities for inclusion of challenging content** –subject matter (racism, segregation and radicalisation) very challenging and sensitive with pre-conceived ideas explored through reading and discussion. Resource bank has been created in relation to BLM which allows students to push beyond the fictional world of the novel into reality.  **Useful websites to stretch students** –  <https://noughtsandcrosses12345.weebly.com/> | **Read** – pre-planned extracts for variety of sources to bolster understanding of ideas explored in text; teachers to share alternative texts as possible avenues of further examination whether fiction or non-literary or non-literary.  Black Lives Matter inspired reading list has been created separately but will significantly enrich the study of this text and inform much of the discussion around it.  **Listen – access to help and support** via podcasts and self-help guides linked to the text and its attendant themes; awareness days and events marked in the department or at whole school level in the ethos and values to discuss and air thoughts and opinions on for example: black history month, refugee day, world book day.  **Watch** – BBC adaptation of series is available. To be used with discretion as it differs from novel in parts. Suitable to challenge high ability students to consider why director made the changes that he did.  Range of relevant videos and movies on BLM resource guide. | | | |

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| **Noughts and Crosses.**  **Week** | **Sequence of learning Lesson title, theme, big question.** | **Key Concepts/outcomes/knowledge and skills.**  **(Could also add lesson vocab here)** | **Assessment/ including specific content/ knowledge/skills tested.**  **Green=assess/Blue=improve** | **HWK. Add**  **Hyperlink**  **To be in books clearly marked** | **Furthering Cultural Capital.**  **&/or**  **Opportunities for reading/speaking** | **Recall of prior or future topics –** | **Lesson resources including hyperlink to supporting websites & individual lessons.**  **5xT+L essentials to be included in individual lessons,** |
| **1** | **Exploring the history of racism, segregation and division in society.** | **Knowledge:** study of non-fiction articles and videos  **Skill:** highlight and summary, close reading, use of PEICEI for structuring ideas  **Key vocab** – racism, discrimination, segregation. | Discussion.  Students to make fact sheets based on what they have read/watched. These can be swapped and improved in purple by a peer.  Silent debate – **at discretion.**  Information retrieval – list 4 things question – self assess. | 2 weeks.  Design a poster outlining divisions of society.  Students to select a country or people who have suffered discrimination and outline who, what, when, where and why this happened.  E.g.   * Apartheid in South Africa * Nazi holocaust of Jews * Kurdish persecution in Turkey | Students will have the opportunity to share experiences, thoughts, perceptions, opinions on issues covered. | Exploring inequality and the unfairness that is endemic in society. Links to AMC from Y7. | Article profiling apartheid in South Africa. <https://www.ducksters.com/history/civil_rights/apartheid.php>  Optional video: BBC from racism to segregation Ep 1 – available on Youtube.  A range of videos about racism are available on the BBC Ideas Youtube channel. Teachers may use at discretion to enhance debate around this subject. |
| **2** | **Exploring the purpose of the prologue.**  **First impressions in chapters 1+2.** | **Knowledge:** cross text study of Romeo + Juliet prologue. Studying this informs our reading of the N+C prologue.  **Skill:** Inference based on implicit information using front cover of book and prologue.  Single word analysis – connotations.  Analysis of language using PETAL structure. | Deduction + inference - Write a paragraph outlining your predictions for the novel.  Analysis - How does Blackman use language to present Callum’s life in Chapter 2? | Learn vocab definitions and spellings from KO. | Reading from prologue – chapter 2. |  | PPT including WAGOLL and writing frames here.  R+J prologue.  N+C books. |
| **3** | **Exploring narrative structure and**  **perspective.**  **Complex characters.**  **The effect of punctuation.** | **Knowledge:** how the narrator’s perspective affects our interpretation of events.  **Skill:** examining how perspective shapes meaning.  Separating language from meaning when Sephy uses the word ‘blankers.’  Explore the effect of punctuation.  **Key vocab:** perspective, biased, perception, empathy, monologue. | Notes / mind map used to document discussion around the effect of narrative perspective.  Analysis - How does Blackman present Sephy in Chapter 5?  Annotation – explore the purpose and effect of punctuation in chapter 6. Optional analytical paragraph for this. | Technique learning homework ASTOMP.  Learn definitions, spellings and examples. | Read chapter 3-10 or read extracts of key parts.  Discussion of different perspectives in real life and how this may lead to conflict.  E.g. student v teacher  Discussion around the idea that good people can sometimes say or do bad things. Does Sephy fit this criteria?  E.g. Nelson Mandela, Ghandi. | Discussion of discrimination and linking real life to novel. | Guardian videos: “Point of view”, “Three Little Pigs” – both on Youtube.  Optional – Loyle Carner ‘Not sinking but drowning’ spoken word song. Available on Youtube.  *Noughts and Crosses extract – Chapter 5+6 focusing on Sephy + Callum’s conflicting reactions towards the return to school.* |
| **4** | **Exploring language and structure across mediums.** | **Skill –** Analysis of language and punctuation.  **Knowledge –** Technical terms to identify language devices.  Some context to Agard’s poetry  AO1 Chapter 18  AO2 Chapter 19 | Analysis and annotation of poem.  PETAL paragraphs and highlight what demonstrates their progress.  Identification of explicit and implicit information from first two paragraphs of Chapter 18.  Annotation and discussion of language features in Chapter 19 – explicit focus on punctuation | Adapt writing of Chapter 19 to make it from Sephy’s point of view. Focus on punctuation. | Introduction to poetry from other cultures.  Comparison of value and merits of different forms of writing. | Introduction to John Agard who is a poet named on GCSE syllabus. | ‘Half-Caste’ poem  Extracts from novel (Chapters 18+19)  *Optional challenge – ‘Liberty Needs Glasses’ poem by Tupac* |
| **5** | **Exploring juxtaposition + contrasting characters.** | **Knowledge:** characterisation and developing empathy.  **Skill:** inference and deduction; reading for meaning  **Key vocab:** PETAL | Task and annotation to develop and assess understanding of juxtaposition.  Walk/talk mock with modelled answers and tips to prepare for assessment. | Revision + preparation for mid-point assessment – to be guided by teacher. | Exploration of juxtaposition in other elements of life including film and literature.  Reading of novel. | Juxtaposition crucial for future learning.  Students will reflect on text in light of new skills. | PPT  N+C novel / train extract |
| **6** | **Mid-point Assessment / improvement** | Assessment looking at AO1 interpreting implicit and explicit information and AO3 language analysis.  Preparation/revision to be directed by class teacher. | Assessment | Pre-learn the techniques needed for Transactional Writing from KO (1) and create a revision resource. Write examples for each technique, plus ideas of how to remember them. |  |  | Assessment paper |
| **7** | **Speech Writing**  Speech analysis and writing skills. | Introduction to DAFORREST  Introduction to PAFT  Reminder of Week 4 focus on punctuation | Annotation and analysis of Obama speech  Write a speech: *‘In order for society to flourish, universities should accept more students from working class backgrounds.’*  Challenge: discuss how the messages are different despite using the same rhetoric. | Research a speech that has changed the world. Create biography of speaker and summary of the speech. | Exploring culturally significant speeches and considering their effect on society. | Clear link to language paper 2, section B with both skills and content. | Obama speech text + videos  Kamal Hadley’s speech  Model and scaffold on PP  PA Table on PP |
| **8** | **Leaflet Writing**  Analysing layout and contents of leaflets and writing skills | **Knowledge:** persuasive devices  **Skill:** examining writer’s use of language and form; highlight and summary, close reading, use of PEICEI for structuring ideas | Explore and analyse what makes a leaflet effective.  Design and write a *propaganda leaflet about Liberation Militia OR How to stop radicalisation* | Learn the Tier Two vocabulary on KO for test. Make sure you can spell the word, define it and use it in a sentence. | Links to relevant societal issues such as disenfranchisement and factors causing radicalisation. |  | Leaflet example to analyse  Model on PP  SA Table on PP |
| **9** | **Letter Writing**  Letter analysis and writing skills. | **Knowledge:** Features and structure of a letter.  **Skill:** Analyse a letter and why it is effective.  **Focus**: varying sentence starters and lengths | Explore and analyse what makes a letter effective. Annotation.  Write a letter: *“Homelessness is one of the key issues that we should tackle”* Write a letter to your local MP giving your point of view. | *“Through immigration, Britain has lost its identity”.* Write a letter to the author of this statement, going against their point of view. | Reading novel and a letter and exploring themes. | Exploration of themes of exclusion and rejection that have been studied previously and will be essential to GCSE literature. | PPT  Letter example  Challenge: Homelessness in Liverpool article  Scaffold to write letter  SA table on scaffold |
| **10** | **Article Writing**  Article analysis and writing skills. | **Knowledge: Features and structure of an article**  **Skill: Using DAFORREST for a purpose**  Analyse news article in detail | Explore and analyse an article.  If time, write news article about the first day back at Heathcroft High and how the Noughts have been treated.  Challenge: *write this from the perspective of a racist Cross Media* | Read a further article from *The Guardian* ‘Bias in Britain’ series and summarise the article and your learning. <https://www.theguardian.com/uk-news/series/bias-in-britain> | Exploration of themes raised in novel and article. | Consideration of pertinent themes such as racism and disenfranchisement. | Article: Racism in Britain  PPT |
| **11** | **Revision of skills** (DAFORREST).  Class discussions re exam topic (Scaffold) | * Revision of DAFORREST * Revision of PAFT * Revision of writing skills | Revision tasks as guided by class teacher. | Use KO to create a revision resource for the exam. Make sure to include all sections in detail, adding in work from class. Use colour to split your revision into sections. |  |  | KO  PPT |
| **12** | **Assessment** | Writing assessment. |  | Research the costume design for the BBC production of *Noughts + Crosses*, and creature your own costume design for each character. Use colour and pattern to create this dystopian world. |  |  |  |