

The Human Condition and Experience - Cultural Perspectives through Poetry

			Lesson Focus	Homework	Assessment	Enrichment
	02.09.21	Week 1 (2 days)	<p>Introduction to Poetry: Unseen Poetry Skills</p> <p>Reading of Island Man by Grace Nicholls</p> <p>Key questions: What happened? How does the speaker feel about it? How does the speaker want the reader to feel?</p> <p>Develop independent responses to a poem.</p>	<p>Wider Reading: Article from Water Aid Charity. Use the article to analyse for 'Boxing to Argue' features.</p> <p>https://www.wateraid.org/uk/donate/donate-to-wateraid-today?gclid=CjwKCAjwmeilBhA6EiwA-uaeFVrHlv-ailjXv1ih8a9H0eDDv35sE8kCJuNB1lg8Xup30wIHZEHqBhoCjNsQAvD_BwE&gclid=aw.ds</p> <p>Spelling: metaphor simile alliteration onomatopoeia personification</p>	<p>Low stakes testing of poetic devices.</p> <p>Spellings to be self-assessed when used in the lesson.</p>	<p>Video clips of the poems read by the poets and interviews with them that explore their background and writers' intent.</p>
Autumn 1	06.09.21	Week 2	<p>Blessing by Imtiaz Dharker</p> <p>Key questions: What happened? How does the speaker feel about it? How does the speaker want the reader to feel?</p> <p>Understand how the writer uses language to convey ideas about the precious nature of water and its inks to poverty.</p> <p>Links made to Bombay, the slums and Imtiaz Dharker's biographical information for context.</p>	<p>Creative Writing: Write a letter to government requesting support for developing countries to ensure clean water supply. Use information from previous homework to support the writing process. (Boxing to Argue)</p> <p>Spelling: metaphor simile alliteration onomatopoeia personification</p> <p>Revision of Key Knowledge from knowledge organiser.</p>	<p>Low stakes testing through connect tasks</p> <p>Use David Diadu style assessment for a baseline.</p> <p>Spellings to be self-assessed when used in the lesson.</p>	<p>Cross –curricular links with Geography.</p> <p>Interview with Imtiaz Dharker</p>
	13.09.21	Week 3	<p>Blessing by Imtiaz Dharker</p> <p>Develop understanding of what is meant by structure of a poem. Identify and use subject terminology linked to structure.</p> <p>Key question: Why has the poet structured the poem in this way?</p> <p>Understand how Dharker uses structure to convey ideas about water in 'Blessing.'</p>	<p>Wider Reading: Extract from I am Lion by Saroo Brierley</p> <p>Spelling: culture identity perspective national tradition</p>	<p>How does Dharker use structure to present water in 'Blessing?' (AO1 AO2)</p> <p>Low stakes testing through connect tasks</p> <p>Spellings to be self-assessed when used in the lesson.</p>	<p>https://www.penguin.com.au/books/lion-a-long-way-home-9780143572305/extracts/1294-lion</p>
	20.09.21	Week 4	<p>Presents From my Aunts in Pakistan by Moniza Alvi</p>	<p>Wider Reading: Extract from Anita and Me by Meera Syal.</p>	<p>Low stakes testing through connect tasks</p>	<p>Video clips of the poems read by the poets and interviews with them that explore their</p>

		<p>Key questions: What happened? How does the speaker feel about it? How does the speaker want the reader to feel?</p> <p>How do writers use language, form and structure to convey cultural complexities?</p> <p>Links to Pakistani culture and biographical information on Moniza Alvi.</p> <p>Exploration of cultural clashes between the author's Pakistani and English heritage.</p>	<p>Spelling: duality influence heritage ancestry cultural</p>	<p>Spellings to be self-assessed when used in the lesson.</p>	<p>background and writers' intent.</p>
27.09.21	Week 5	<p>Windrush Child by John Agard</p> <p>Key questions: What happened? How does the speaker feel about it? How does the speaker want the reader to feel?</p> <p>Develop the use of a synonyms gradient to order words according to the degree of emotion being shown.</p> <p>How has the writer used methods to create meaning?</p>	<p>Wider Reading: Extract from Floella Benjamin 'Coming to England'</p> <p>Spellings: caesura enjambment repetition imagery motif</p>	<p>Low stakes testing through connect tasks</p> <p>Spellings to be self-assessed when used in the lesson.</p>	<p>Wider reading homework task.</p> <p>Exploration of the historical significance of the Windrush and Agard's purpose in writing his poem</p>
04.10.21	Week 6	<p>Windrush Child by John Agard</p> <p>How has the writer used imagery to create meaning?</p> <p>Draw comparisons between the imagery in Windrush Child and the imagery in Island Man.</p>	<p>Wider Reading: Poem Portable Paradise by Roger Robinson. Comprehension questions based on the poem.</p> <p>Spellings: comparable compare similar similarities differences</p>	<p>How have the writers used imagery to convey their feelings about their respective countries? (Grace Nicholls Island Man and Windrush Child John Agard.)</p> <p>Spellings to be self-assessed when used in the lesson.</p>	<p>1st hand accounts from the Windrush generation.</p>

	11.10.21	Week 7	<p>A Mother in a Refugee Camp by Chinua Achebe's</p> <p>Key questions: What happened?</p> <p>How does the speaker feel about it? How does the speaker want the reader to feel?</p> <p>How do writer's use language to convey the situation the mother finds herself in?</p>	<p>Wider reading: Link to Chinua Achebe's biographical information, the refugee crisis and refugee camps.</p> <p>Spellings: refugee injustice dignity conflict betrayal</p>	<p>Low stakes testing through connect tasks</p> <p>Spellings to be self-assessed when used in the lesson.</p>	Wider reading homework task
	18.10.21	Week 8	<p>A Mother in a Refugee Camp by Chinua Achebe's</p> <p>Explore the relevance of the poem in 2021</p> <p>Make clear links to writer's intent.</p>	<p>Personal Response: Choose one of the poems we have looked at and complete the personal response sheet.</p> <p>Spellings: evaluate comparison similarly alternatively conversely</p>	<p>Key assessed task: How does the poet present ideas about their culture in one of the poems you have studied?</p> <p>AO1, AO2, AO3</p> <p>Spellings to be self-assessed when used in the lesson.</p>	
The Human Condition and Experience: Class and Suffering through Stone Cold by Robert Swindells						
Autumn 2	01.11.21	Week 9	<p>Introduction to the novel. Prediction and simple inference and deduction of the opening chapters using the 'art of noticing' method.</p> <p>Retrieval of information about characters and setting.</p> <p>Introduction to the structural device of a dual narrative. Evaluate this as a method of creating meaning for the reader.</p>	<p>Non-Fiction Writing: What does home mean to you? Write a paragraph explaining what home means to you.</p> <p>Spellings: oppressive oppression pitiful invisible hostility</p>	<p>Low stakes testing through connect tasks</p> <p>Spellings to be self-assessed when used in the lesson</p>	Awareness of homelessness in today's society.
	08.11.21	Week 10	<p>Use of inference and deduction skills to investigate the behaviour and motivation of the central character/s in the novel.</p>	<p>Wider Reading: Non-fiction information on homelessness in 21st century Britain.</p> <p>Spellings: injustice civilised dignity consequences vigilante</p>	<p>Low stakes testing through connect tasks</p> <p>A Night on the Streets Reading Assessment. (Students to self-assess.)</p>	

		Introduction of the concept of a semantic field and how it is used to create meaning (military language used)		Spellings to be self-assessed when used in the lesson	
15.11.21	Week 11	Use of inference and deduction skills to investigate the behaviour and motivation of the central character/s in the novel.	<p>Creative Writing: Write a letter as Link explaining to Mom how you feel and why you felt you had no choice but to leave home.</p> <p>Spellings: stereotype stereotypical critical criticism prejudice</p>	<p>Low stakes testing through connect tasks</p> <p>Spellings to be self-assessed when used in the lesson</p>	
22.11.21	Week 12	<p>Exploration of themes/motifs and viewpoints expressed in the novel.</p> <ul style="list-style-type: none"> • Threat • Homelessness • Injustice • Hopelessness • Exploitation • Vulnerability • Prejudice <p>Identification of writer's intent and how this is conveyed to the reader.</p>	<p>Wider Reading: A Street Cat Named Bob by James Brown</p> <p>Spellings: exploitation vulnerable vulnerability prejudicial discrimination</p>	<p>Low stakes testing through connect tasks</p> <p>Spellings to be self-assessed when used in the lesson</p>	Wider Reading: A Street Cat Named Bob
29.12.21	Week 13	<p>Exploration of themes/motifs and viewpoints expressed in the novel.</p> <ul style="list-style-type: none"> • Threat • Homelessness • Injustice • Hopelessness • Exploitation • Vulnerability • Prejudice <p>Identification of writer's intent and how this is conveyed to the reader.</p>	<p>Non-Fiction Writing: Use Boxing to Argue structure to write to local government to increase funding for homelessness support.</p> <p>Spellings: critique sarcasm sarcastic perspective morality</p>	<p>Low stakes testing through connect tasks</p> <p>Spellings to be self-assessed when used in the lesson</p> <p>How does the writer present Shelter in this extract? How does the writer present Shelter in the novel as a whole?</p>	
06.12.21	Week 14	<p>Exploration of how the structure and organisation of the text contributes to its meaning and effect.</p> <p>What are the advantages and disadvantages of using a dual narrative?</p>	<p>Wider Reading: Extract from Trash by Andy Mulligan</p> <p>Spellings: victim victimised victimisation judgemental judged</p>	<p>Low stakes testing through connect tasks</p> <p>Spellings to be self-assessed when used in the lesson</p>	

	13.12.21	Week 15	<p>Development of critical evaluation. Examine key questions:</p> <p>What is the author's position on homelessness? Do you agree or disagree with the author's argument or perspective? What is your position on this topic now you have read the novel? Have your ideas and perspective changed since the beginning of the novel?</p> <p>Use the paragraph beginning 'yeah but like –justice was done right?.....I don't'</p>	<p>Non-Fiction Writing: Newspaper article reporting the murders committed by Shelter.</p> <p>Spellings: resolution authority authoritarian betrayal betrayed</p>	<p>Low stakes testing through connect tasks</p> <p>Spellings to be self-assessed when used in the lesson</p>	
Text Within Its Time Patriarchy and Rebellion as presented through Strong Female Characters : Romeo and Juliet William Shakespeare						
Spring 1	03.01.22	Week 16	<p>Context</p> <p>Introduction to Elizabethan Context, Life in Elizabethan England and Elizabethan Society and Hierarchy.</p> <p>Explicit links to strong female characters in Shakespeare plays. Use examples from AMSND (Hippolyta/Hermia) and Macbeth.</p>	<p>Wider Reading: Life of Queen Elizabeth I (Cross-curricular links to history.)</p> <p>Spellings: monarchy hierarchy patriarchy patriarchal gender</p>	<p>Low stakes testing through connect tasks</p> <p>Spellings to be self-assessed when used in the lesson</p>	Watch Globe Theatre production of Romeo and Juliet alongside lessons.
	10.01.22	Week 17	<p>Context</p> <p>The identification of key characters from the play.</p> <p>Introduction of concept of patriarchy making links between Lord Capulet and Egeus from AMSND.</p>	<p>Wider Reading: The Globe Theatre and Entrainment in Elizabethan times.</p> <p>Spellings and Revision of Key Knowledge. tragic tragedy hamartia fate flaw</p>	<p>Low stakes testing through connect tasks</p> <p>Spellings to be self-assessed when used in the lesson</p>	Watch Globe Theatre production of Romeo and Juliet alongside lessons
	17.01.22	Week 18	<p>The Prologue</p> <p>Introduction The Prologue. Introduction to key characters in Act 1.</p>	<p>Creative Writing: Newspaper article for The Verona Times reporting on the battle in the town square and Prince's response to it.</p>	<p>Low stakes testing through connect tasks</p> <p>Spellings to be self-assessed when used in the lesson</p>	Watch Globe Theatre production of Romeo and Juliet alongside lessons

			<p>Shakespeare's presentation male characters in Act One. Introduction of the concept of rebellion.</p> <p>Focus on the opening scene and the prince's speech. Links to a patriarchal society.</p>	<p>Spellings: foreshadow irony dramatic soliloquy rebellion rebellious</p> <p>Watch Animated Tales Romeo and Juliet. Write a short summary of the main plot points. https://www.youtube.com/watch?v=-coBcEJJijl</p>		
	24.01.22	Week 19	<p>Introduction of Romeo And Juliet</p> <p>Character analysis and relationships. Key focus: Juliet's attitude to marriage making links to the concept of rebellion and strong female characters.</p>	<p>Wider Reading: Presentation of female characters in Shakespeare plays</p> <p>Spellings: tradition traditional</p> <p>Learn key information on knowledge organiser</p>	<p>How does Shakespeare present Juliet as a strong female character? (AO1 AO2 AO3)</p>	<p>Watch Globe Theatre production of Romeo and Juliet alongside lessons</p>
	31.01.22	Week 20	<p>Act One – Development of the First Half</p> <p>Developing relationship between Romeo and Juliet. Shakespeare's use of language to convey the depth of feeling between Romeo and Juliet.</p> <p>Methods have meaning: Use of a semantic field.</p>	<p>Creative Writing: Create a character profile of either Benv</p>		<p>Watch Globe Theatre production of Romeo and Juliet alongside lessons</p>
	07.02.22	Week 21	<p>Act One Completion of Act One</p> <p>Development of the plot and character. Reactions of the characters to the events at the ball and development of the character of Lord Capulet as a patriarch and Tybalt's reaction.</p>	<p>Creative Writing: Write a letter from Juliet to her mother explaining why she does not want to get married.</p> <p>Spellings and Revision of Key Knowledge. Flaw Exile Apothecary Pharmacy Plausible Pleasure Political Politicise Prevalent Precious</p>		<p>Watch Globe Theatre production of Romeo and Juliet alongside lessons</p>
Spring 2	14.02.22	Week 22	<p>Introduction to Act 2</p> <p>Romeo and Juliet's decision to marry and the consequences of their decision.</p> <p>Act Two – Second Half</p> <p>Focus on Juliet's desperation to hear news of Romeo and the nurse's teasing. Links to methods have</p>	<p>Wider Reading:</p> <p>Spellings and Revision of Key Knowledge. Catastrophe Possibly Posterior Postgraduate Posture Precaution Catastrophic Cautious Sympathy Empathy</p> <p>Learn key information on knowledge organiser</p>		<p>Watch Globe Theatre production of Romeo and Juliet alongside lessons</p>

		meaning and use of the semantic field/themes in the use of language.			
28.02.22	Week 23	<p>Act Three – First Half</p> <p>How does Shakespeare present violence in Act Three? Focus on the fight scene with Mercutio and Tybalt, Romeo’s revenge.</p> <p>Act Three – Second Half</p> <p>Focus on Lord Capulet’s reaction to Juliet’s refusal to marry Paris. Link to family loyalty, patriarchal society and religion. Consider how Lord Capulet has changed over time throughout the play.</p>	<p>Spellings and Revision of Key Knowledge.</p> <p>Theatre Probably Proceed Process Profitable Pronunciation Propaganda Premonition Preparation Prophecy</p> <p>Learn key information on knowledge organiser</p> <p>Write a letter from Lady Capulet to Juliet explaining why you have to support Lord Capulet’s decisions.</p>		Watch Globe Theatre production of Romeo and Juliet alongside lessons
07.03.22	Week 24	<p>Act Four – First Half</p> <p>How does Shakespeare develop plot and tension in Act Four? Focus on the nurse’s advice to Juliet, Juliet’s ambiguity in her interaction with Paris and Friar Lawrence’s plan.</p> <p>Act Four – Second Half</p> <p>How is Juliet portrayed as a tragic heroine? Focus on Juliet’s suicide speech and different character’s reactions to finding her.</p>	<p>Spellings and Revision of Key Knowledge.</p> <p>Nemesis Expense Facsimile Familiar Familiarity Fascinate Feasible Similar Similarities Expensive</p> <p>Learn key information on knowledge organiser</p>		
14.03.22	Week 24	<p>Act Five – First Half</p> <p>How does the tragedy unfold in Act Five? Focus on Romeo’s reaction to Juliet’s faked death and Friar Lawrence’s realisation of the mistake that has been made.</p>	<p>Spellings and Revision of Key Knowledge.</p> <p>Perpetuated Prolific Premier Predestined Predetermined Provoke Provocation Predisposed Premature Prevention</p> <p>Write a review of the play for a school magazine</p>	<p>Key Assessed Piece: Extended paragraph in answer to the following question: How does Shakespeare present Lord Capulet as the play has developed? AO1, AO2, AO3</p>	Watch Globe Theatre production of Romeo and Juliet alongside lessons
21.03.22	Week 26	<p>Act Five – The Ending</p> <p>How does the tragedy unfold in Act Five? Focus on Romeo and Juliet’s suicide</p>	<p>Spellings and Revision of Key Knowledge.</p> <p>Significantly Moreover Subsequently Notably Consequently Whereas Alternatively Justifiably Despite Throughout</p> <p>Revise for knowledge test</p>		Watch Globe Theatre production of Romeo and Juliet alongside lessons

	22.03.22	Week 27	<p>Who's To Blame?</p> <p>Who's to blame for the tragedy of Romeo and Juliet? Oracy focus on the issues raised in the play. Links to views at the time, family loyalty and the treatment of women.</p>	<p>Spellings and Revision of Key Knowledge.</p> <p>Nemesis Expense Facsimile Familiar Familiarity Fascinate Feasible Similar Similarities Expensive</p> <p>Learn key information on knowledge organiser</p>		
	04.04.22	Week 28				
Methods to Create Meaning: War Writing						
Summer 1	02.05.22	Week 29	<p>Intro to WWI – Revision of Poetry studied in Y7 – The Charge of the Light Brigade.</p> <p>Dulce et Decorum Est vs. The Call.</p>	<p>Vocabulary focus.</p> <p>Duty Camaraderie Dignity Propaganda Reality</p>	Low Stakes knowledge test.	
	26.04.22	Week 30	Journey's End – Setting and introduction to main characters.	Wider reading – prose extract.		
	04.05.22	Week 31	Journey's End – plot and theme.	Wider reading – poem.		
	16.05.22	Week 32	Journey's End – coping mechanisms.	Wider reading -		
	23.05.22	Week 33	Journey's End – Effects of war.	Wider reading -	Low stakes knowledge testing.	
Methods to Create Meaning: Make Yourself Heard						
Summer 2	06.06.22	Week 34	<p>Introduction: Make Yourself Heard</p> <p>Introduction to Controversial Issues and Non-Fiction Writing. What are the current issues in our society at the moment?</p> <p>Revising debating skills using oracy framework.</p> <p>Introduction of Boxing to Argue: Speech</p>	<p>Flipped Homework: Research a celebrity you would consider to be a role model. Find out about: their childhood, their life and family, their job, how they achieved fame, how they spend their money, the messages they promote to their followers/fans etc.</p> <p>Spellings and Revision of Key Knowledge.</p> <p>Controversial, bias, Receipt, Receive, Recognition, Recommend, Reindeer, Relief.</p>	Class debates about a variety of current controversial issues.	

13.06.22	Week 35	<p>Make Yourself Heard: Celebrities as role models. Should celebrities be looked up to as role models for young people? Do they have a duty to be responsible given their status in the public eye?</p> <p>Boxing to Argue: Letter</p>	<p>Non-Fiction Opinion Piece: Linked to Language Paper 2.</p> <p>Spellings and Revision of Key Knowledge. Stigma, Responsibility, Responsible, Restaurant, Rationalise, Reusable, Rhythm, Rigorousness.</p>	<p>Key Assessed Piece: Write a speech to the rest of your year group outlining your opinion on the following statement: Celebrities are the most influential role models in a young person's life. They should have a duty to act responsibly. AO5, AO6</p>	
20.06.22	Week 36	<p>Make Yourself Heard</p> <p>Reality TV. Should reality TV shows have a duty of care over the participants in their shows?</p>	<p>Spellings and Revision of Key Knowledge. Stereotype, Satellite, Saucer, Secretary, Seize, Separate, Sign, Signature.</p>		
27.06.22	Week 37	<p>Make Yourself Heard</p> <p>How does the media affect young people's self-esteem?</p> <p>Boxing to Argue: Article</p>	<p>Creative Writing: Write a letter to a friend in response to the scenario you have been given, giving them advice on how best to deal with their problems and insecurities.</p> <p>Spellings and Revision of Key Knowledge. Justice, Similar, Similarity, Skeletal, Skiing, Souvenir, Spaghetti, Sprightly</p>	<p>Key Assessed Piece: Write a letter to the body you feel is responsible for the rise in low self-esteem in young people and convincing them to make a change. AO5, AO6</p>	
04.07.22	Week 38	<p>Make Yourself Heard</p> <p>Should PSHE in schools teach mental health strategies?</p> <p>Boxing to Argue: Article</p>	<p>Spellings and Revision of Key Knowledge. Discrimination, Strictly, Stubbornness, Subtle, Succeed, Success, Succession, Suggestion</p>		
11.07.22	Week 39	<p>Controversial Topic Five</p> <p>What impact do humans have on global warming and do we have a responsibility to prevent this?</p> <p>Boxing to Argue: Speech</p>	<p>Spellings and Revision of Key Knowledge. Prejudice, Summarised, Superintendent, Supersonic, Surprise, Swimming, Symphony, Tactlessness.</p> <p>Take one step this week to help to save the environment from plastic pollution. Be ready to share what you did with the rest of the class.</p>	<p>Key Assessed Piece: Write an article informing people of the impact humans are having on global warming and ways that they can help to prevent this. AO5, AO6.</p>	

	18.07.22	Week 40	Controversial Topic Six: TBC depending on current affairs of the day.	Spellings and Revision of Key Knowledge. Equality, Technical, Technician, Tendency, Texture, Therefore, Thorough, Thoughtless		
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Curriculum map 2020-2022 – Year 8 English