



KS3 English Curriculum
Year 8: Power
Noughts and Crosses by Malorie
Blackman

Parental Guide

Curriculum Intent

To expand children's exposure to the culturally rich and diverse literature they are entitled to in order for them to develop a love of the subject. To encourage students to further develop their viewpoints, perspectives and personal experiences with reference to a range of writers regarding key world issues. To empower students to respond to these issues with empathy and understanding and be able to understand their own sense of social responsibility in order to challenge injustice. Students will also be able to write fluently and accurately for different purposes and audiences, communicating their ideas and emotions and interpreting the use of character constructs to create meanings.

In addition to acquiring the core knowledge specified below, as students progress through the unit, they will

- Take part in a series of structured, teacher led discussions where the use of academic language is modelled and scaffolded.
- Learn to write powerful, analytical and comparative paragraphs through a granular approach to extended writing.
- Experience regular reading fluency lessons which will focus on enjoyment of plot, non-fiction extracts, poetry and exposure to a range of viewpoints and perspectives in order to inspire their own opinions and viewpoints.
- Learn to present their own opinions and viewpoints through letters, speeches and opinion articles by writing fluently and accurately.
- Develop their cognitive oracy and spoken language skills through practising and performing speeches and letters in front of their peers.

Key Skill Areas

- Write analytical paragraphs by constructing thesis statements, topic sentences, embedding evidence effectively, analysing how writer's use methods to create meaning and linking ideas to the bigger picture and writer's intentions.
- Construct comparative statements comparing intertextual details as well as across a range of texts and forms.
- Analyse the writer's use of language and structure with a specific focus on how methods create meaning.
- Make comparisons across a range of texts, including comparing language and structural features, key perspectives and feelings.
- Match tone, style and register of non-fiction writing to form, audience and purpose
- Understand and use persuasive devices for an intended effect.
- Form an opinion in response to a stimulus.
- Use vocabulary, language, punctuation and structural choices to convey a clear opinion.
- Plan, draft, edit and proofread their writing to ensure the highest level of accuracy.

Core Knowledge

Content	Noughts and Crosses Stephen Lawrence article. Extract from The Handmaid's Tale. Martin Luther King's 'I Have a Dream Speech.' Extract from Blood Brothers 'The Policeman Scene.' Greta Thunberg's Speech 'How Dare You.'
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	Checking Out Me History – John Agard. Marcus Rashford’s Letter to MPs.
Context	Malorie Blackman inspiration Stephen Lawrence Case Hegemony Institutional Discrimination Dystopia vs Utopia The Myth of Persephone. Symbolism of Callum’s name. Saint Jude context and Judas Iscariot. Jim Crow Laws and segregation Capital punishment Extremism The Class Divide Idealism Hierarchy
The Universal Human Condition and Experience	Power, Power struggles and Empowerment, Revenge, Prejudice and discrimination Societal pressure, Innocence, Privilege vs Disadvantage, Oppression, Obedience Ignorance, Injustice and justice, Authority, Inequality, Violence, Shame, Morality, Vulnerability, Loyalty and betrayal, Desensitisation, Empathy and Judgement.
Methods have Meaning	Language: metaphor and simile (tenor, vehicle and ground) along with extended metaphor, connotations, rhetorical questions, facts and statistics, emotive language, direct address, adjectives, verbs, symbolism. Form: speech, letter, novel, poem, play. Structure: flashback, foreshadowing, dual narrative, 1 st person narration, juxtaposition, perspective, withholding of information, internal monologue, repetition.
Criticism and critical interpretation	Public response to non-fiction articles and letters. Students’ own personal reflections in response to real life and fictional issues. Debating around topics linking to empowerment.
Mastery of SPAG	Sentence moods – exclamatory, declarative, interrogative, imperative. Simple sentences.

Curriculum Related Expectations

Students will know:

- Who Malorie Blackman is and why she was inspired to write ‘Noughts and Crosses.’
- Who Stephen Lawrence was, what happened to him and how this inspired Blackman to write ‘Noughts and Crosses.’
- What hegemony is and how this is explored throughout the texts studied.
- What institutional discrimination is and how this is evident in the set texts.
- What a dystopian and utopian text is and how elements of these are presented in the set texts.
- The Myth of Persephone, the origins of the name ‘Callum’ and the context surrounding Saint Jude and Judas Iscariot and why Blackman may have used these names for her protagonists.
- What Jim Crow Laws were and how they led to segregation.
- What capital punishment is and public opinion on this issue.
- The concept of extremism and the impacts of this on society.
- What class and the class divide is and how this is evident in set texts.

- What is meant by idealism, how this is evident in the novel and how it has an impact on the protagonists.
- What is meant by a hierarchy.
- What effective speaking and listening skills look and sound like.
- What we mean by the purpose, audience and form of a text.
- The key themes that are explored throughout 'Noughts and Crosses' and how these link to the secondary material texts.

Students will be able to:

- Construct analytical statements in the form of thesis statements.
- Use thesis statements to create topic sentences to introduce an argument in a paragraph.
- Construct comparative statements comparing intertextual details as well as across a range of texts and forms.
- Embed evidence into sentences to prove ideas.
- Analyse the writer's use of language and structure with a specific focus on how methods create meaning.
- Explain how writers are influenced by contextual factors.
- Make links to the writer's intentions and the 'big ideas' surrounding a text.
- Make comparisons across a range of texts, including comparing language and structural features, key perspectives and feelings.
- Match tone, style and register of non-fiction writing to form, audience and purpose
- Form an opinion in response to a stimulus
- Use vocabulary, language, punctuation and structural choices to persuade and to convey an opinion.
- Plan, draft, edit and proofread their writing to ensure the highest level of accuracy.
- Use tone of voice, voice projection, clarity of pronunciation and body language to successfully present an opinion.

Revision questions to help you to support your child:

Encourage your child to speak through their subject knowledge. By taking on the role of the student, ask your child to explain a topic from one of their subjects. Listen carefully and don't be afraid to ask them a question if you do not fully understand what they are saying. This will help them to understand the topic themselves through the process of telling you what they know and help with the transfer of knowledge from their short term to long term memory.

- Who is Malorie Blackman?
- What inspired Malorie Blackman to write her novel 'Noughts and Crosses'?
- Who was Stephen Lawrence and what happened to him?
- How did Stephen Lawrence's story inspire Malorie Blackman to write 'Noughts and Crosses'?
- What is hegemony? How is this explored in Noughts and Crosses?
- What is institutional discrimination?
- Where can you see institutional discrimination in Noughts and Crosses?
- What is a dystopia?
- What is a utopia?

- Can you tell me the story of the myth of Persephone?
- What do Persephone, Callum and Jude's names represent in Noughts and Crosses?
- What were the Jim Crow Laws?
- What is capital punishment and why is this such a controversial issue?
- Can you explain some different opinions on capital punishment? What is your opinion on it?
- What is extremism?
- What do we mean by the class divide?
- What is idealism?
- What does the term hierarchy mean?
- Can you explain the hierarchy in Noughts and Crosses?
- What is meant by the purpose, audience and form of a text?
- What key themes are explored in Noughts and Crosses?
- What other texts have you studied where these key themes are evident?
- How do you write a thesis statement?
- How do you turn a thesis statement into topic sentences?
- How do you embed a quotation into a sentence?
- What is a metaphor?
- What is an extended metaphor?
- What is a simile?
- What is a connotation?
- What is meant by tension? How does Blackman build tension in her novel?
- What is a rhetorical question?
- What are facts and statistics?
- What is direct address?
- Can you give an example of direct address, facts and statistics and a rhetorical question?
- What do we mean by prejudice and discrimination?
- What is a verb?
- What is an adjective?
- What is an epithet? Can you think of some epithets to describe Callum and Persephone from Noughts and Crosses?
- What is an internal monologue and why might writers use this form of writing?
- What is an exclamatory, declarative, interrogative, imperative and simple sentences? Can you give an example of each of these sentence types?

For further support, please contact Mrs A Vukasovic at amy.vukasovic@georgesalter.com (Head of English)

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