

Year 8: Identity and Diversity

Rationale and ambition for The Purbeck School English Curriculum:

- Our English curriculum aims to transmit a culturally enriching knowledge of literature to students by drawing from the literary Canon and also texts that reflect wider voices in a diverse society, developing the cultural capital of students at the school.
- Our English curriculum aims to develop empathetic and engaged citizens through careful text choice, reflecting contemporary concerns and debates such as those about class, gender and intolerance and discrimination.
- Our English curriculum aims to support students in developing confidence in expressing their own views and opinions.
- Our English curriculum aims to prepare students for work and life through the development of soft skills such as communication, teamwork, adaptability, problem solving, public speaking.
- Our English Curriculum aims to offer suitable challenge to students of all abilities.
- Our English curriculum aims to offer opportunities for creativity with written and spoken language.

Key concepts:

The concepts that The Purbeck School English curriculum aims to support student progression in are:

- 1.) **Form, structure and coherence** – understanding that texts are organised with intent.
- 2.) **Spelling, punctuation and grammatical rules** – understanding word classes, key spellings, sentence forms and varied punctuation.
- 3.) **Awareness of Impact and Intent** - Understanding that writing is shaped by the priorities of a writer and the needs of a reader, including the teaching of genre, audience and purpose.
- 4.) **Context** – understanding how production and reception shape meaning.
- 5.) **Evidence** - Understanding how to read and listen for meaning and use evidence from texts to support personal critical viewpoints.
- 6.) **Methods** - Understanding how writers and speakers choose from a variety of methods to communicate and engage readers and audiences.

<p>What are students going to be studying?</p>	<p>Year 8 is a crucial stage in a student's life, as it is during this time that they begin to explore and unravel their own identity while also becoming aware of the diverse world around them. Several literary pieces, such as the poems "Half Caste" by John Agard and "Dis Poetry" by Benjamin Zephaniah, the short stories "Once Upon a Time" by Nadine Gordimer and "Flowers" by Alice Walker, along with the newspaper article about Raheem Sterling written by Dominic Fifield, help Year 8 students gain insights into the complex concepts of identity and diversity.</p> <p>In the poem "Half Caste" by John Agard, Year 8 students learn about the theme of identity through the exploration of the poet's mixed heritage. Agard presents a powerful message by challenging the notion of a 'half-caste' identity, arguing that it diminishes one's worth and perpetuates stereotypes. Through the manipulation of language and the clever play on words, Agard defies societal definitions and embraces his multifaceted identity. This poem encourages students to question and challenge preconceived notions of identity and to value the richness that diversity brings to society.</p> <p>Similarly, Benjamin Zephaniah's poem "Dis Poetry" reinforces the message of valuing diversity and embracing one's identity. In this poem, Zephaniah celebrates the power of language and the ability to express oneself through poetry. The use of Jamaican Patois highlights the importance of preserving one's cultural heritage and showcasing the beauty of diversity. Year 8 students learn that language is a tool to express their identity and celebrate their unique cultural backgrounds.</p> <p>In the short stories "Once Upon a Time" by Nadine Gordimer and "Flowers" by Alice Walker, Year 8 students are presented with narratives that tackle the theme of racial identity and the societal consequences of conformity. In "Once Upon a Time," Gordimer explores the fear and paranoia that arise from racial segregation and the lengths people go to protect themselves. This story serves as a cautionary tale about the dangers of a society divided by race, teaching students to value equality and the importance of breaking down barriers.</p> <p>In "Flowers," Alice Walker tells the story of a young African American girl named Myop, who discovers the harsh reality of racial prejudice. Walker uses powerful imagery to portray the innocence lost due to the racism that Myop encounters during her journey. This story enables Year 8 students to empathize with the experiences of others and cultivates a sense of compassion and understanding towards different races and cultures.</p> <p>Finally, the newspaper article written by Dominic Fifield about Raheem Sterling contributes to Year 8 students' understanding of identity and diversity in contemporary society. The article details the racial abuse faced by Sterling, a prominent English football player, and exposes the ongoing issue of racism in sports and society. Students learn about the resilience and courage demonstrated by Sterling in the face of adversity, and how he uses his platform to advocate for racial equality. This article encourages students to be active participants in creating a more inclusive and diverse society.</p>
<p>Why are students studying this content and what are the links to our rational and ambition?</p>	<p>The power of literature and poetry to reflect and engage with contemporary concerns and debates is undeniable. Through the creative use of language and storytelling, poets, writers, and journalists can convey important messages and evoke empathy in their readers. In this essay, I will discuss how the poems 'Half Caste' by John Agard and 'Dis Poetry' by Benjamin Zephaniah, the short stories 'Once Upon a Time' by Nadine Gordimer and 'Flowers' by Alice Walker, and the newspaper article about Raheem Sterling by Dominic Fifield, all contribute to the development of empathetic and engaged citizens who are aware of and concerned with the social issues of our time.</p>

	<p>Firstly, 'Half Caste' by John Agard is a poem that challenges the notion of racial categorization and prejudice. Agard uses clever wordplay and linguistic humour to convey his frustration with the idea of 'half-caste' being associated with something negative. By using colloquial language and unconventional grammar, Agard engages his readers and forces them to rethink their preconceived ideas about race. This poem encourages empathy by highlighting the absurdity of racial discrimination and the importance of embracing diversity.</p> <p>Likewise, Benjamin Zephaniah's poem 'Dis Poetry' utilizes the power of language to convey important messages about social and political issues. Through the rhythmic and musical qualities of his writing, Zephaniah captures the attention of his audience and creates a sense of urgency. His use of expletives and street language adds authenticity to his message, reflecting the concerns and debates of contemporary society. Zephaniah's poem encourages engaged citizenship by urging readers to question authority, challenge injustice, and actively participate in shaping their communities.</p> <p>Moving on to the short stories, Nadine Gordimer's 'Once Upon a Time' and Alice Walker's 'Flowers' both explore themes of empathy, compassion, and the power of the individual to make a difference. 'Once Upon a Time' is a cautionary tale about the consequences of intolerance and the devastating effects of fear. Gordimer's story serves as a reminder that empathy and engagement are necessary to build a harmonious society. Similarly, 'Flowers' by Alice Walker focuses on the experience of a young African American girl who discovers the complexity of the human condition. Through the protagonist's transformation, Walker highlights the importance of empathy and understanding in addressing social issues.</p> <p>Lastly, the newspaper article about Raheem Sterling by Dominic Fifield exemplifies how journalism can contribute to the development of engaged citizens. The article discusses Sterling's experience of racial abuse and the broader issue of racism in football. By shedding light on this incident, Fifield raises awareness about the persistence of prejudice in modern society. This article encourages empathy by humanizing the experiences of victims of racism and fostering understanding amongst readers.</p>
<p>How does this unit link back to content of prior learning?</p>	<ul style="list-style-type: none"> • Understanding poetry takes different forms and for different purposes • Knowledge of a wide range of texts: fiction, poetry, non-fiction • Adept at identifying literary devices such as similes, foreshadowing, and pathetic fallacy, and comprehend their purpose and effect on the text. • Adept at identifying features of newspaper articles such as headlines, captions and expert evidence, and comprehend their purpose and effect on the reader. • Proficient in sentence structure, including identifying and constructing various sentence types to convey meaning. <p>KS2 Curriculum:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry and non-fiction • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories and fiction from our literary heritage
<p>What is the essential Knowledge</p>	<p>L1/2: What students will know about 'Dis Poetry' by Benjamin Zephaniah:</p> <ul style="list-style-type: none"> ○ The big ideas explored in the poem and how they link to the theme of identity.

- The context of the poem such as Zephaniah’s experience of history and who inspires him.
- What is meant by **dialect** and **narrative voice** and how this links to identity.
- How **language and structure** is used by the writer in order to show how Zephaniah feels about poetry and identity.

What they will know how to do:

- To be able to use exploratory talk with peers in order to discuss ideas to prepare for analytical writing.
- Answer the following question using the key ingredients on the analytical writing mat: ‘How does Zephaniah present his views on identity in the poem ‘Dis Poetry’?’
- To **annotate** the poem, identifying methods used and beginning to comment on them.
- Be able to use their planning to **write an analytical paragraph** about how Zephaniah feels about poetry and identity.
- **Big Ideas:** Knowledge of how to write developed and detailed ‘Big Idea’ sentences about Zephaniah feels about poetry and identity.
- **Evidence:** Knowledge of how to select relevant quotations and references to support their big idea sentences.
- **Evidence:** Knowledge of how accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and to embed them within sentences.
- **Impact:** Knowledge of how to show a personal response to how chosen quotations make them and others feel, commenting on individual words and phrases. Knowledge of how to **infer** what Zephaniah suggests about identity.
- **Methods:** Knowledge of Identify and comment on the poetic methods that Zephaniah has used in the poem in order to achieve their effects
- To be able to explore two of the planned big ideas to write the answer to the following question: ‘H does Zephaniah use language to present how he feels about poetry and identity .

L3/4: What students will know about ‘Half Caste’ by John Agard:

- The **big ideas** explored in the poem and how they link to **theme of identity**.
- The **context** of the poem such as Agard’s experience and views on the title of his poem.
- What is meant by **dialect** and **creole**.
- How **language and structure** is used by the writer in order to show how Agard feels about identity.

What they will know how to do:

- To be able to use exploratory talk with peers in order to discuss ideas to prepare for analytical writing.
- Answer the following question using the key ingredients on the analytical writing mat: ‘How does Agard use to present his views on identity in the poem in the poem ‘Half Caste’?’
- To **annotate** the poem, identifying methods used and beginning to comment on them.
- Be able to use their planning to **write an analytical paragraph** about how Agard uses dialect and satire to present his views.
- **Big Ideas:** Knowledge of how to write developed and detailed ‘Big Idea’ sentences about Agard uses dialect and satire to present his views.
- **Evidence:** Knowledge of how to select relevant quotations and references to support their big idea sentences.
- **Evidence:** Knowledge of how accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and to embed them within sentences.
- **Impact:** Knowledge of how to show a personal response to how chosen quotations make them and others feel, commenting on individual words and phrases. Knowledge of how to **infer** what Agard suggests about identity.
- **Methods:** Knowledge of Identify and comment on the poetic methods that Agard has used in the poem in order to achieve their effects To be able to explore two of the planned big ideas to write the answer to the following question: ‘How does Agard use dialect and satire to present his views on identity in the poem?’

L5/6: Assessment:

- Compare the ways Zephaniah and Agard present ideas about identity in the poems 'Dis Poetry' and 'Half Caste'.
- Students will be able to **synthesise** two pieces of information.
- They will be able to use different **comparative connectives** to compare.
- They will know how to **select relevant quotations** from both poems.
- They will be able to compare what poets' **perspectives** are.
- They will be able to analyse and compare the different methods two poets use to convey their perspectives and the impact of the language on the reader.

L9/10: What students will know about 'Flowers' by Alice Walker:

- I will know about the **context** of the writer and how this may link to the **themes and ideas** explored in the text.
- I will know about the **plot** of the short story.
- I will be able to take part in **exploratory talk** with my peers about the themes and ideas in the text, including **making predictions** about the text.

- I will know and understand how the **setting** in the opening creates **atmosphere** and a sense of **foreboding**.
- I will understand where **foreshadowing** is used by the writer and what **effects** are created by the use of **foreshadowing**.
- Understand how the short story presents issues on identity and diversity through symbolism and imagery.
- Know and understand why there is a **foreboding** tone and a turning point in the story.

What they will know how to do:

- To be able to infer and deduce information in a text.
- To be able to write one paragraph in response to the question: 'A student once said, "The setting is an important part of the story; we know something bad is going to happen before it does." To what extent do you agree?'
- To be able to explain how Alice Walker presents issues on identity and diversity through symbolism and imagery.

L11-13: What students will know about 'Once Upon a Time' by Nadine Gordimer:

- I will know what the **literary conventions** are from the **fairy tale genre**.
- I will be able to **annotate the opening** of the text labelling the **genre conventions** the writer uses.
- I will be able to use **exploratory talk** to **discuss and predict** with my peers what will happen next in the story based on my understanding of the **fairy tale genre**.

- I will understand **the plot** of the **whole text**.
- I will understand what it means to **subvert a genre**.
- I will know about the **writer's context**, the **historical context** and how the writer **subverts** the **fairy tale genre** to impact the reader and that the story is **allegorical**.
- I will be able to answer the following question: **how does an understanding of context help us understand the key messages in 'Once Upon a Time'?**

	<p>L14/15: What they will know about the article ‘Raheem Sterling accuses media of ‘fuelling racism’ after alleged abuse’ By Dominic Fifield:</p> <ul style="list-style-type: none"> ○ The arguments and viewpoints that Fifield explains in his article. ○ How Fifield explains issues on diversity and identity in Britain. ○ How Fifield explains Sterling’s views on the media and their presentation of diversity and identity. ○ Know and understand how Fifield raises awareness about the persistence of prejudice in modern society. <p>What they will be able to do having read the article ‘Raheem Sterling accuses media of ‘fuelling racism’ after alleged abuse’ By Dominic Fifield:</p> <ul style="list-style-type: none"> ○ To annotate an article, commenting on the language used. ○ Be able to write an analytical paragraph about how Fifield presents Sterling’s view on identity and diversity. <p>L16: Assessment - LP1 (Q3 & 4) - On <i>Once Upon a Time</i>: See details below</p>
<p>How will this unit link to the content of future learning?</p>	<p>All years:</p> <ul style="list-style-type: none"> ● Analytical Writing interleaved further throughout– this understanding is built upon as students also consider writer’s intentions in different texts forms as well as using this to synthesise their analysis of two different poems (required in GCSE Eng Lit poetry exam.) ● Convention in short stories revisited to explore dystopian genre. ● Oracy understanding developed further in Y8 modules as well as the focus of the Pygmalion unit. <p>GCSE:</p> <ul style="list-style-type: none"> ● Analysis of the extracts to lead to students being ready for demands on Language Paper 2 Q2, Q3, and Q4. ● Analysis of the texts and poetry to lead to students being ready for demands of Literature papers and Language Paper 1. ● Synthesis of the texts to lead students being ready for the demands of poetry Literature questions and LP2 Q2 & 4. ● Exploration of characterisation through action, description and dialogue are transferable skills to other texts. <p>A level:</p> <ul style="list-style-type: none"> ● Characterisation and description in the extracts including: gender, race and heroism are revisited in chosen A level texts and some of the unseen extracts. ● Analytical and oracy skills developed. ● Understanding of convention tropes and trends.
<p>Assessment 1: Success criteria –</p>	<p>➤ Compare the ways Zephaniah and Agard present ideas of identity in the poems ‘Dis Poetry’ and ‘Half Caste.’</p> <p><i>What should students know and what should they be able to do?</i></p> <ul style="list-style-type: none"> ● To know how to plan and write two comparative paragraphs that use comparative discourse markers to express similarities and/ or difference between two poems.

	<ul style="list-style-type: none"> • To know how to write their comparative big ideas in relation to how the poet presents ideas of identity. • Big ideas – to know and include two of big idea sentences, using discourse markers, in their main paragraphs which respond to the question compares both poems. • Evidence – To know and include two key quotations from each of the poems to support their comparative big ideas. • Evidence: Show knowledge of how to accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and embed them within sentences. • Impact and effect: Show a personal response to how chosen quotations might make readers feel and know possible intentions of the writer that support their comparison of the two poems • Methods: Identify and comment on poetic methods that the writers has used in each of the quotations. Know a range of poetic methods and be able to explain the writers' intended effects. • Context: Know contextual knowledge about the poets and relate it to ideas of identity.
<p>Assessment 2: Success criteria –</p>	<p>➤ LP1 (Q3 & 4) - On <i>Once Upon a Time</i>:</p> <p>3. You now need to think about the whole of the short story. How has the writer structured the text to interest you as a reader?</p> <p><i>What should students know and what should they be able to do?</i></p> <p>Q3</p> <ul style="list-style-type: none"> • To know how to make comments on the structure of an extract using the foci introduced earlier in the year: shifting focus / zooming in / zooming out / tension building / foreshadowing etc. • To begin to understand why structural choices are made by the author. • To know how to explain their ideas around the purpose of these choices. • To know how to make inferences about these choices and/or quotations. • To know how to select references to support their answer. <p>4. A student said, “The ending of the story is horrifying. Through this ending the author reveals the real message that she has been trying to convey.”</p> <p>To what extent do you agree with this statement?</p> <p><i>What should students know and what should they be able to do?</i></p> <p>Q4</p> <ul style="list-style-type: none"> • To know how to accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and embed them within sentences.

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| | <ul style="list-style-type: none">➤ To know how to analyse the connotations of key words or phrases from selected quotations from the extract.➤ Discuss authorial intent in the extract, linking to how the writer using structure and/or language to entertain readers.• Big ideas – write developed big idea sentences at the start of each paragraph (<i>when and because</i>).• Evidence – With support from teacher and resourcing, select a range of quotations and references to support their big idea sentences.• Evidence: Show knowledge of how to accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and embed them within sentences.• Impact: Show a personal response to how chosen quotations might make readers feel.• Impact: Show understanding of the author’s intent. |
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