

Year 8: Power & Protest

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.

What are students going to be studying?

Throughout history, the significance of rhetoric in shaping public opinion and inciting change cannot be undermined. In analysing speeches such as 'Our House is on Fire' by Greta Thunberg and 'He for She' by Emma Watson, students can gain a deeper understanding of how rhetoric is employed to convey powerful messages and influence society. In the field of studying power and protest, Jeremy Clarkson's 'Stuff the Tiger' holds a unique position. Students study this thought-provoking work in their pursuit of understanding power dynamics and expressions of protest.

Greta Thunberg's speech, 'Our House is on Fire,' galvanized an entire generation to take swift action against climate change. By employing pathos, the young activist urged listeners to recognize the urgency of the situation and the consequences of inaction. Thunberg's use of vivid language and emotional appeal captivated audiences, compelling them to act.

Emma Watson's influential speech, 'He for She,' challenged traditional gender roles and called upon men to join the feminist movement. Watson's use of ethos effectively lent credibility to her message, highlighting her own experiences and personal beliefs. By skillfully weaving anecdotes and statistics, she effectively demonstrated the interconnectedness between genders and the importance of collective action.

The speeches by Greta Thunberg and Emma Watson exemplify the power of rhetoric in mobilizing global environmental advocacy and promoting gender equality. By studying these speeches, students gain insight into the art of persuasion and recognize the potential to effect meaningful change through the skillful use of rhetorical devices. Jeremy Clarkson's 'Stuff the Tiger' is an important literary piece that plays a crucial role in the power and protest unit. By examining consumerism, analysing protest strategies, and incorporating humour, students gain a deeper understanding of power dynamics and are equipped with valuable tools to critically examine and challenge social norms and structures.

'Stuff the Tiger' delves into the world of consumerism and its impact on society. Through his wit and engaging narrative style, Clarkson highlights the excessive importance placed on material possessions and explores the ways in which consumerism shapes power dynamics. Students studying this work gain valuable insights into the consumer culture that dominates our society. Clarkson provides real-life examples, drawing attention to the effectiveness and limitations of different forms of protest, such as civil disobedience and social media movements. By studying these strategies, students gain critical thinking skills that enable them to analyze and understand protests in a broader context. Clarkson's use of humour throughout 'Stuff the Tiger' serves as a powerful tool in engaging readers and effectively conveying his message. By injecting humour into discussions surrounding power and protest, students are motivated to explore these complex topics more enthusiastically, making the learning experience enjoyable and memorable.

Students will also look at the poems 'Telephone Conversation' and 'The Wound in Time' and dissect the theme of racial discrimination, making them essential texts to include in a protest unit. 'Telephone Conversation' reflects the challenges faced by an individual attempting to rent an apartment due to his skin color. The poem delves into the complexities of racism, exploring stereotypes, prejudice, and the inner conflict experienced by the protagonist. Meanwhile, 'The Wound in Time' confronts the legacy of colonialism and explores the profound impact of racism on marginalized communities. These poems provide a platform to discuss the lasting effects of discrimination and encourage dialogue and introspection amongst students.

Encouraging Empathy and Understanding: Both poems serve as catalysts for empathy, unlocking an understanding of the lived experiences of marginalized individuals. 'Telephone Conversation' sheds light on the painful process of racial profiling and the dehumanization that occurs as a

	<p>result. It invites readers to put themselves in the shoes of the protagonist, fostering empathy and challenging preconceived notions. Similarly, 'The Wound in Time' delves into the collective pain of societies that have experienced colonization, urging readers to reflect on the injustices faced by marginalized communities. Analyzing and discussing these poems in the protest unit allows students to develop a deeper understanding of the struggles faced by those oppressed by societal constructs.</p>
<p>Why are students studying this content and what are the links to our rational and ambition?</p>	<p>The speeches by Greta Thunberg and Emma Watson exemplify the power of rhetoric in mobilizing global environmental advocacy and promoting gender equality. By studying these speeches, students gain insight into the art of persuasion and recognize the potential to effect meaningful change through the skillful use of rhetorical devices. Jeremy Clarkson's 'Stuff the Tiger' is an important literary piece that plays a crucial role in the power and protest unit. By examining consumerism, analysing protest strategies, and incorporating humour, students gain a deeper understanding of power dynamics and are equipped with valuable tools to critically examine and challenge social norms and structures.</p> <p>Incorporating 'Telephone Conversation' by Wole Soyinka and 'The Wound in Time' by Carol Ann Duffy into the protest unit provides students with valuable insights into racial discrimination, empathy, historical context, and critical analysis. These poems effectively capture the anguish experienced by marginalized individuals and serve as instruments to challenge societal norms and inspire change. By studying these poems in the protest unit, students deepen their understanding of social justice issues, fostering compassion, and encouraging active participation in creating a more inclusive future.</p>
<p>How does this unit link back to content of prior learning?</p>	<ul style="list-style-type: none"> • Through the fears of science of the time – (J&H – fear of inaction Greta Thunberg/dangers of misunderstanding Sci – Clarkson) • 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, metaphors, and personification, and comprehend their purpose and effect on the text. • Adept at identifying persuasive devices such as rhetorical questions, direct address and triples, and comprehend their purpose and effect on the text. • Proficient in sentence structure, including identifying and constructing various sentence types to convey meaning. • Elements of oracy including parts of prosodic and paralinguistic features <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 • the need to speak in Standard English and

What is the essential Knowledge

What they will know about power and protest writing:

- What it means to protest
- What makes a powerful speech or article
- Why speeches and articles use persuasive techniques

What they will know about Our House is on Fire – Greta Thunberg

- The different arguments and viewpoints that Greta puts forward in her speech.
- The methods Thunberg uses and why (Methods: Direct address, Hyperbole, Anecdote, Triple, Emotive Language, Counter argument, Rhetorical questions, Imperatives)
- Why and how these methods would affect the audience.

What they will be able to do having read Our House is on Fire – Greta Thunberg:

- Be able to **infer** what a writer’s viewpoint is based on the language they have chosen.
- To **annotate** a speech, commenting on methods used to influence audience.
- Be able to **write an analytical paragraph** about how effectively Thunberg persuades her audience.

What they will know about Stuff the Tiger – Jeremy Clarkson

- The different arguments and viewpoints that Clarkson puts forward in his article.
- The methods Clarkson uses and why (Methods: Direct address, Repetition, Imagery, Metaphor, Expert Evidence, Emotive Language, Counter argument, Simple sentences, Rhetorical questions, Humour.)
- Why and how these methods would affect the reader.

What they will be able to do having read Stuff the Tiger – Jeremy Clarkson:

- Be able to **infer** what a writer’s viewpoint is based on the language they have chosen.
- To **annotate** an article, commenting on methods used.
- Be able to **write an analytical paragraph** about how effectively Clarkson persuades his readers.
- To knowledge of how Clarkson uses methods to persuade and affect his readers.

When comparing Our House is on Fire and Stuff the Tiger, students will show they know/understand...

- How to **synthesise** two pieces of information.
- How to use different **comparative connectives** to compare.
- How to **select relevant quotations** from both texts.
- How to compare what a writer’s/speaker’s **perspectives** are.
- How to analyse the different methods two writers use to convey their perspectives.
- How to compare impact of the language on the readers / audience.

What they will know about He for She – Emma Watson:

- The different arguments and viewpoints that Watson puts forward in her speech.
- The methods Watson uses and why
- Why and how these methods would affect her audience.

	<p>What they will be able to do having read <u>He for She</u> – Emma Watson:</p> <ul style="list-style-type: none"> • To perform a selected part of Watson’s speech in role, showing how to use prosodic and paralinguistic features ie: understanding when to pause for dramatic effect, to know which words to emphasise for effect and gesture and eye contact. • To listen attentively and offer feedback as a whole class. <p>What they will know about ‘Telephone Conversation’ by Wole Soyinka:</p> <ul style="list-style-type: none"> • What happens in the poem. • The context of the poem. • How symbolism and caesura is used by the poet • How language and structure is used by the writer in order to protest against racism he had suffered <p>What they will know how to do:</p> <ul style="list-style-type: none"> • Write the answer to the following question: ‘How does Soyinka use language and structure in the poem ‘Telephone Conversations’ to protest against racism?’ <p>What they will know about ‘The Wound in Time’ by Carol Ann Duffy:</p> <ul style="list-style-type: none"> • What happens in the poem. • The form and context of the poem. • How language and structure is used by the writer in order to protest against war <p>What they will know how to do:</p> <ul style="list-style-type: none"> • Write a poem of their own protesting against war/an injustice they feel strongly about. <p>What key terms will students know: unprecedented, irreversible, transformational, activism, moral, booming, extinction, conservationists, sentimentality, contrary, inequality, campaign, advocates, feminism, synonymous, sexualized, imprisoned, stereotypes, consequence, rancid, omnibus, surrender, revelation, impersonality, psalms, carnage, shrapneled, cenotaphs</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 texts of the same or different forms • Short stories revisited to explore themes like identity, diversity, protest and short text forms like allegory. • Oracy understanding developed further in Y8 modules as well as the focus of the Pygmalion unit. • Prosodic and paralinguistic features developed throughout <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. • Creation of speech to lead to students being ready for demands on Language Paper 2 Q5. • Expectations of understanding of prosodic and paralinguistic features necessary for spoken accreditation in GCSE exams.

	<ul style="list-style-type: none"> • Analysis of the texts and poetry to lead to students being ready for demands of Literature papers and Language Paper 1. • Their descriptive writing skills will mean they are ready for Language Paper 1 Q5 when crafting their own short pieces of writing. • 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. • Prosodic and paralinguistic features used for presentations.
<p>Assessment 1: Success criteria –</p>	<p>➤ Synthesis essay (LP2 Q4 – Greta / Clarkson)</p> <p>➤ Compare how the two writers convey their different views on the environment. <i>What should students know and what should they be able to do?</i></p> <ul style="list-style-type: none"> • To know what it means to synthesise. • To know clearly how to use different comparative connectives. • To understand that both sources must be used equally. • To know what perspective means. • To understand what a writer’s perspective is. • To know how to comment on a writer’s perspective. • Big ideas – write three developed big idea comparison sentences at the start of each paragraph. • Evidence – To know how to select a range of quotations from both sources to support their big idea sentences and to integrate two texts together within a paragraph. • 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 reflect the authors perspective. • Methods: Identify and comment on the linguistic methods that the writer has used in the extract in order to achieve their effects. • Impact: Show understanding of the possible writer’s intention and perspective through the use of modal verbs
<p>Assessment 2: Success criteria –</p>	<p>➤ Write a persuasive speech protesting against or for something in society students feel strongly about. E.g.</p> <ul style="list-style-type: none"> • Transport for students should be free. • Students should spend more time being taught about racism or sexism than Shakespeare. • The world needs to stand up to climate change. <p><i>What should students know and what should they be able to do?</i></p>

- To know how to plan and write a speech to protest about an issue they feel strongly about.
- To know how to deliver a speech and listen attentively and offer feedback as a **whole class**.
- To know how to use gesture and eye contact to address and engage the group when delivering the speech.
- To know how to express their own ideas and/or feelings using suitably ambitious vocabulary in their speech.
- To know how to use prosodic features ie: understanding when to pause for dramatic effect, to know which words to emphasise for effect.
- To know how to make the purpose of their presentation clear through a strong opening.
- To know how to vary tone for effect.
- Use knowledge and understanding of how great speakers in the text use the **rhetorical techniques**. (imagery, pun, rhetorical questions, anecdotes, addressing counter arguments, facts and opinions, hyperbole, expert evidence to support arguments, emotive language, triadic structures, standard English, register and levels of formality.)
- Where appropriate, responds and elaborates with further ideas.
- To know how to use an appropriate tone
- Know how to use appropriate **standard English** and formal register.
- To know how to memorise key parts of their speech using cue cards.