



Subject: English	Year Group: 8	Unit: Stone Cold (Part 1)
Unit objectives: (NC Statements) The students will complete a module of work, developing their ability to respond to a full novel, tracing characters development and tracking core themes.		

Context for study:

In Year 7, the students began looking at the key skills required for novel study, such as tracing the plot and studying the development of the protagonist. The Year 8 students will develop their skills in this area by tracking the more complex development of a dual narrative. They will also consider aspects of context and how this affects reading. As an extension, the students will learn to analyse extracts and track key ideas/themes across the novel. They will respond to the novel as required for the Eduqas GCSE course. The final assessment, commenting on one specific character and how they develop. It is also a precursor to the A-Level Literature Paper 2, Social and Political Protest.

In the first half of the unit, the students will concentrate on reading non-fiction sources alongside the novel. They will gain an insight into reasons behind homelessness and attitudes towards the homeless. This will also look at constructing arguments and using evidence to support a point of view. The students will consider non-fiction letters and newspaper articles. This is also a precursor to GCSE Paper 2 Language, Section B and revisits the non-fiction writing covered in Year 7.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Students are introduced to thematically linked **key vocabulary** at the start of this unit. This comprises of **20 words** which they define using their word bank in their workbooks to enable use throughout their lessons.

- Understand the different connotations of the word 'home' and that it means different things to different people. Revisit the importance of Dunsinane Castle to Macbeth and his sense of security.
- Know some of the key facts and misconceptions about homelessness, including details about local authority support. Understand what some of the main contributing factors are to becoming homeless.
- Know about the housing register and how decisions are made in allocating social housing. Understand that prioritisation is given to those with the most significant need or those that have been waiting the longest.
- Know about the case study of George. Understand the circumstances that have led to his homelessness, including the breakdown of his relationship with his family. Know what the term 'sofa-surfing' means.
- Know about the case studies of Bill and Emma. Understand the circumstances that have led to their homelessness. Understand why they are not legally entitled to social housing.
- Understand the role played by the media in public perception of people who are homeless or that are homeless. Understand that the messages the public receive about homelessness reinforce negative stereotypes and drive people further away from believing that ending homelessness is possible.
- Know and revisit the PIRATE MOUSE rhetorical devices which were covered in Year 7.
- Know and revisit the key elements of a formal letter with regards to style or writing and the formatting/ structure.
- Know what the publication 'The Big Issue' is. Understand when and why the publication was set up and how it is used to support people that are homeless.

The Warriner School Subject Curriculum Map

- Know and revisit the different types of narrative hooks and what the intended effect of each of them is. Revisit the terms from the Year 7 novel study of *Cirque du Freak*.
- Understand the meaning of the term 'omission' and how authors use this technique to deprive readers of key information and to sustain interest.
- Understand the key terms 'semantic field' and 'colloquial language' and how these relate to the language used by Shelter in the novel.
- Understand what the difference is between conscription and national service. To know when these systems have been in place and why they started/ finished.
- Understand some of the key arguments for and against national service. E.g., teaches discipline/respect, deprives young people of opportunity to study etc.
- Know about the use of military service in other countries, such as Sweden. Understand the negative effects of military service in Sweden such as the widening of inequality and increasing income for the wealthy.
- Know about a survey conducted in the United Kingdom regarding national service. Know that the majority of adults asked were in favour of reintroducing national service.

Possible Misconceptions and adaptive responses to these: identified through formative assessment/retrieval practice/diagnostic questioning.

Students may have entrenched views on homelessness and those people who live on the streets. Students may need to broaden their understanding. This will be discussed using appropriate non-fiction sources.

The novel covers difficult and challenging topics such as family breakdown, homelessness, death and murder. These will need to be dealt with sensitively with the students.

Modelled reading by the teacher.

Assessment/Final outcomes: How will students apply their deep learning in a meaningful way that respects the subject's discipline?

'Write an article arguing for or against the reintroduction of national service.'

Students to write a persuasive article, employing details from their wider non-fiction reading. They will apply key rhetorical devices as part of their writing, revisited during the module.

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

Explicit teaching of Tier 2 vocabulary, throughout lessons.

Reading of extracts from the novel and non-fiction sources – modelled reading with various engaging strategies.

Supporting discussions based around a range of topics.

Explicit focus on answering questions in full sentences, employing evidence from the texts.

Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.

Writing modelling and paragraph structure provided.

Develop oracy skills through reading, discussion, and the sharing of written viewpoints.