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| Subject: English | Year Group: 8 | Unit: Stone Cold (Part 2) |
| 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.

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.

- Know about the organisation Street Paws. Understand the importance of having a dog as a companion to those people living on the streets and the challenges of feeding/looking after them.
- Understand how society can view those people who are homeless. Know what the word '**periphery**' means and understand how it can be applied to those people who are homeless.
- Know the conditions that the slaves lived in on the slave ships. Know that there was limited space and that the slaves were manacled. Understand how challenging these conditions were for the people who lived on the ships.
- Understand the meaning of the word '**exploitation**' and how homeless people can be vulnerable to exploitation.
- Know that Luke Collingwood was the captain of a slave ship named the Zong. Know that he overloaded his ship with slaves and many of them began to die from disease and malnutrition.
- Know what the term Post-Traumatic Stress Disorder (PTSD) means. Understand what can cause PTSD and some of the symptoms experienced by those suffering with PTSD.
- Know the facts surrounding missing people and how many people are reported missing each year. Understand that there are range of reasons for people going missing and that a large number of them are children.
- Revisit the key discourse markers associated with comparison (covered in Year 7).
- Know that in literature, poetic justice is an ideal form of justice, in which the good characters are rewarded and the bad characters are punished. Understand that Stone Cold seems to lack poetic justice.
- Know that Paolo Freire was a Brazilian educator who believed in liberating oppressed people through education. He experienced oppression and poverty in his life.

The Warriner School Subject Curriculum Map

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| <p><u>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></u></p> <p>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.</p> <p>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.</p> <p>Modelled reading by the teacher.</p> | <p><u>Literacy and Oracy development opportunities:</u> <u><i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></u></p> <p>Explicit teaching of Tier 2 vocabulary, throughout lessons.</p> <p>Reading of extracts from the novel and non-fiction sources – modelled reading with various engaging strategies.</p> <p>Supporting discussions based around a range of topics.</p> <p>Explicit focus on answering questions in full sentences, employing evidence from the texts.</p> <p>Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.</p> <p>Writing modelling and paragraph structure provided.</p> <p>Develop oracy skills through reading, discussion, and the sharing of written viewpoints.</p> |
| <p><u>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></u></p> <p>‘How does Link change during the course of the novel?’</p> <p>Students to write an analytical response, charting the change in Link’s character from the beginning to the end of the novel. This will require the students to apply the knowledge that they have gained of the character, themes, language employed by the author and the context.</p> | |