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| **Topic**  **Communications Faculty- Reading Curriculum Intent - Year 8 Unit:** Poems from Other Cultures | **Criteria** | **R** | **A** | **G** |
| **Reading and responding to unseen texts** | Show an clear understanding of languag*e* and structure |  |  |  |
| Select and apply textual detail to develop an effective response |  |  |  |
| Make accurate use of subject terminology |  |  |  |
| **Comparing texts** | Demonstrate a competent and clear understanding of two texts |  |  |  |
| Compare ideas and perspectives in a meaningful manner |  |  |  |
| **Wider exploration of texts** | Demonstrate skills for evaluation |  |  |  |
| Convey an accurate understanding of writer’s methods |  |  |  |
| Respond to tasks set, linking to whole texts studied |  |  |  |
| Explore ideas, perspectives and contextual factors |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Image result for htcsKey Words** |
| **1** | What is culture? What is typical of our British Culture? | Peer and self assess | Identity  Marginalised  Minority  Ethnic  Cultural  Integration  Segregation  Prejudice  Racism  Cosmopolitan  Diverse  Equality  Colonialism  Symbolism  Rhyme  Rhythm |
| **2** | How can context help us to understand meanings? | Images and info sort |
| **3&4** | How does the poet use language form and structure to present ideas about identity in Half Caste? | SMILES analysis |
| **5** | How can poetic techniques help us to understand meanings? | Annotation -green pen |
| **6** | How does the speaker present her identity and culture in Search for my Tongue? | SMILES analysis |
| **7&8** | How do we compare poems in writing? | Extended Writing |
| **9** | How does the poet use language in Presents… to present ideas about cultural identity? | Analyse quotes/peer assess |
| **10&11** | Assessment preparation and assessment: How are ideas about identity presented in Presents from my Aunts in Pakistan? | Assessment |
| **12&13** | How does Blessing present culture? | SMILES analysis |
| **14&15** | What is the poem Nothing’s Changed about? How does understanding apartheid help us to understand the poem? | Peer– green pen |
| **16** | Assessment Feedback | Green pen |
| **17** | How can poetry help our creative writing? | Peer |
| **18** | Descriptive writing task. | Extended writing |
| **19** | How is Charlotte O’Neil presented in Charlotte O’Neil’s Song? | Annotation -green pen |
| **20&21** | How is An Old Woman similar to Charlotte O’Neil’s Song? | Venn diagram/compare |
| **22&23** | How does the poet use language and structure to present ideas about culture in in Hurricane Hits England? | Extended paragraphs |
| **24** | Creative writing feedback | Green pen improvements |