

Year 9: Powerful VoicesOverview:

During this scheme, students will look at particular people who have delivered great speeches that have advocated for change or been a memorable delivery. Students will gain some cultural awareness by looking at some historical context. Then, with this in mind, they will then complete a detailed exploration of the texts they study.

English Concepts:

Communication: How do writers speak to readers through texts? To what extent are texts a vehicle for communicating a writer's message?

Character: To what extent is a text a product of culture or tradition? How do texts and literary works express the values and beliefs of a society?

Creativity: How do writers write? How do writers make creative choices? How is my piece of writing a vehicle for communicating my message?

Texts:

Students will explore a range of texts including some non-fiction articles and speeches, extracts from fiction texts and some poetry. Texts will cover different time periods encouraging students to engage with a range of material. Texts, and the surrounding discussion, will need to be handled sensitively and appropriately.

Skills:

Students will identify authorial methods used in a text (both written and spoken) and will analyse the writer's craft.

Students will evaluate the effectiveness of a text and the impact that it has on the audience in question.

Students will learn about the history of particular conflicts or famous speeches to develop their cultural capital and their understanding of the world around them.

Students will use the texts that they have studied to inform their own writing, applying the authorial methods that they have analysed into their own crafted speech.

Students will develop their vocabulary through the weekly key words.

Students will be reminded of key literacy skills such as spelling, punctuation and grammar.

Application Check:

Data entry for Application Check is due 28/03/2022. Please note, there is a new format for this academic year.

Weeks and key questions.	Suggested content with non-negotiables in red. Underlined content appears on the Knowledge Organiser.	Terminology with non-negotiables in red.	Useful texts or links that enable the exploration of the content and terminology.
<p>Week One and Two Voices Against Racism</p> <p><i>What racial inequalities have there been throughout time?</i></p> <p><i>How and when did slavery start?</i></p> <p><i>What conditions did slaves face?</i></p> <p><i>How far have we come with racial inequality?</i></p> <p><i>Why does racism still exist?</i></p>	<p>Concept: Character [-You may wish to start students off by thinking about different types of conflict that we currently face, introducing them into the overarching theme of the unit. Spiral back to oppression in <i>Animal Farm</i>, the racial divide in <i>Noughts and Crosses</i>, the treatment of Caliban and colonialization in <i>The Tempest</i>. Non-negotiable exploration: -Students must have a cultural awareness of the history of racism. The context question in the AC has changed this year, so students should have a general idea of key events and dates, but there will be no closed questions based on context. Please see AC for reference. You may wish to use the timeline in the folder and possibly the quick comprehension or deeper thinking questions too. Students may make cross-curricular links here. -Students should explore the following events: <u>1619 – first kidnapped slaves were brought from Africa to USA, forced into slavery in the American colonies and exploited to work (without pay!) in the production of crops such as tobacco and cotton.</u> <u>1808 – Congress bans importation of slaves.</u> <u>1868 – Fourteenth Amendment ratified allowing black people to become citizens.</u> <u>1954 – US Supreme Court rules that segregation in schools is wrong.</u> <u>1955 – Rosa Parks refused her seat to a white person on the bus.</u> <u>1968 – Martin Luther King killed, five years after his famous ‘I Have A Dream’ speech.</u> <u>2009 – Barack Obama becomes the first African-American President.</u></p> <p>This should allow some discussion on how far students believe that we have made progress. Students could also discuss what else needs to be done to tackle racism further. Opportunity to link to <u>British values like democracy,</u></p>	<p>Adjective: <u>A describing word.</u></p> <p>Verb: <u>A doing word.</u></p> <p>Racism: <u>where someone treats another person differently because their skin colour is not the same as theirs.</u></p> <p>Discrimination: <u>the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.</u></p> <p>Prejudice: <u>preconceived opinion that is not based on reason or actual experience.</u></p> <p>Abolition: <u>the action of abolishing (putting an end to) a system, practice, or institution.</u></p> <p>The Middle Passage: <u>The Middle Passage was the stage of the triangular trade in which millions of Africans were forcibly transported to the New World as part of the Atlantic slave trade.</u></p>	<p>Some extracts on the K drive from <i>Uncle Tom’s Cabin</i> and <i>Heart of Darkness</i>.</p> <p>Black Lives Matter articles (some on the K drive too):</p> <p>https://www.theguardian.com/world/2020/nov/13/how-black-lives-matter-has-inspired-a-generation-of-new-uk-activists</p> <p>https://www.bbc.co.uk/news/world-us-canada-52861726</p> <p>https://northern.unison.org.uk/blogs/2020/06/guest-post-mavreen-ncube/</p> <p>https://www.ntu.ac.uk/about-us/news/news-articles/2020/06/expert-blog-the-killing-of-george-floyd-a-powerful-lesson-for-change</p> <p>https://www.redcross.org.uk/get-involved/teaching-resources/black-lives-matter-resources-for-young-people - Some interesting resources</p>

	<p><u>liberty and respect when discussing what else needs to be done to tackle this issue.</u></p> <p>Further slavery information may be given: -Many consider a significant starting point to slavery in America to be 1619, when the privateer The White Lion brought 20 African slaves ashore in the British colony of Jamestown, Virginia. -By the mid-19th century, America’s westward expansion and the abolition movement provoked a great debate over slavery that would tear the nation apart in the Civil War. -Some historians have estimated that 6 to 7 million enslaved people were imported to the New World during the 18th century alone.]</p> <p>Concept: Communication and Creativity <u>[-Students must study an extract from either <i>Uncle Tom’s Cabin</i> by Harriet Beecher Stowe (1852) or <i>Heart of Darkness</i> by Joseph Conrad (1899) as their nineteenth century text.</u> <u>-Students must be taught analytical skills and these must be applied to this extract. This should look at authorial methods and the connotations and effect created by these. Students should consider the text as a protest piece.</u> Activities may include looking at picture connotations first, identifying writer’s methods (refreshing these with a match-up or quiz etc.) exploring or exploding language together etc. to teach the skill of analysing. <u>-All students should see a modelled example of analysis that is suitable to their ability but also aspirational.</u> <u>-All students should practice writing analytical paragraphs of their own.</u> These may be scaffolded, quotes may have been looked at as a class and sentence starters may be given. <u>-Students must then look at a more modern text.</u> There are a number of Black Lives Matter articles on the K drive or a range of links in the end column. This often relate to the <u>2020 death of George Floyd.</u> <u>Students should read this text and then explore whether we have changed in society or not.</u> The second text</p>	<p>Activism: a type of campaigning which uses actions and resources to bring about change or accomplish goals.</p> <p>Ally: in this context, a person who supports a cause, even if you haven’t directly experienced it e.g. a white person who supports Black Lives Matter.</p>	<p>on the Black Lives Matter campaign from the Red Cross.</p> <p>https://www.bbc.co.uk/news/world-us-canada-52993306</p> <p>Further reading texts:</p> <p>Alexander Falconbridge’s account of the slave trade. Extracts halfway down the page. https://spartacus-educational.com/USASfalconbridge.htm</p> <p>‘Still I Rise’ on the K drive and here. https://www.litcharts.com/poetry/maya-angelou/still-i-rise</p> <p>Benjamin Zephaniah https://lacuna.org.uk/equality/naked-benjamin-zephaniah-poem-text/</p>
--	--	--	--

should also offer some level of analysis, reinforcing the previous analysis of the earlier text.

Depending on time and ability, there are a range of other texts and teaching ideas that could be used across the fortnight. These are optional and the main focus is on analysing the two compulsory texts. These might be good for homework or extension tasks for HA students to independently unpick.

Texts might include:

- Alexander Falconbridge's account of the slave trade
- Maya Angelou's 'Still I Rise'
- Martin Luther King's 'I Have a Dream' Speech
- Poems from Benjamin Zephaniah's collection *Too Black, Too Strong*
- Letters from slaves
- Any other text that fits in with this week's theme.

-Alternatively, you may wish to give students an opportunity to write if there is time.]]

Weeks and key questions.	Suggested content with non-negotiables in red. Underlined content appears on the Knowledge Organiser.	Terminology with non-negotiables in red.	Useful texts or links that enable the exploration of the content and terminology.
<p>Week Three and Four Religious and Ethnic Conflict</p> <p><i>What is the history of religious conflict?</i></p> <p><i>How have differences in religion and culture led to conflict?</i></p> <p><i>How can personal texts reveal the impact of religious conflict?</i></p> <p><i>How can poetry offer a range of perspectives in religious conflict?</i></p>	<p>Concept: Character [-Students will be looking and discussing different cultures, ethnicities, and religions in the world and how this can cause conflicts between people. A cultural conflict is a dislike, hostility, or struggle between communities who have different philosophies and ways of living, resulting in contradictory aspirations and behaviours. This is a sensitive and complex concept in some ways and especially for our young people and the part of the world we live in. -You may wish to get students to think about any conflicts or wars that have started due to cultural or religious differences. You could use prompts, such as pictures, to get them thinking.</p> <p>Non-negotiable exploration: -Students must be aware of some history of religious and cultural conflicts. There are some further links at the side which might be useful. -As a minimum, all students must know the following (not word for word): <u>1095-1291 (and beyond but smaller) – The Crusades. A religious conflict between Christian Europe and the Muslim-controlled Middle East where Christians tried to take control of the Holy Land and reduce the spread of Islam.</u> <u>1588 - The Spanish Armada set sail from Spain, with the mission of overthrowing the Protestant Queen Elizabeth I and restoring Catholic rule over England. A bloody battle ensued.</u> <u>1618 – The Thirty Years War began. Another example of religious conflict; took place between Catholic and Protestant Christians in Europe between 1618 and 1648.</u> <u>1933 – Hitler rose to power. By 1935, Jews were seen as second class citizens by the Nazis. By 1939, thousands of Jews were being killed leading to the mass extermination of Jews and other groups based on racial and ethnic differences. This then led to World War Two from 1939-1945.</u></p>	<p>Ethnicity: <u>belonging to a social group that has a common national or cultural tradition.</u></p> <p>Persecution: <u>hostility and ill-treatment, especially because of race or political or religious beliefs.</u></p> <p>Anti-Semitism: <u>hostility, prejudice or discrimination towards Jews.</u></p> <p>Speaker: <u>the voice in a poem.</u></p> <p>Stanza: <u>A group of lines in a poem.</u></p> <p>Enjambment: <u>Where a complete sentence runs on over more than one line of poetry.</u></p> <p>Freedom fighter: a person who takes part in a revolutionary struggle to achieve a political goal, especially in order to overthrow their government.</p>	<p>Religious and ethnic wars: https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zhpg47h</p> <p>https://www.sciencedirect.com/topics/social-sciences/religious-conflicts#:~:text=The%20Crusades%2C%20the%20many%20periods,1840s%2C%20the%20Branch%20Davidian%20conflagration</p> <p>Anne Frank: https://www.annefrank.org/en/anne-frank/diary/complete-works-anne-frank/</p> <p>http://www.bbc.co.uk/annefrank/timeline.shtml</p> <p>The Right Word: https://www.bbc.co.uk/teach/class-clips-video/imtiaz-dharker-on-her-poem-the-right-word/zb62t39</p> <p>https://poetryshark.wordpress.com/2016/01/10/language-and-reality-the-right-word-by-imtiaz-dharker-poem-analysis/</p>

	<p><u>2001 – In Osama Bin Laden’s letter, he claimed that the 9/11 World Trade Centre terrorist attack was a direct consequence for the persecution of Muslims around the world.</u></p> <p>-Some wars here spiral back to the Year 9 War Poetry Unit.</p> <p>-Students must engage with an extract from <u><i>The Diary of a Young Girl</i> by Anne Frank (1942)</u>. The full diary is on the K drive along with a specific extract that you might choose to use.</p> <p>Students should analyse the language choices in their given extract, exploring how <u>Frank’s diary became a voice against religious and ethnic conflict.</u>]</p> <p>Concept: Creativity</p> <p>[There are some images in the suggested extract that could lead to language discussion (extract on KDrive):</p> <ul style="list-style-type: none"> -The animal imagery of ‘droves’ and ‘cattle cars’ to show dehumanisation. -The shaved heads and idea of ‘branding’ to strip away autonomy and identity and make them possessions of the Nazis. -The military vehicles that ‘cruise’ the streets, creating a sense of ease and normalisation at taking Jews. The subversion of the military who should protect, not persecute. -The simile linking to the ‘slave hunts’ (with an opportunity to spiral back to weeks 1 and 2). -The metaphor about the ‘cruellest monsters’ to suggest they are inhumane in their treatment of the Jewish population. <p>-Students analytical skills should continue to develop here. There may be more independence in their ability to approach some of the language used.</p> <p>-Students should continue to write their own analytical paragraphs, developing more fluency and freedom with their ideas.</p> <p>-Students should study a poem based around religious / ethnic conflict. Students may look at <u>Imtiaz Dharker’s ‘The Right Word’</u>. ‘The Right Word’ explores the idea that we are quick to label people and this isn’t helpful. It only exacerbates religious conflict further. She searches the poem for correct</p>	<p>Martyr: a person who is killed because of their religious or other beliefs.</p> <p>Caesura: a pause in a line of poetry.</p> <p>Volta: A turning point or point of change in a poem.</p>	<p>https://missvhowe.files.wordpress.com/2016/02/the-right-word.pdf</p> <p>http://poetryforgcseenglish.blogspot.com/2012/09/the-right-word-by-imi-tiaz-dharker.html</p> <p>Labour Party Anti-Semitism:</p> <p>https://www.bbc.co.uk/news/uk-politics-45030552</p> <p>https://www.theguardian.com/commentisfree/2020/oct/29/antisemitism-labour-party-echr-report</p> <p>Islamophobia:</p> <p>https://www.theguardian.com/world/2019/mar/16/rise-far-right-online-forums-anti-muslim-hate-wave</p> <p>https://www.independent.co.uk/voices/why-british-media-responsible-rise-islamophobia-britain-a6967546.html</p>
--	--	--	---

terms and brings it back to the idea that everyone belongs to someone's family and so we need less judgement.

-Students should explore the message of the poem they look at and identify poetic methods used such as metaphor, repetition, enjambment etc.

There are other texts and ideas that, depending on time and class, you may wish to explore. These might also be good for HA students to stretch them further or for homework projects where students read more widely. Examples might be:

- Anti-Semitism in the Labour Party in recent years. There are a number of links that could be useful for this.
- Anti-Catholic or Anti-Protestant pamphlets were produced that might be interesting for HA students to look at.
- The rise in Islamophobia.
- Any other texts that relate to the theme.]

Weeks and key questions.	Suggested content with non-negotiables in red. Underlined content appears on the Knowledge Organiser.	Terminology with non-negotiables in red.	Useful texts or links that enable the exploration of the content and terminology.
<p>Week Five and Six Climate Change</p> <p><i>What evidence of climate change has there been over the years?</i></p> <p><i>How are we seeing climate change now?</i></p> <p><i>How is literature and the spoken word a vehicle for highlighting the problem of climate change?</i></p> <p><i>What persuasive techniques can we see in modern texts about climate change?</i></p>	<p>Concept: Character</p> <p>[You may wish to introduce students to the theme of the week and get them to consider what they already know or to unpick anything that surprises them.</p> <p>Non-negotiable exploration:</p> <p>-Students must have a cultural awareness of the history of climate change and the growing concern around this. You may wish to use the timeline links in the last column.</p> <p>-As a minimum, all students must know the following (not word for word):</p> <p><u>1800s – Fogs became more common and more deadly in London as the smoke and fumes from industrialisation and urban growth were trapped by calm, still air.</u></p> <p><u>1852 – The Great Smog of London went on for five days. A thick layer of air pollution, mostly caused by coal fires, had covered London and caused the deaths of thousands of residents.</u></p> <p><u>1972 – The first international environmental summit took place in Sweden.</u></p> <p><u>1997 - Kyoto Protocol agreed. Developed nations pledge to reduce emissions by an average of 5% by the period 2008-12, with wide variations on targets for individual countries. US Senate immediately declares it will not ratify the treaty.</u></p> <p><u>2015 – Paris agreement - Recognising that climate change represents an urgent and potentially irreversible threat to human societies and the planet and thus requires the widest possible cooperation by all countries.</u></p> <p><u>2018 – Greta Thunberg starts protesting by sitting outside the Swedish parliament every Friday. She was 15.</u></p> <p>-Students should consider whether the Climate Emergency is being taken seriously enough.]</p>	<p>Industrial Revolution: The Industrial Revolution was a period of major development and innovation that took place during the late 1700s and early 1800s. It was the transition to new manufacturing processes.</p> <p>Climate Emergency: a situation in which urgent action is required to reduce or halt climate change and avoid potentially irreversible environmental damage resulting from it.</p> <p>Smog: fog or haze intensified by smoke or other atmospheric pollutants.</p> <p>Logos: Offering logic, reason and proof.</p> <p>Pathos: Bringing out emotions, usually pity or sadness, in your audience.</p>	<p>Climate Change/London Smog context:</p> <p>https://www.bbc.co.uk/news/science-environment-15874560</p> <p>https://www.britannica.com/event/Great-Smog-of-London</p> <p>https://www.theguardian.com/science/the-h-word/2016/dec/09/pollution-air-london-smogs-fogs-pea-soupers</p> <p>Climate Change texts:</p> <p>https://www.theguardian.com/environment/2019/apr/23/greta-thunberg-full-speech-to-mps-you-did-not-act-in-time</p> <p>https://www.independent.co.uk/life-style/jason-momoa-climate-change-speech-un-island-nations-samoa-pathway-a9124486.html</p>

	<p>Concept: Creativity</p> <p>[Students must engage with one text about the fog/smog of London. This can be either the extract from <i>Bleak House</i> by Dickens or Flora Tristan’s London Smog account. Both are saved on the K drive. Students need to continue to develop their analytical skills by looking at the language used here. A range of activities may be used to encourage students to engage with the writer’s craft. There may be an opportunity now for some more independent discussion of the language used. There is an extended personification of the fog as cruel in <i>Bleak House</i> and several metaphorical images linking to hell and death in London Smog that may be explored.</p> <p>-Students should then look at a more modern text around the Climate Emergency. This might be one of <u>Greta Thunberg’s speeches</u> (one available on the K drive, another on a link), the Christina Figueres UN Conference speech (on the K drive), Jason Momoa’s speech (see link). Several links are provided.</p> <p>-As a minimum, all <u>students should identify and explore how the text that they have looked at shows elements of logos, pathos, and ethos.</u></p> <p>-Depending on what you have done with your class so far and what you have evaluated they need to work on from your formative assessment, you may look at analysing your chosen modern text in detail. You may want to look at the persuasive language within it and what makes it effective, focusing on the speaker’s craft. You could spiral back to the previous week and recap learning there.]</p> <p>Concept: Communication</p> <p>[Alternatively, you may wish to give students time to refine their own writing skills, becoming the writer and putting together either a descriptive piece (like Dickens) or a non-fiction piece about smog or climate change.</p> <p>HA students may make connections back to the dystopian genre and how climate fits into this, exploring deeper concepts.]</p>	<p>Ethos: Building your own credibility so the audience trust you.</p> <p>Contrarian: a person who opposes or rejects popular opinion.</p> <p>Ugso: Dickensian word meaning horrible and frightening.</p>	<p>https://www.washingtonpost.com/news/energy-environment/wp/2016/02/29/leonardo-dicaprios-oscar-speech-was-about-climate-change-which-could-be-worse-than-we-thought/</p> <p>https://sustainabledevelopment.un.org/content/documents/ngo_28feb_cc.pdf</p> <p>https://www.theguardian.com/environment/extinction-rebellion</p>
--	--	--	--

Weeks and key questions.	Suggested content with non-negotiables in red. Underlined content appears on the Knowledge Organiser.	Terminology with non-negotiables in red.	Useful texts or links that enable the exploration of the content and terminology.
<p>Week 7 Application Check</p> <p><i>Can students apply their knowledge to an unseen text?</i></p> <p><i>Can I apply my analytical skills to respond to the Application Check?</i></p> <p><i>Can I show an understanding of the wider context of the texts we have studied?</i></p>	<p>The application check will cover all three concepts: <u>creativity</u>, <u>communication</u> and <u>character</u>. These will be weighted in the same way as at GCSE.</p> <p>The rest of the week should be dedicated to preparing and completing the Application Check. This might mean finishing off anything from previous weeks to ensure that students are fully prepared.</p> <p>The lessons leading up to the Application Check could go back over the key skills – especially analytical ones – that students have been building up each week. Texts might be looked at again or other texts that were not taught might be used as a tool to reaffirm students’ skills.</p> <p>Students should also recap key writing skills in preparation.</p> <p>The Application Check should be sat.</p> <p>Data entry for Application Check is due 28/03/2022.</p>		<p>Text used for Application Check: Caged Bird by Maya Angelou and The Diary of a Young Girl by Anne Frank.</p>
<p>Weeks and key questions.</p>	<p>Suggested content with non-negotiables in red. Underlined content appears on the Knowledge Organiser.</p>	<p>Terminology with non-negotiables in red.</p>	<p>Useful texts or links that enable the exploration of the content and terminology.</p>
<p>Week Eight and Nine Voices for Gender Equality</p> <p><i>What gender inequalities have there been throughout time?</i></p>	<p><u>Concept: Character</u></p> <p>[–You may wish to introduce students to the theme of the fortnight and get them to consider what they already know or to unpick anything that surprises them. There is a sheet of facts and stats on the K drive that you could use. You could blank some out or get students to estimate the information first.</p> <p>Non-negotiable exploration:</p>	<p><u>Noun: A person, place or object.</u></p> <p><u>Adverb: A word that describes how the verb is done.</u></p> <p><u>Simile: This is where you make a comparison using the words, ‘like’</u></p>	<p>Gender timelines: These celebrate progress made.</p> <p>https://www.sellickpartnership.co.uk/blog/2018/03/a-timeline-of-key-dates-for-women-in-business</p> <p>https://www.lawgazette.co.uk/women-in-the-law/100-years-of-women-</p>

<p><i>How have women been treated in the past?</i></p> <p><i>How far have we come with gender inequality?</i></p> <p><i>Why does sexism still exist?</i></p>	<p>-Students must have a cultural awareness of the history of gender inequality. You may wish to use the timeline links in the last column, or the article about what women weren't allowed to do.</p> <p>-As a minimum, all students must know the following (not word for word):</p> <p><u>1867 - The London Society for Women's Suffrage is formed to campaign for female suffrage as women were treated unequally with a lack of voting, working and everyday rights.</u></p> <p><u>1870 - The Married Women's Property Act allows married women to own their own property</u> (you could spiral this back to Romeo and Juliet and the expectations of women and men and how long it has taken to change this).</p> <p><u>1913 - A massive rally is held in Hyde Park for women's right to vote, with women travelling from all across the country. On 4 June 1913 Emily Davison ran out in front of the king's horse as it was taking part in the Epsom Derby.</u></p> <p><u>1918 - Women over 30 are granted the right to vote in Britain. Ten years later, this was changed to women over the age of 21.</u></p> <p><u>1975 - The Sex Discrimination Act makes it illegal to discriminate against women in work, education and training.</u></p> <p><u>1979 – Margaret Thatcher becomes Britain's first female Prime Minister.</u></p> <p><u>1985 - The Equal Pay (Amendment) Act allows women to be paid the same as men for work of equal value.</u></p> <p><u>2014 – Shared parental leave is introduced.]</u></p> <p>Concept: Creativity</p> <p>[Students should discuss and consider how much progress has been made and what is still needed to achieve gender equality.</p> <p>-Further information can be given using the timeline links or the 'Women Who Changed the World' booklet on the K drive but this is optional.</p> <p>-All students must study an extract from <u><i>The Diary of a Militant Suffragette</i></u>. The whole text is available on a link and one extract has been placed on the K</p>	<p><u>or 'as'. 'Her hair was as golden as the sun.'</u></p> <p>Emancipation: <u>to free from restraint, control, or the power of another especially to free from bondage.</u></p> <p>Repression: <u>the action of subduing someone or something by force.</u></p> <p>Suffrage: <u>the right to vote in political elections.</u></p> <p>Enfranchisement: <u>To be granted the vote or the state of having the vote.</u></p> <p>Constitutional: A peaceful, legal way of campaigning, often using recognised 'political' methods such as petitions.</p>	<p>in-law-a-timeline-of-sexism-and-equality/5102081.article</p> <p>https://www.rd.com/list/things-women-werent-allowed-to-do-100-years-ago/</p> <p>Other context:</p> <p>https://www.bl.uk/romantics-and-victorians/articles/gender-roles-in-the-19th-century</p> <p>Diary of a Militant Suffragette (extract on K drive)</p> <p>https://archive.org/stream/cu31924052956806/cu31924052956806_djvu.txt</p> <p>Emma Watson's speech (also on K drive)</p> <p>https://www.unwomen.org/en/news/stories/2014/9/emma-watson-gender-equality-is-your-issue-too</p> <p>Emmeline Pankhurst's speech 'Freedom or Death:</p> <p>https://www.theguardian.com/theguardian/2007/apr/27/greatspeeches1</p> <p>Further reading texts:</p>
--	--	--	--

drive. Students should revisit their analytical skills from previous exploration in the unit. Students might look at the systemic attitude with the little boy's scorn or the metaphorical image of the key in the example extract, although any extract can be used from the text.

-Students should explore authorial methods and the connotations of language, and see this modelled in an analytical paragraph.

-All students should practice writing analytical paragraphs of their own. These may be scaffolded, quotes may have been looked at as a class and sentence starters may be given.

-Students must then look at a more modern text. Emma Watson's 2014 speech is on the K drive (although it could be shortened) and is a possible example. Kamala Harris' acceptance speech is another possibility. As a minimum, students should evaluate the impact of the modern text.

-Students might then explore the language used and how it is persuasive and effective. Students might look at some aspects of DAFOREST to do this, exploring which language choices are most effective.]

Concept: Communication

[-Alternatively, students might simply focus on creating a persuasive tone and write a gender equality piece of their own. This may be scaffolded with some ideas to include and may have some modelling. Students might focus on one or two features of writing e.g. persuasive voice and paragraphing.]

Depending on time and ability, there are a range of other texts and teaching ideas that could be used across the fortnight. These are optional and the main focus is on analysing the two compulsory texts. These might be good for homework or extension tasks for HA students to independently unpick.

Texts might include:

- Mary Wollstonecraft's *A Vindication of the Rights of Women*
- Anything from the 'Women Who Changed the World' booklet (not Greta Thunberg though).
- Other suffragette diaries or letters.

<https://www.bl.uk/collection-items/mary-wollstonecraft-a-vindication-of-the-rights-of-woman>

<https://spitalfieldslife.com/2013/04/19/kate-parry-fryes-suffrage-diary/>

Weeks and key questions.	Suggested content with non-negotiables in red. Underlined content appears on the Knowledge Organiser.	Terminology with non-negotiables in red.	Useful texts or links that enable the exploration of the content and terminology.
<p>Week Ten, Eleven and Twelve</p> <p>Class Conflict</p> <p><i>How has conflict between classes been present throughout history?</i></p> <p><i>How does class conflict still exist today?</i></p>	<p><u>Concept: Character</u> [The focus theme is the class divide. Again, you may wish to discover what students know about class and the divide in society. You could spiral back to <i>Animal Farm</i> and the how the animals represented the bourgeoisie and the proletariat, discussing how Napoleon and the pigs had lives of luxury whereas the other animals worked in servitude.</p> <p>Non-negotiable exploration: -Students must have a cultural awareness of the history of class conflict. You may wish to use the context links in the last column. -As a minimum, all students must know the following (not word for word): <u>1834 – A new law established the Victorian workhouse system.</u> Anyone who was poor could only find support by working in a workhouse under terrible conditions and often separated from their family. Those in charge of the workhouses gained profit while the poor remained pretty poor. <u>1880/1891 – The Elementary Education Act made it a legal requirement for children to attend school. This became free in 1891 giving education to all. However, this was only up to the age of 10 and often only a half day as many still worked in the factories to help provide for their families.</u> <u>1900 - There were over two million servants in Britain at the turn of the century (80% of the population).</u> <u>1948 - The NHS and welfare state were set up to take care of people when they were vulnerable and sick.</u> <u>2018 – A study found that 30% of children in Britain are being born into poverty.</u></p>	<p><u>Proletariat: The working class who must sell their labour to financially survive.</u></p> <p><u>Bourgeoisie: The middle class who typically own most of society's wealth.</u></p> <p><u>Capitalism: An economic system where the country's trade and profit is privately owned by the wealthy few.</u></p> <p><u>Child labour: the employment of children in an industry or business, especially when illegal or considered exploitative.</u></p> <p><u>Rural: An area or region outside of town or in the countryside.</u></p>	<p>Class System: https://www.bbc.co.uk/news/uk-22007058</p> <p>https://www.bl.uk/victorian-britain/articles/the-working-classes-and-the-poor</p> <p>https://www.bbc.co.uk/bitesize/guides/zqgjq6f/revision/4</p> <p>http://www.educationengland.org.uk/history/timeline.html</p> <p>Child Labour: https://www.nationalarchives.gov.uk/education/resources/victorian-lives/children-mines/</p> <p>http://www.nationalarchives.gov.uk/pathways/citizenship/struggle_democracy/childlabour.htm</p> <p>Oliver Twist</p>

	<p>2019 – Boris Johnson becomes the 20th Prime Minister to have attended the elite and prestigious Eton College.</p> <p>-There are further possible ideas that could be explored or these could be looked at in more detail. There are lots of resources on child labour and education.</p> <p>-There is also evidence of family ties and how this maintains the class structure.</p> <p>-Students must explore an 18th/19th century text which exposes the differences in class and the suffering of the lower classes. This will help to spiral towards <i>An Inspector Calls</i> in year ten. Students should look at an extract from <i>Oliver Twist</i> by Charles Dickens or <i>North and South</i> by Elizabeth Gaskell. Alternatively, if you feel that your class need more exposure and practice regarding poetry, you may choose Blake’s ‘The Chimney Sweeper’ poem. Time dependent, you may wish to do more than one of these. For example, you might have students looking at different sections and teaching each other or doing a carousel to look at snippets of all of them. Alternatively, you could assign a text and questions as differentiated tasks.]</p> <p>Concept: Creativity</p> <p>[Texts are available on the K drive, although other extracts from the texts can be used or shortened versions can be explored.</p> <p>-Exploration needs to focus on the portrayal of the classes, the treatment of the lower classes and the divide between them.</p> <p>-Students should explore the language used by the writer of their chosen extract.]</p> <p>Concept: Communication</p> <p>[-Students may complete some creative writing based on what they have read. For example, they may write a diary entry as a young, lower class person in the earlier centuries. They may focus on one or two particular writing skills such as vocabulary or punctuation.</p>		<p>https://www.litcharts.com/lit/oliver-twist/themes/poverty-institutions-and-class</p> <p>https://victorianera-olivertwist.weebly.com/social-status-in-oliver-twist.html#:~:text=The%20identification%20of%20the%20social,class%2C%20and%20the%20lower%20class.</p> <p>https://www.bl.uk/romantics-and-victorians/articles/oliver-twist-and-the-workhouse</p> <p>North and South https://www.litcharts.com/lit/north-and-south/themes/class-antagonism</p> <p>https://blogs.commonsgorgetown.edu/engl-145-fall2016/2016/09/28/industry-class-and-prejudice-in-gaskells-north-and-south/</p> <p>The Chimney Sweeper https://literariness.org/wp-content/uploads/2020/05/LitCharts-the-chimney-sweeper-songs-of-experience.pdf</p>
--	--	--	---

	<p><u>-Students should reflect on how far they think we still have a class divide at the moment.</u> Ideas might include exploration of education and (private schools for example) employment.</p> <p><u>-Students must read a modern article reflecting on the class divide to further their thinking and discussion.</u> <u>Grenfell Tower is an example of a modern situation that deeply reflects the class divide. Covid-19 is another example where those from the lower class have struggled far more than those of a higher class.</u> There are links in the final column along with some other ideas too.</p>		<p>https://www.bl.uk/romantics-and-victorians/articles/blakes-two-chimney-sweepers</p> <p>https://www.bl.uk/romantics-and-victorians/articles/william-blakes-chimney-sweeper-poems-a-close-reading</p> <p>Grenfell Tower: https://www.theguardian.com/inequality/2017/nov/13/grenfell-tower-mp-highlights-huge-social-divisions-in-london</p> <p>https://www.ft.com/content/6047d75e-971f-11e7-8c5c-c8d8fa6961bb</p> <p>Modern Class Articles: https://www.theguardian.com/commentisfree/2018/nov/02/poor-swimming-pool-uk-class-divide-housing-rich-residents</p> <p>https://www.bbc.com/future/article/20160406-how-much-does-social-class-matter-in-britain-today</p> <p>https://www.tuc.org.uk/blogs/new-class-divide-how-covid-19-exposed-and-exacerbated-workplace-inequality-uk</p>
--	--	--	---

YEAR 9

Powerful Voices

Spring Term 1+2.