

Year 8 English Unit 4: Taking a Stand and Victorian Childhood

Taking a Stand and Victorian Childhood	
Expected Outcomes - Learners will understand that writers express their convictions using different text types and using specific language choices. - Learners will be able to understand and identify how writers (e.g. William Blake) used language to take a stand against social issues. - Learners will be able to explain how structure and imagery can be used to take a stand and they will be equipped to replicate these techniques in their own presentations. - Learners will use a range of skills to take a stand and create a formal, persuasive presentation to take a stand about an issue of their choice.	
Developmental Focus Opportunities - Oracy and presentation skills – Learners have the opportunity to develop their body language, eye contact, pace, volume and tone. - Articulating opinions and UTW – Learners should be encouraged to share their personal responses to the experiences of Victorian children. - UTW – Learners will explore how taking a stand can have real world benefits by stimulating awareness of an issue.	
Key Learning Points	Powerful Knowledge
- I can explain how writers express their convictions with passion. - I can explain why and how William Blake took a stand against child labour. - I can explain how structure and imagery can be used to take a stand. - I can understand how to use a range of skills to take a stand and create a formal presentation. - I can use effective preparation strategies to help me deliver a presentation confidently.	Learners will understand that throughout history, writers have used their skills to take a stand to address social issues. They will leave the unit equipped with the skills, techniques and confidence to deliver an effective presentation to take a stand about an issue of their choice.
Subject-Specific Vocabulary	Reading Opportunities
Ballad Vocal Influence Exploitation Poignant	‘The Chimney Sweeper’ by William Blake (in additional materials on Oak) ‘Where have all the flowers gone?’ song lyrics by Pete Seeger

Year 8 English Unit 4: Taking a Stand and Victorian Childhood

Refrain Indictment Semantic field Coherence Impact	
Possible Misconceptions	Cross-Curricular Links
- Learners may think of speeches as being a form of protest, but not poems or songs. - Learners may think that serious topics need serious text types such as articles or speeches. - Learners may think that there is a very clear distinction between poetry and music lyrics. - Learners may think that figurative language, like metaphors, is not used in presentations – stress how much stronger presentations can be when it allows the audience to make associations with objects and items they are familiar with. - Memorising a presentation, or having a script, makes for a more confident delivery - an effective presentation will have an element of spontaneity and naturalism about it.	History – Victorian life, Industrial Revolution PSHE – equal rights social issues based on learner interests / current issues at the time of teaching