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| **The Middle Chapters: 4th May – 2nd July, 2021**  **Year 7/8** | | | | | | | | | | |
| **ENGLISH – “GHOST BOYS”** | | | | | | | | | | |
| **The Reporter** | | | Through their study of ‘Ghost Boys’, students will learn about the wider implications surrounding current issues such as Black Lives Matter, police brutality, systemic racism, grief and bereavement. They will explore historical cases of racism and the birth of the Civil Rights Movement. Through critical thinking and philosophical discussions surrounding the themes raised in ‘Ghost Boys’, the students will deepen their understanding of the need for racial equality. Students will develop the skills of the reporter by researching into controversial and real-life cases of police brutality and systemic racism and presenting their findings in a variety of formats: speaking & listening presentations, formal essays and news bulletins and news reports. | | | | | | | |
| **Learning Intentions** | | **Big Learning Questions** | | **Assessment Products** | | **Links to Curriculum Standards** | |
|  | | **WEEK 1** | * To learn about the language of protest. * To learn about the history of life as a black person in America. | | Why do you think people protest?  What are your feelings about racial prejudice?  Do you believe that everyone should be equal? | | Write your own protest song or rap.  Response to ‘T.H.U.G.’ | | Year 6:  Speaking & listening:   * I can ask appropriate questions to seek information, views and feelings. * I can participate in debates, building on mine and other people’s ideas. * I can participate in group and class discussions. * I can speak coherently and confidently for a variety of purposes and audiences.   Reading:   * I can explain and discuss what I have read and justify my inferences with evidence. * I can evaluate how authors have structured their texts. * I can retrieve, record and presents information from non-fiction sources.   Writing:   * I can write for a range of purposes and audiences. * I can select appropriate vocabulary and grammar for a piece of writing to reflect task, purpose and audience. * I can punctuate accurately.   Level 2: AQA GCSE English Language   * AO2 – Make some comments on structure.   Level 2: AQA GCSE English Language   * AO5 – Content: Attempts to match task, purpose and audience. * AO5 – Content: Begins to vary vocabulary with some use of linguistic devices. * AO5 – Organisation: Attempts to use structural features. | |
| **WEEK 2** | * To learn how to retrieve information.   Reading: Pages 1-31 | | What or who makes you feel safe?  What do we learn about Jerome and his family?  What is the importance of family?  What do you know about the slave trade? | | A fact file for Jerome and his family using supporting quotations. | |
| **WEEK 3** | * To learn how people can become a catalyst for change. * To learn about the Black Lives Matter movement.   Reading: Pages 35-70 | | Who do you think is responsible for social change?  What do you know about the Black Lives Matter movement?  How do you think change happens in society?  Why do you think Jerome is stuck between ‘worlds’? | | A report into Black Lives Matter. | |
| **WEEK 4** | * To learn how knowledge can become power.   Reading: Pages 75-103 | | What do you know about the American gun laws?  What evidence of racial trauma have we seen in the book so far?  Who are the ghost boys and what do they represent?  How has Sarah changed throughout the | | A reading response to: How and why has Sarah changed during the first one hundred pages of the novel? | |
| **WEEK 5** | * To learn how to express empathy. * To research into social injustices.   Reading: Pages 105-135 | | What social injustices are you aware of?  How could you right social wrongs?  How are Sarah and Jerome’s schools different? | |  | |
| **WEEK 6** | * To learn about the significance of accountability. * To learn what justice means.   Reading: Pages 137-170 | | Do you believe that everyone has a story?  Who do you turn to when you have a story to tell?  How do you feel about the trial’s outcome?  What do you now know about Emmett Till? How did the revelation about Emmett Till make you feel? | | S&L: This is my story | |
| **WEEK 7** | * To learn how to reflect on a reading experience.   Reading: Pages 171-203 & The Afterword | | How have Sarah and Jerome changed throughout the novel?  Do you agree that ‘only the living can make the world better’?  What lessons have you taken from reading Jerome’s story? | |  | |  | |
| **WEEK 8** | * To learn about the history of protest. * To learn how reporters shape history. * To learn how to be a researcher. * To learn how to be a reporter. * To learn how to set out a newspaper article. | | What is the role of a reporter?  How is the role of the reporter utilised in the texts we have explored this term?  How would you structure a news article?  How will you research your article?  Why are reporters essential in our society? | | Option 1: News article about what really happened to Jerome.  Option 2: News article about the history of racism and racial violence in America?  Option 3: News article about one of the ghost boys mentioned in the novel.  Option 4: News article about police brutality in America and the recent cases. | |
| **STUDENT ACADEMIC TARGETS** | | | | | | | | | | |
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