

Year 8. English. Wild East by Ashley Hickson-Lovence.

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> ● This unit has been chosen as representation is important in the texts we study, and it is a text that celebrates diversity and encourages the reader to embrace individuality. ● The text allows students to reflect on the importance of place and teaches tolerance and acceptance of those who may not share the same beliefs, ways of life and interests as ourselves. ● The structure of the text will appeal to the more reluctant readers as well as those who are keen. ● It is a modern text and is designed to feed into our teaching of Black Flamingo in Year 9. 	<ul style="list-style-type: none"> ● Identity and intersectionality ● The importance of place ● The study of poetry ● PSHE and citizenship ● Social justice and equality 	<p>Foreshadowing, setting, identity, migration, dialect, protagonist, narrative voice, symbolism, gentrification, resilience, assimilation, conflict, cultural identity, displacement, alienation, coming-of-age, flashback, monologue, contrast, perspective, belonging, prejudice, urban, rural, voice, tone, transition, narrative structure, prose, verse, empathy, reinvention.</p>
Challenge and Support:	World wide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> ● The work is designed to challenge all students within the mixed ability setting. ● This unit is unique to our school-no other school teaches it and our scheme of learning has been written from scratch, by us, specifically with Acle students in mind, with support from the author. Challenge is 	<ul style="list-style-type: none"> ● Local to East Anglia and the local area. ● References to current topical issues and broader, wider world thinking. ● Encourages students to reflect on challenging and important current affairs and consider how these impact upon them and how they can take their awareness of these issues into life outside of school. 	<ul style="list-style-type: none"> ● Students are encouraged to think about changing societal expectations and roles within relationships which leads to discussion about expectations in today's society. ● Some guided reading home learning tasks relate to careers and local links.

<p>throughout this unit, in terms of wider world thinking and skills and work expected.</p> <ul style="list-style-type: none"> ● Opportunities throughout for stretching thinking and developing a range of skills across reading, writing and speaking but with a particular focus on developing independence in writing. ● Reading opportunities are highlighted throughout and opportunities are taken for wider world learning and consideration. ● Detail in lesson powerpoints allows for both challenge and support suitable for pushing students of every learning type in mixed ability classes. 	<ul style="list-style-type: none"> ● Considers issues of race, gender, sexuality, identity, place, social conduct, morals, wealth and poverty, county lines and involvement with drugs and alcohol, friendships, families and death. 	
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<ul style="list-style-type: none"> ● <i>Race, LGBTQ+, gender and identity, sexuality, wealth and poverty, moral and social behaviours, education and its impact on life beyond school, growing up and reflective behaviours, drug and alcohol misuse and involvement, family, friends, relationships and loss.</i> ● <i>Opportunities to connect content of the text with their lives, and incidents in history.</i> 	<ul style="list-style-type: none"> ● <i>Numerous opportunities to read aloud;</i> ● <i>Numerous opportunities to write, develop independence with writing and respond to ideas and discussion and content through extended writing;</i> ● <i>Numerous cross-curricular links with CC, History and Geography.</i> 	<ul style="list-style-type: none"> ● <i>Social and moral considerations-opportunities to consider binary thinking and challenge set views;</i> ● <i>A first opportunity to explore a verse narrative which will support the study of Black Flamingo in Year 9.</i>
<p>Assessment timeline:</p>		
<ul style="list-style-type: none"> ● <i>Knowledge and skills are assessed throughout the unit through free-writing tasks, use of the visualiser and sharing of work, self and peer assessed work, use of the green pen during sharing of work and discussion and regular knowledge recall tasks.</i> 		

