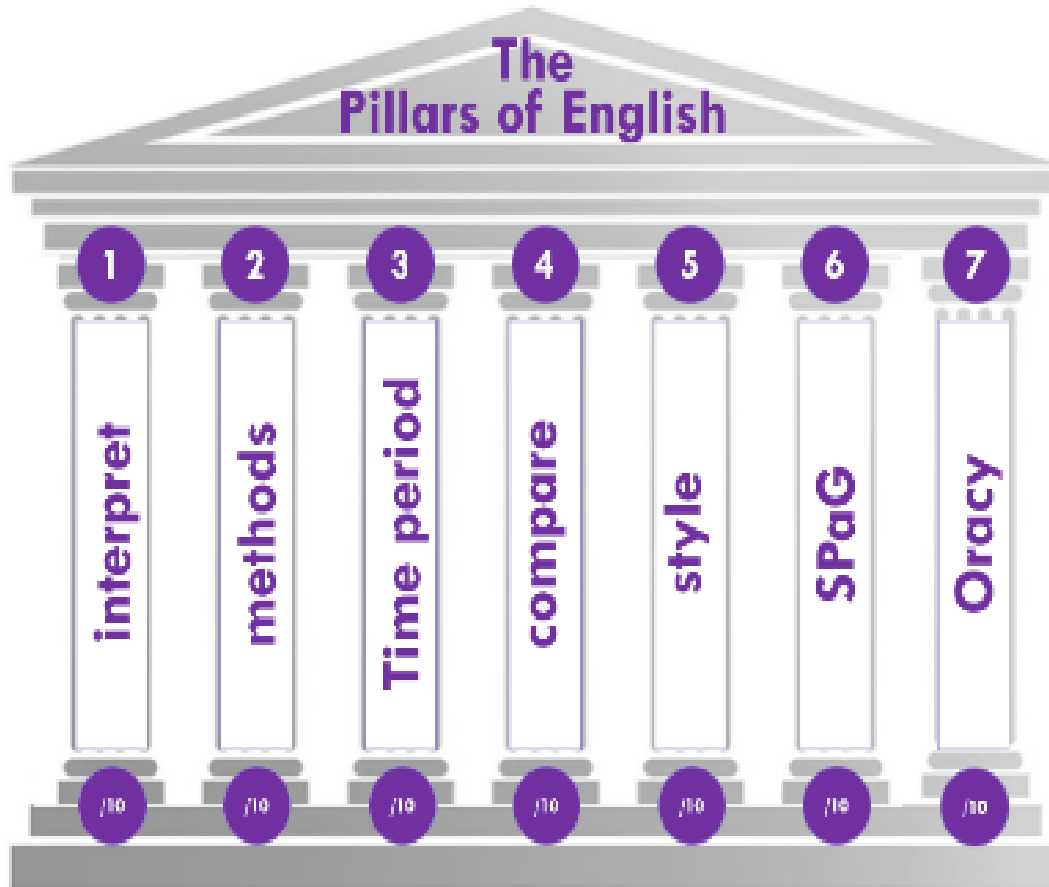


English Year 8: (Moral Panic)

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p>Personalised: Big Write (% marked for Pillars 5,6): “Should someone have to change to conform to society’s expectations?” Write a speech articulating your opinion on this topic.</p> <p>Analyse media representation of different social groups during moral panics.</p> <p>Collective: Vocabulary Assessment (% marked): Scathing, Apathetic, Bitter, Witty, Colloquial, Compassionate, Impartial, Pessimistic, Tolerant, Sensationalism. Students are assessed on synonyms, antonyms, definitions and application of the word in a sentence.</p> <p>Read and Analyse Act I.</p>	<p>Reading a range of non-fiction texts (newspaper articles, reports, summaries) on topics such as: Margaret Thatcher’s term of office, The Mods and Rockers, Banksy.</p> <p>Complete reading of <i>The Importance of Being Earnest</i> by Oscar Wilde.</p>	<p>Journalist • Copywriter • Teacher • Marketing executive • Editor • Museum curator • Freelance writer • Librarian • Publisher • Web editor • Author • Social media manager • PR manager. • Reporter. • Paralegal. • Editorial assistant. • Public relations coordinator. • Account manager.</p>

Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”



Pillar 1 'Interpret': This assesses a student's ability to make personal inferences about characters and plot events they are studying.

Pillar 2 'Methods': This assesses a student's use of subject terminology and its accuracy. It also assesses how well they can analyse the methods that are being used by the writer for effect.

Pillar 3 'Time Period': This assesses a student's knowledge of the contextual time period they are studying and how it has shaped/influenced the text.

Pillar 4 'Compare': This assesses a student's ability to make connections between texts- both similarities and differences.

Pillar 5 'Style': In line with the writing strategy, this assesses a student's use of writing conventions and their ability to switch between demands of persuasive and creative writing.

Pillar 6 'SPaG': This assesses a student's written clarity- their use of spelling, grammar, punctuation and use of structural organisation.

Pillar 7 'Oracy': This assesses a student's spoken word – the ability to alter tone, body language and volume of delivery to suit an audience.

Assessment tasks	Tier 2 Vocabulary:	Target Language:
<p>Lesson 13: Vocabulary Assessment. [Self-marked/Collective Feedback] Lesson 40 - Big Write: Should someone have to change to conform to the expectations of society? Write a persuasive speech articulating your stance. Structure taught in class. [Personalised feedback – 1 celebration, 3 purple pen questions]. The impact of homework will be evident through low stake quizzes on vocabulary which happen regularly throughout schemes of learning. Course Overview: The aim of this scheme of learning is to introduce students to the concept of moral panic, it’s causes and consequences. Students will develop critical thinking skills and learn to analyse media representations, societal reactions and resolutions to moral panics. Later in the scheme, students will apply their knowledge of moral panic to Oscar Wilde’s ‘The Importance of being Earnest’. They will apply their knowledge of identity, deception and stigmatisation to an assessed critical piece of writing about the benefits of conformity versus subversion. Reading and writing tasks are wide, varied and challenging. Pupils are expected to read whole texts, in depth, for information and pleasure. Pupils will continue to develop their knowledge of, and skills in writing, refining their drafting skills and developing resilience to write at length. They will be taught to write formal and academic essays, as well as writing imaginatively. They will be taught to write for a variety of purposes and audiences across a range of contexts. Students will develop an increasingly wide knowledge of vocabulary and grammar. Teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils will be taught to consciously control and craft their writing and speaking, understanding why sentences are constructed as they are and to use Standard English. They will understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. Pupils will learn the correct grammatical terms in English and that these terms are integrated within teaching. Teachers will build on the knowledge and skills that pupils have been taught at Key Stage 2. Decisions about progressions are based on the security of pupils’ linguistic knowledge, skills and understanding and their readiness to progress to the next stage. Pupils whose linguistic development is more advanced will be challenged through opportunities for increased breadth and depth in reading and writing. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice.</p>	<p>scathing</p> <p>apathetic</p> <p>bitter</p> <p>witty</p> <p>colloquial</p> <p>compassionate</p> <p>impartial</p> <p>pessimistic</p> <p>tolerant</p> <p>sensationalism</p> <p>Extra EAL class after school</p>	<ul style="list-style-type: none"> • Adverb/adverbial • Synonym/antonym • Apostrophe (plural v possessive) • Article • Auxiliary verb • Clause • Cohesion and cohesive devices • Compound • Conjunction • Determiner • Digraph/grapheme/phoneme correspondences • Ellipsis • Etymology • Finite verb • Fronting • Homonym • Homophone • Infinitive • Inflection • Intransitive verb • Dependent/independent clause • Modal verb • Modifier • Morphology • Noun phrase • Object/subject. • Participle • Active/passive voice • Perfect tense • Prefix/suffix. • Preposition • Present continuous • Received pronunciation

Links to National Curriculum:

Reading:

Pupils will be taught to:

- Develop an appreciation and love of reading, and read increasingly challenging material independently through:
- Reading a wide range of fiction and non-fiction, including books, poems, plays and articles with a wide coverage of genres, historical contexts, forms and authors, including:
 - ‘The Importance of being Earnest’, Oscar Wilde
 - Pre-1914 and contemporary English literature, prose, poetry and drama
 - Seminal world literature
- Choosing and reading books independently for challenge, interest and enjoyment.
- Re-reading books encountered earlier to increase familiarity and provide basis for comparison.
- Understand increasingly challenging texts through:
 - Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
 - Making inferences and referring to evidence in the text
 - Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.
 - Checking their understanding to make sure that what they have read makes sense.
- Read critically through:
 - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
 - Recognising a range of poetic conventions and understanding how these have been used.
 - Studying setting, plot, and characterisation, and the effects of these
 - Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.
- Making critical comparisons across text
- Studying a range of authors, including at least two authors in depth each year.

Writing:

Pupils will be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through:
- Writing for a wide range of purposes and audiences, including:

- well-structured formal expository and narrative essays
- Stories, scripts, poetry and other imaginative writing
- Notes and polished scripts for talks and presentations
- A range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail.
- Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.

Plan, draft, edit and proof-read through:

- Considering how their writing reflects the audiences and purposes for which it was intended.
- Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.
- Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in the key stage 1 and 2 programmes of study for English.

Grammar and Vocabulary

Pupils will be taught to:

Consolidate and build on their knowledge of grammar and vocabulary through:

- extending and applying the grammatical knowledge set out in key stage 1 and 2 programmes of study to analyse more challenging texts.
- Studying the effectiveness and impact of the grammatical features of the texts they read
- Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.
- Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.
- Using Standard English confidently in their own writing and speech
- Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology

Spoken English

Pupils will be taught to:

speak confidently and effectively, including through:

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- Giving short speeches and presentations, expressing their own ideas and keeping to the point
- Participating in formal debates and structured discussions, summarising and/or building on what has been said.
- Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Year 8 Spring Moral Panic SOL

	TBAT:	Prepare for learning	New information	Clarify understanding	Apply learning	Review learning	Homework
1	TBAT: Define Moral Panics and their characteristics	Introduction to Moral Panic	Moral Panics and their characteristics	Discuss examples of moral panics in the UK	Class discussion on the impact of moral panics on society	Evaluate students' understanding through a class discussion and participation	VOCAB. REVISION IN PERSONAL VOCAB BOOK
2	TBAT: Explore Historical Moral Panics	Historical Moral Panics	Explore historical moral panics (witch hunts/Jack the Ripper)	Analyse the causes and consequences of these moral panics	Discuss the role of the media in perpetuating moral panics during different time periods	Evaluate students' understanding through a quick-fire quiz	
3	TBAT: Investigate the role of media in shaping public opinion during moral panics	Media and Moral Panic	Investigate the role of media in shaping public opinion during moral panics	Analyse newspaper articles, TV reports, or online sources related to a recent moral panic	Discuss the ethical responsibilities of media in reporting on sensitive issues	Evaluate students' understanding through exit tickets	
4	TBAT: Examine the moral panic surrounding the conflict between Mods and Rockers in the 1960s	Case Study: Mods and Rockers	Examine the moral panic surrounding the conflict between Mods and Rockers in the 1960s	Analyse media coverage and public reaction during this moral panic	Engage students in a group discussion on the long-term impact of this moral panic on youth culture	Evaluate students' understanding through a written reflection	
5	TBAT: Analyse media representation of different social groups during moral panics	Media Representation and Bias	Analyse media representation of different social groups during moral panics	Discuss the potential biases and stereotypes perpetuated by media coverage	Engage students in a debate on the responsibility of media in promoting balanced reporting	Evaluate students' understanding through debate and participation	
6	TBAT: Explore the potential positive and negative impacts of moral panics on society	Moral Panic and Social Change	Explore the potential positive and negative impacts of moral panics on society	Discuss how moral panics can lead to social change or reinforce existing power structures.	Encourage students to critically evaluate the role of public opinion in shaping policy decisions.	Evaluate students' understanding through a written reflection	

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7	TBAT: Investigate the impact of moral panics on individual rights and civil liberties	Moral Panic and Individual Rights	Investigate the impact of moral panics on individual rights and civil liberties	Analyse case studies where individual rights were compromised during moral panics	Engage students in a class discussion on the importance of protecting individual rights during moral panics	Evaluate students' understanding through reflective Q+A
8	TBAT: Critically analyse media sources	Media Literacy and Critical Thinking	Teach students how to critically analyse media sources during moral panics	Introduce strategies for fact-checking and evaluating the credibility of information.	Engage students in a group activity where they analyse media coverage of a current moral panic.	Evaluate students' understanding through presentation
9	TBAT: Explore the role of government and law enforcement in responding to moral panics	The Role of Government and Law Enforcement	Explore the role of government and law enforcement agencies in responding to moral panics.	Analyse the impact of legislation and policies implemented during moral panics.	Discuss the potential consequences of government actions on society.	Evaluate students' understanding through three key questions
10	TBAT: Investigate the influence of public opinion on the development and perpetuation of moral panics	Moral Panic and Public Opinion	Investigate the influence of public opinion on the development and perpetuation of moral panics.	Analyse surveys, polls, or public debates related to moral panics.	Engage students in a class discussion on the power of public opinion in shaping societal attitudes.	Evaluate students' understanding through a written reflection
11	TBAT: Examine the moral panic surrounding HIV/AIDS in the 1980s	Case Study: HIV/AIDS 1980s	Examine the moral panic surrounding HIV/AIDS in the 1980s	Analyse media coverage, public reaction, and the impact on individuals and communities	Engage students in a group activity where they critically evaluate the evidence and claims made during this moral panic.	Evaluate students' understanding through exit tickets
12	TBAT: Explore the role of social media in the spread and	Moral Panic and Social Media	Explore the role of social media in the spread and amplification of moral panics.	Analyse the impact of viral content and online communities on moral panic formation.	Discuss the challenges and opportunities of addressing moral	Evaluate students' understanding through reflective Q+A

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	amplification of moral panics				panics in the digital age.		
13	TBAT: Assess my knowledge of Tier 2 vocabulary	Students to complete vocabulary assessment and self-assess using green pen.					
14	TBAT: Reflect on and improve my knowledge of Tier 2 vocabulary	Teacher to plan tasks around gaps in knowledge of vocabulary.					
15	TBAT: Investigate moral panics related to public health issues	Moral Panic and Public Health	Investigate moral panics related to public health issues (Pandemics)	Analyse the impact of moral panics on public health policies and interventions.	Engage students in a group activity where they propose evidence-based approaches to address public health concerns without causing moral panics.	Evaluate students' understanding through reflective Q+A	
16	TBAT: Explore moral panics related to education	Moral Panic and Education	Explore moral panics related to education (e.g., standardised testing, school violence)	Analyse the impact of moral panics on educational policies and practices.	Discuss the role of educators in addressing moral panics and promoting critical thinking among students.	Evaluate students' understanding through written reflection	
17	TBAT: Investigate moral panics related to gender issues	Moral Panic and Gender	Investigate moral panics related to gender issues (sexualisation/identity)	Analyse the impact of moral panics on gender equality and individual rights.	Engage students in a class discussion on the importance of challenging gender stereotypes during moral panics.	Summarise today's learning in three sentences	

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18	TBAT: Investigate moral panics related to technology	Moral Panic and Technology	Investigate moral panics related to technology (cyberbullying/AI)	Analyse the impact of moral panics on technology policies and regulations.	Engage students in a group activity where they propose responsible and balanced approaches to address technology-related concerns without causing moral panics.	Imagine your partner was absent yesterday, what would you tell them we learned?	
19	TBAT: Explore moral panics related to environmental issues	Moral Panic and the Environment	Explore moral panics related to environmental issues (e.g., climate change, GMOs)	Analyse the impact of moral panics on environmental policies and public perception.	Discuss the role of media and public opinion in shaping environmental debates during moral panics.	Board Quiz	
20	TBAT: Investigate moral panics related to the economy	Moral Panic and the Economy	Investigate moral panics related to economic issues (e.g., unemployment, wealth inequality)	Analyse the impact of moral panics on economic policies and public discourse.	Engage students in a class discussion on the potential consequences of economic moral panics on society.	Multiple choice quiz	
21	TBAT: Explore moral panics related to human rights issues	Moral Panic and Human Rights	Explore moral panics related to human rights issues (e.g., LGBTQ+ rights, religious freedom)	Analyse the impact of moral panics on human rights protections and social justice.	<ul style="list-style-type: none"> - Discuss strategies to protect and promote human rights during moral panics - Engage students in a group activity where they propose actions to address human rights concerns without fueling moral panics 	Summarise today's learning in three sentences	

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22	TBAT: Discuss the important of critical thinking, media literacy and empathy	Reflection and Evaluation	Provide students with an opportunity to reflect on their learning throughout the scheme of work	Engage students in a class discussion on the importance of critical thinking, media literacy, and empathy in the context of moral panics		Board Quiz
23	TBAT: Evaluate my understanding of moral panics through written reflection	Reflection and Evaluation	Provide students with an opportunity to reflect on their learning throughout the scheme of work		Written reflection	Evaluate students' understanding through a written reflection
24	TBAT: Introduce Oscar Wilde and his Works	Introduction to Oscar Wilde and Victorian Society	Encourage students to research and read about Oscar Wilde's life and works.			Multiple choice quiz
25	TBAT: Explore the Historical Context of the Victorian Era	Introduction to Oscar Wilde and Victorian Society	Encourage students to research and read about Oscar Wilde's life and works.			Summarise today's learning in three sentences
26	TBAT: Discuss the Social Norms and Expectations of Victorian Society	Introduction to Oscar Wilde and Victorian Society	Victorian Era Overview: Provide students with articles, videos, or books that explain the historical context of the Victorian era.			Board Quiz
27	TBAT: Introduce 'The Importance of Being Earnest'					
28	TBAT: Read and analyse Act 1	Understanding the Play	"The Importance of Being Earnest" by Oscar Wilde: Provide copies of the play for students to read and analyse.			Imagine your partner was absent yesterday, what would you tell them we learned?

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29	TBAT: Identify the main characters and their motivations	Understanding the Play	"The Importance of Being Earnest" by Oscar Wilde: Provide copies of the play for students to read and analyse.			Multiple choice quiz
30	TBAT: Analyse the themes of identity and deception in the play	Understanding the Play	Study Guides: Utilise study guides or online resources that provide summaries, character analysis, and discussion questions for each act.			Summarise today's learning in three sentences
31	TBAT: Explore Wilde's use of Wit and Satire	Language and Wit	"The Wit and Wisdom of Oscar Wilde" by Oscar Wilde: Share excerpts from this collection of Wilde's quotes and witticisms.			Imagine your partner was absent yesterday, what would you tell them we learned?
32	Identify and analyse examples of wordplay and puns	Language and Wit	"The Wit and Wisdom of Oscar Wilde" by Oscar Wilde: Share excerpts from this collection of Wilde's quotes and witticisms.			Multiple choice quiz
33	TBAT: Practice writing and delivering witty dialogue	Language and Wit	Wordplay and Puns: Provide examples of wordplay and puns from the play and other literary works for students to analyse.			Summarise today's learning in three sentences
34	TBAT: Discuss the Theme of Marriage and Social Status in the Play	Themes and Morality	Marriage and Social Status: Assign readings or articles that explore the themes of marriage and social status in Victorian society.			Board Quiz

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35	TBAT: Analyse the characters' moral dilemmas and choices	Themes and Morality	Marriage and Social Status: Assign readings or articles that explore the themes of marriage and social status in Victorian society.			Evaluate students' understanding through a written reflection
36	TBAT: Debate the Importance of Honesty and Sincerity in relationships	Themes and Morality	Moral Dilemmas: Engage students in discussions and debates about moral dilemmas faced by the characters in the play.			Multiple choice quiz
37	TBAT: Study different Adaptations of 'The Importance of Being Earnest'	Performance and Adaptation	Film Adaptations: Show clips or full-length adaptations of "The Importance of Being Earnest" to compare and analyse different interpretations.			Summarise today's learning in three sentences
38	TBAT: Analyse the choices made in various Adaptations	Performance and Adaptation	Film Adaptations: Show clips or full-length adaptations of "The Importance of Being Earnest" to compare and analyse different interpretations.			Board Quiz
39	TBAT: Create and Perform Scenes from the Play in a Modern Setting	Performance and Adaptation	Modern Adaptations: Assign students to research and analyse modern adaptations of the play, such as stage productions or film adaptations set in contemporary times.			Imagine your partner was absent yesterday, what would you tell them we learned?

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40	TBAT: Plan and write a convincing speech	Oscar Wilde's Legacy	Other Works by Oscar Wilde: Introduce students to Wilde's other works, such as "The Picture of Dorian Gray" or his essays.			
41	TBAT: Reflect on and improve my persuasive writing.	Oscar Wilde's Legacy	Other Works by Oscar Wilde: Introduce students to Wilde's other works, such as "The Picture of Dorian Gray" or his essays.			
42	TBAT: Reflect on the relevance of Wilde's ideas in today's world	Oscar Wilde's Legacy	Critical Analysis: Provide articles or critical essays that discuss Wilde's impact on literature and society.			Summarise today's learning in three sentences
43	TBAT: Research and analyse contemporary issues related to identity and deception	Project	Research Materials: Provide access to online databases, articles, and books that discuss contemporary issues related to identity and deception			Imagine your partner was absent yesterday, what would you tell them we learned?
44	TBAT: Create a multimedia presentation or essay discussing the relevance of the play in today's society	Project	Research Materials: Provide access to online databases, articles, and books that discuss contemporary issues related to identity and deception			Board Quiz
45	TBAT: Present and Discuss final projects	Project	Multimedia Tools: Encourage students to use multimedia tools such as PowerPoint, Prezi, or			Peer assessment/feedback

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			video editing software for their final presentations.				
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