

## Year 8 English – The Crucible Summer Term

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| <b>Intent</b>    | <p><b>Wider Learning:</b></p> <ul style="list-style-type: none"> <li>• Study of a play</li> <li>• Language and dramatic techniques used for effect</li> <li>• Dramatic techniques – engaging your audience</li> <li>• Making predictions</li> <li>• 17<sup>th</sup> C Puritanism &amp; 1950s USA &amp; context</li> <li>• Non-fiction texts.</li> <li>• Comparison skills.</li> </ul>  | <p><b>Key vocab:</b></p> <ol style="list-style-type: none"> <li>1. Puritan</li> <li>2. McCarthyism</li> <li>3. Superstition</li> <li>4. Paranoia</li> <li>5. Persecution</li> <li>6. Frenzy</li> <li>7. Accusation</li> <li>8. Parable</li> <li>9. Society</li> <li>10. morality</li> </ol> |  |
|                  | <p><b>The big questions</b></p> <ol style="list-style-type: none"> <li>1. What was life like in 17<sup>th</sup> century Salem and 1950s USA?</li> <li>2. What do we learn about society and the human condition?</li> <li>3. What leads people to falsely accuse others?</li> <li>4. How does the writer engage the audience?</li> </ol>   |   |  |
| <b>Implement</b> | <p><b>Order of learning</b></p> <ol style="list-style-type: none"> <li>1. Analysis of a front cover and blurb, using interpretation and inference skills. What does inference mean? Self/ peer assessment opportunities.</li> <li>2. Context – Puritans, early settlers in the USA, 1950s USA. The Salem witch trials.</li> <li>3. Exploring Miller's introduction – fact Vs dramatization.</li> <li>4. Foreshadowing – what clues are there so far? What are your predictions?</li> <li>5. Exploration of dramatic form.</li> <li>6. .How does the writer use language and dramatic methods to engage the audience?</li> <li>7. Finding and using evidence to support ideas.</li> <li>8. Analysis of language – what is the effect?</li> <li>9. Exploring Non-fiction extracts about witch-craft.</li> <li>10. Non-fiction comparison</li> <li><b>11. Summative assessment – Non fiction comparison. Compare the ways witches are described in two non fiction texts.</b></li> <li>12. Exploration of dramatic method – how does Miller use the beginning and ending of each act to create dramatic effect?</li> <li>13. Exploration of justice – what is wrong with the way the trials are being run?</li> <li>14. Exploration of contexts – Miller wrote this in 1950s USA. How does 17<sup>th</sup> C Salem reflect the atmosphere and events at this time?</li> <li><b>15.</b> Exploration of character and motivations. Can you empathise with the characters? How has Miller used language and dramatic techniques to affect the audience?</li> </ol> |   | <p><b>Differentiation</b></p> <p><b>Scaffold:</b></p> <ol style="list-style-type: none"> <li>1. Images to aid comprehension</li> <li>2. Visual aids for PEE</li> <li>3. Modelling, cloze exercises</li> <li>4. Definitions of unfamiliar vocabulary.</li> <li>5. Sentence starters/ template aids</li> <li>6. Recapping vocab and ideas</li> <li>7. Targeted questioning and careful AFL</li> </ol> <p><b>Stretch:</b></p> <ol style="list-style-type: none"> <li>1. Opportunities for additional challenge in many tasks</li> <li>2. Links to wider reading.</li> <li>3. Opportunities to lead in the classroom</li> <li>4. Targeted questioning and careful AFL</li> </ol> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Impact</p> | <p><b>Assessment and homework</b></p> <ul style="list-style-type: none"> <li>• Self and peer assessment opportunities throughout using success criteria.</li> <li>• <b>Summative assessment 1: Non fiction comparison. Compare the ways witches are described in two non fiction texts.</b></li> <li>• <b>Summative Assessment 2 – End of Year knowledge test – microsoft forms</b></li> <br/> <li>• <b>Homework project: Exploring further reading and contextual research.</b></li> </ul> | <p><b>Feedback</b></p> <p>Self/peer assessment.<br/>         Verbal feedback in lessons.<br/>         Whole class feedback sheets.<br/>         Close marking of summative assessments.</p> |
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