



Year 8 Unit - Campaign Literature	Key Stage 3 Unit Overview for Year 8 - Campaign Literature
<b>Learning outcome.</b>	<p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• The structure of an effective speech</li> <li>• How to write persuasively using persuasive techniques</li> <li>• The content and structure of famous speeches through history</li> <li>• Performance skills involved in giving a speech to an audience</li> </ul> <p><b>Skill set:</b></p> <ul style="list-style-type: none"> <li>• <b>Persuasive writing</b> – how to use persuasive techniques from AFOREST to persuade audience members to support/believe in a cause</li> <li>• <b>Writing analytically</b> – the ability to analyse a writer’s use of language and structure in an extract from a text</li> <li>• <b>Public speaking skills</b> – how to present yourself during a speech including the use of voice</li> </ul>
<b>Key Question</b>	<p><b>How do writers write effective persuasive speeches focusing on a specified topic/cause?</b></p> <p>Students should be able to answer this question by analysing extracts from speeches throughout history and they will write and perform their own speech on a specified topic.</p>
<b>Knowledge</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• The structure of an effective speech</li> <li>• How to write persuasively using persuasive techniques</li> <li>• The content and structure of famous speeches through history</li> <li>• Performance skills involved in giving a speech to audience</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Persuasive writing</b> – how to use persuasive techniques from AFOREST to persuade audience members to support/believe in a cause</li> <li>• <b>Writing analytically</b> – the ability to analyse a writer’s use of language and structure in an extract from a text</li> <li>• <b>Public speaking skills</b> – how to present yourself during a speech including the use of voice</li> </ul> <p><b>Key Terminology: AFOREST techniques: Alliteration/Anecdote, Facts, Opinion, Rhetorical Questions, Emotive Language, Statistics, Triplets</b></p>



	<p><b>Areas of sensitivity and language to avoid:</b> Studying famous speeches from history will necessarily include topics such as race and identity. Teachers will need to be sensitive when reading and analysing speeches on such topics. Students should not write their speech on a topic that is controversial in nature or on a theme that is contentious. <b>To combat this, the department have produced a list of approved topics that students can choose from.</b></p>
Ongoing Assessment	<p><b>Assessment:</b> Students will write and present a speech to the class on a topic from the list provided. They will be assessed using the GCSE spoken language assessment criteria and will awarded a Pass, Merit or Distinction grade.</p> <p>Teachers should use mini whiteboards, quizzing, match-up activities and other activities to ensure that students are confident in the AFOREST persuasive techniques.</p> <p><b>Key misconceptions:</b> A lack of knowledge of how to write formally and appropriately for an audience.</p> <p>A lack of awareness surrounding how to present on a serious topic without laughing or getting distracted.</p> <p><b>Homework:</b> Students can research other famous speeches and analyse them. They will also have an ongoing piece of homework which is to research their chosen topic and to write/practise performing their speech.</p> <ul style="list-style-type: none"> <li>• Learning key terms and spellings for a test.</li> </ul>
Key Assessment	<p><b>How will we know that pupils can answer the key question?</b> Class discussions and marked homework – annotated speeches from history. Verbal discussions with students regarding their speech plans. Graded spoken assessment at the end of the unit</p> <p><b>What formats/methods are you going to use i.e. in class written assessment?</b></p> <ul style="list-style-type: none"> <li>• Teachers can provide written/verbal feedback on speech plans.</li> <li>• Assessed speech given a P, M or D grade.</li> </ul>
Clear sequencing of content	<p><b>Sequencing:</b></p> <p>Students are initially introduced to the speech topic by reading and analysing famous speeches across time, paying particular attention to the use of persuasive techniques.</p>



	<p>They then watch the documentary 'I am Malala' which is used to develop knowledge of <i>why</i> somebody might write a speech to be performed.</p> <p>Students will be taught/reminded of aspects to consider when performing a speech such as how to use voice and gestures appropriately.</p> <p>Students will then utilise their knowledge of persuasive writing techniques to plan, write and perform their speech.</p> <p><b>Key themes/ concepts</b></p> <p>Persuasive writing (AFOREST) techniques Public speaking and presentation skills</p> <p><b>How does this help students access future learning?</b></p> <p>Students will complete a spoken language presentation at GCSE which is marked using the same mark scheme. The skills of public speaking will benefit them in future job interviews, presentations and other spoken activities that they may have to take part in as giving a speech will develop their confidence.</p>
<b>Links to Careers</b>	<p>The unit enables students to work on their critical thinking skills which is useful for careers as diverse as teaching, Law and publishing.</p> <p>Students will increase their knowledge of speeches throughout history which is useful for future careers in the heritage industry such as becoming a historian, history or English teacher or lecturer or working in a museum.</p>
<b>Diversity and Inclusion</b>	<p>The speeches studied are by a variety of different people including people of colour (Malala Youzafsaï, John Boyega, Barack Obama), people from the trans community (Dr Rachel Levine) and people who are neurodivergent (Greta Thunberg). The speeches are by people from different countries and cover diverse topics such as feminism and race.</p>



Additional support	<p>Persuasive writing techniques can be revised online (for example, on BBC bitesize: <a href="https://www.bbc.co.uk/bitesize/topics/zv7fgp3/articles/zg3496f">https://www.bbc.co.uk/bitesize/topics/zv7fgp3/articles/zg3496f</a>). Lessons and resources for the unit will be available on SharePoint.</p>
Challenge	<p>Students are encouraged to research famous speeches throughout history and to read Malala's book to find out more about her life and experiences.</p> <p>Junior debate club is available for students that have an interest in public speaking. The Jack Petchey 'Speak Out' competition is available for students to complete in year 10.</p>