



### Learning Aims and Curriculum Intent:

Dialectics and Civics in Year 7 at Forest is a place to deliberately and explicitly practise oracy skills and to foster engagement with national and global issues. Students will learn what it means to be a citizen and will study the impacts of contemporary social issues nationally and on a global scale. They will become empowered to consider their own responses and perspectives on such issues, and will become more democratically-engaged pupils. They will begin to learn the art of speaking fluently and correctly, and will develop their effect and persuasive speaking and debate skills. They will be able to employ rhetorical techniques, support opinions with evidence and speak confidently without the use of scaffolds. They will apply the skills they have learned by taking part in varied speaking tasks and oral assessments.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<b>Speaking</b> <b>Relationships: Identity and Community</b>  This term offers an opportunity for pupils to get to know each other and build their confidence in contributing orally in the classroom. The key content in this term centres on the students' own understanding of identities and how they can change, as well as how individuals can contribute in communities. The skills focused on in this term develop pupils' confidence in speaking aloud with fluency and flair. <ul style="list-style-type: none"><li>• How do we vary our voices?</li><li>• How can someone identify?</li><li>• What are the concepts of ethos, pathos and logos?</li><li>• What makes the first lines of a speech effective?</li><li>• How should a good audience act?</li><li>• How is speech adapted for a news report?</li><li>• Why can making a phone call be more appropriate than sending a text message?</li></ul>	Varying voice by changing pitch, tone, pace and volume.  Reading aloud with fluency.  Identifying ethos, pathos and logos in speech, and incorporating into their own work.  Using an auto-cue.	Health check: Pupils read aloud a self-written poem about their identity.  CDA: Pupils read aloud a speech about an aspect of their identity, or a role-model.
Lent	<b>Discussing</b> <b>Government: Democracy and Power</b>  This term centres on pupils working, and talking, together. The key content in this term concerns issues to do with democracy, such as the rule of law and local councils. Pupils will develop a deeper understanding of democracy in the UK, specifically through the roles of Local Councils. The skills developed in this term focus on pupils contributing in productive ways to group discussions and carefully considering their contributions, individually and as opportunities to respond to or question others. <ul style="list-style-type: none"><li>• Why is the rule of law important?</li><li>• What is democracy and how does it impact the UK?</li><li>• How should I talk with others?</li><li>• What is the role of a local council?</li><li>• How do local councils impact communities?</li></ul>	Justifying personal opinions.  Explaining connections between different abstract concepts.  Making carefully-considered contributions in group discussions.  Listening to others when making decisions which impact a group.	CDA: Holistic assessment of pupils' performance in a structured and scaffolded group discussion.
Trinity	<b>Debating</b> <b>People: Rights and Responsibilities</b>  The final term is an opportunity for pupils to extend their oracy skills into formal structured debates. This term looks at issues concerning children's rights and the influence of the media in our society. The key skills developed in this term include planning and researching for debate, and having structured debates with peers. <ul style="list-style-type: none"><li>• How can rhetorical techniques enhance speech?</li><li>• How well are children's rights protected in the UK?</li><li>• How can I respond to others in a debate?</li><li>• Are we getting our right to reliable and accurate information?</li><li>• Does the media create more harm than good?</li></ul>	Identifying and assessing the impact of rhetorical techniques.  Supporting opinions and ideas with evidence.  Having a structured and scaffolded debate with peers.	CDA: Holistic assessment of pupils' performance in a structured and scaffolded group debate.

Examples of Homework	Writing a poem using a provided scaffold. Writing a short speech about an aspect of identity or a role-model. Researching contemporary issues on the internet and bringing findings to lessons.	
Key terminology	Identity, community, volume, pace, pitch, tone, ethos, pathos, logos; democracy, council; rhetorical techniques, rights, media	
Super-curricular enrichment and scholarly extension	<ul style="list-style-type: none"><li>• <b>Read:</b> The Week (accessed online via the Library)</li><li>• <b>Watch:</b> Ted Talks (ted.com); daily news reports</li><li>• <b>Listen:</b> The Week Junior Show podcast (accessed via Apple Podcasts, Spotify, Amazon Music, Google Podcasts)</li><li>• <b>Visit:</b> Houses of Parliament, live theatre performances</li></ul>	
Useful websites	<a href="http://www.ted.com">www.ted.com</a> , <a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a> , <a href="http://www.youtube.com/@childrensparliament">www.youtube.com/@childrensparliament</a>	
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