

## Tier 2 vocabulary

narrative	nationalism
perspective	representation
propaganda	evaluation
colonialism	contextualising
imperialism	empathy

## Year 8 Empire: Identity, Ideology and Narrative

## Tier 3 vocabulary

rhetoric
ethos
pathos
logos
register
voice
Orientalism and othering

## FOCUS ON YOUR FUTURE

Freelance article writer  
Charity campaigner  
Political Advisor  
Diplomatic ambassador  
Autobiography editor  
Member of Parliament  
Speech writer  
Marketing consultant  
Lawyer  
Author

**1** Recap and practice how to infer; learn important vocabulary such as ideology; explore motivations and attitudes behind white imperialism.

**2** Explore colonial representation of Africa and analyse texts with different perspectives on this.

**3** Connect writer's choices, genre and context with their perspectives. Compare, contrast and evaluate two different texts with views about colonial Africa. Explore a text from a unusual perspective on invasions.

**4** Investigate writers' crafting choices including reliability of the narrator and use of time when reading texts on Windrush. Empathise with characters and people.



Year 8

## Empire: Identity, Ideology and Narrative

**13** What lasting impacts did empire and imperialism have? Retrieve knowledge on protest language, and learn more about how language changes if people are more powerful or powerless. Investigate how language and representation in sources about Canada and Hong Kong in particular.

**14** How does colonialism still affect us today? Write your own opinion article about this topic, making use of mastery learning and peer feedback to edit and improve.

**5** Develop your knowledge by exploring ideas of journeys and change, as well as contrasts in writing. Build on evaluating differing perspectives on an event. Identify and infer from patterns of language.

**6** Discuss stereotyping and investigate language used about Windrush experiences of arriving in the UK in the 1950s and 60s.

**11** Retrieve knowledge on the language of protest and political language. Compare and contrast multiple narratives about an event which happened in India in 1919. Explain your opinion and analyse language.

**12** How are borders, maps and passports important to identity and in postcolonial literature? Infer from poetry, prose fiction, and political speeches. Retrieve and develop your knowledge on political and persuasive language and identifying PAFT.

**9** Infer and discuss power, protest and resistance by looking at Brixton, Notting Hill and Chapeltown- especially how events were reported and language of protest.

**10** Understanding what orientalism is and how peoples can be 'othered' in both fiction and non-fiction. Build on what you know about political language and learn more about the art of rhetoric by analysing a speech then writing your own.

**7** What does it mean to be part of a country? Explore citizenship and national values, including British values and attitudes during empire. Examine dehumanisation in literature.

**8** Focus on text structures, endings, and evaluating texts. How does Zephaniah's novel compare to other narratives about the Windrush experiences? Use narrative writing conventions to rewrite part of his story from a more unusual perspective.



POWER



IDEOLOGIES



SOCIETY

