



**Pathway 2**

**ENGLISH: Year 8 Cats**

**Term: Spring 2**

**Learning Intention:** To introduce students to the skills required to understand and interpret poetry. In addition, to focus on introducing students to basic poetic devices and terminology. Students will also take part in a research project on 'cats'. Students will then work to use what they have learnt to create their own cat character and produce their own poem (acrostic or verse). Finally, students will take part in a drama piece as their character to explore what happens when the characters meet.

### **Key knowledge that should be learned during this SoW**

**Concept:**

Aim to gain skills and understanding in how to read and interpret poetry; applying basic terms. All students will have taken part in a research project to find out information about domestic and wild cats before discussing the various 'cat' characters created by T.S. Eliot. All students will have created a 'cat' character and taken part in a drama where the 'cat' characters meet, making links to their research on how cats move. All students to take part in various drama activities related to the poems.

**Knowledge:**

- Complete research on cats; wild and domesticated, including pictures and some text.
- Read and discuss a range of animal poetry
- Read and discuss 1 'Cats' poem by T.S. Eliot.
- Begin to listen to and discuss some basic poetry terms.
- Begin to recognise the terms 'nouns', 'adjectives' and 'verbs'
- Complete character study work on one 'cat' character
- Create an original 'cat' character
- Take part in a drama piece as their 'cat' character

**Key Skills:**

- To use basic research skills to complete the research task. (with support)
  - To be able to read a 'Cats' poem and identify what the poem is about.
  - To create a 'Cat' character and perform as that character focusing on movement and body language.
- Extension work: To explore cat movement through incorporating dance skills linked to music (reinforce PAC learning – additional character exploration and social communication/zones work).

<p><b>Language and/or communication skills:</b></p>	<p>T. S. Eliot  Cats  wild  tame  pet  behaviour (linked to personality)  looks (linked to appearance)  character  acting  audience  props  costume  stage make-up  dance/movement</p>	<p><b><u>Technical language:</u></b>  poet  fiction  non-fiction  research  rhyme  describing word ('adjective' - size, colour, feelings – linked to the <i>Zones of Regulation</i>)  naming word ('noun')  doing word ('verb')  repetition</p>
<p><b>Curricular Links</b></p>	<p>Geography:- Where in the world you find different types of cats.  Science: - Mammals – wild and domestic cats  P.S.H.C.E:- Personality types and traits – accepting people for who they are; Zones of Regulation – recognising our own feelings but also how what we do affects others. Building skills recognising how others might be feeling.  I.C.T.: Presentation of information in different formats using Word.  Art/Drama/Dance: Creating and becoming a 'new' cat character.  Music: Exploring emotions  World of Work: Jobs linked to the theatre <i>i.e. actor/dancer, director, lighting, camera, make-up artist, costume design, usher, ticket sales.</i> Media - <i>advertising.</i> Writer – Poet linked to songwriter/ rap artist.</p>	