Ravens Wood School
KS3 Curriculum Plan

English Year 8
Spring half-term 1: Stepping Back in Time – pilgrimaging with The Canterbury Tales

Overarching Topic:	
Why is this topic being studied at this time? How does it fit into the wider subject curriculum?	What came before age of social media, Dickens and even Shakespeare? Chaucer! In this unit of work, students will study medieval English language and explore the journey from middle-English to our modern day lexis. They will be introduced to a number of Chaucer's renowned 'Canterbury Tales', exploring some key characters – from the bawdy and comical Miller, to the noble and dutiful Knight. Studying the 'Canterbury Tales' will give students a chance to explore the class system in medieval England and the trials and tribulations our ancestors faced. Studying this unit offers a real insight into medieval Britain, but through the tales, we also explore the social ideologies, religious beliefs and moral and ethical ideas which students will encounter in their RE and history lessons – Chaucer really does reveal a great deal not only about the evolution of the English Language, but about the way we once lived and how our ideas and beliefs have changed.

	Critical	Core	Pinnacle
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	What happens in The Miller's tale? What happens in The Knight's tale? What moral messages is The Miller trying to convey? What moral messages is The Knight's tale trying to convey? What class are the two main characters from?	How have certain words changed over time? What elements of grammar have stayed the same over time? Why does language change? What other languages have influenced English? What is an 'idiolect'? How are the morals of The Miller and The Knight different? How does a modern version of The Miller's tale differ from a medieval version of The Miller's tale? How does a modern version of The Knight's tale differ from a medieval version of The Knight's tale? What other tales did Chaucer write?	What types of words are the most likely to change over time? How do other Chaucer characters relate to The Miller and The Knight? How can we explore Chaucer's tales through feminist and Marxist readings?

The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students progress through the critical, core and pinnacle knowledge.	
	Skill/Technique	**How will this skill be developed?**
	Problem solving – working out what middle English/ early modern words mean	- Use of dictionaries and exploration of etymology - Students' own research through independent project work
	Pie chart/ mind map of your idiolect	- Mind – mapping skills - Language analysis skills through exploration of their own and others' use of language - Exploration of maps and origins of dialect