

# THE HGS RHETORIC ROADMAP

At Highbury Grove we believe that a quality education goes beyond teaching students to pass their exams. We also believe that the ability to express yourself clearly and confidently in a range of different scenarios is vital for a young person entering the world outside of school. As such we have placed rhetoric and spoken literacy at the centre of much of what we are doing here at HGS. Be it debate, or presentations; structured discussions or recitations, we want every student to experience a full range of activities which will build their confidence and hone their speaking skills.

To ensure that you can keep up with what your child is doing to develop their public speaking and spoken literacy skills we have produced a 'Rhetoric Roadmap' which lets you know what activities and projects your child will be working on and in which subjects they are doing it.

To celebrate the work that we are doing on rhetoric we are also planning a series of celebration events such as 'Project Soapbox' which will see every student in Year 8 present a memorised speech on an issue they feel passionate about, and the return of the 'GCSE Monologue Evening' where some of our best actors will present their Drama performances.

# Rhetoric Roadmap: Whole School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Activity</b>	<b>Shakespeare by Heart:</b> (Year 7)	<b>HGS Foundation Student present on activities across the previous year:</b> (Years 7-11)	<b>The Cambridge Schools' Debating Competition:</b> (HGS Debating Society)	<b>Poetry-By-Heart Competition:</b> (Year 12)	<b>The Debate Mate Cup:</b> (HGS Debating Society)	<b>THE ESU London Debate Challenge:</b> (HGS Debating Society)
		<b>The Jack Petchy 'Speak Out' Competition:</b> (Year 10)	<b>Holocaust Memorial Day Presentations:</b> (Paperclip and Faith Ambassadors)	<b>Project Soap-Box:</b> (Year 8 formal, no notes presentation events)		<b>Drama Monologue Presentation Evening:</b> (GCSE drama students)
		<b>Faith Champions Diversity Presentations:</b> (Faith Ambassadors)				<b>La Fiesta/La Bistrot dinner and entertainment evening:</b> (French and Spanish students)
		<b>Celebration Assemblies Shakespeare performance:</b> (Year 9)				<b>HGS Community Festival:</b> Speeches and presentations as part of community event
	<b>Student leaders speech training</b>	<b>Student leaders speech training</b>	<b>Student leaders speech training</b>	<b>Student leaders speech training</b>	<b>Student leaders speech training</b>	<b>Student leaders speech training</b>

## WHOLE SCHOOL SPEECH BASED ACTIVITIES:

**Formal debate:** The Cambridge Schools' Debating Competition (HGS Debating Society); The Debate mate Challenge Cup (HGS Debating Society); THE ESU London Debate Challenge (HGS Debating Society).

**Recitation/extended presentation of a text:** Year 9 Celebration Assemblies Shakespeare performance.

**Formal presentation (notes/PPT):** Holocaust Memorial Day Presentations (Paperclip and Faith Ambassadors).

**Formal presentation (no notes/PPT):** Project Soap Box; Student Leaders training.

## NOTES:

\*All students complete a five week 'Debating and Discussion' programme as part of their PSHE provision

\*Highbury Grove Debating Society meets every Monday lunchtime and Thursday after school

## Structured Discussion:

**Original performance:** La Fiesta/La Bistrot dinner and entertainment evening (French and Spanish students); Drama Monologue Presentation Evening (GCSE drama students); HGS Community Festival: Speeches and presentations as part of community event.

## Pedagogic presentation (class teaching):

# RHETORIC ROADMAP: YEAR 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Department / Activity	English Literature: Pedagogic session a researched Literary theory	English Literature: Poetry recitation	English Literature: Formal presentation on features of chosen text types		EXAMS	EXAMS

## YEAR 13 RHETORIC AND SPEECH BASED ACTIVITIES:

### Formal debate:

**Recitation/extended presentation of a text:** Poetry recitation (English).

### Formal presentation (notes/PPT):

### Formal presentation (no notes/PPT):

### Structured Discussion:

### Original performance:

**Pedagogic presentation (class teaching):** Formal presentation/ Pedagogic session a researched Literary theory (English Literature); Formal presentation on features of chosen text types (English Language and Literature).

# RHETORIC ROADMAP: YEAR 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Department / Activity</b>	<b>Sociology:</b> Formal debate: 'why do working class students underachieve in the education system?'	<b>Sociology:</b> <u>Structured discussion:</u> How accurate are feminist interpretations of the family?		<b>Sociology:</b> Formal presentation of independent research projects with Q&A session	<b>EXAMS</b>	<b>EXAMS</b>
	<b>English Literature:</b> Formal presentation on a researched Literary theory		<b>English Literature:</b> Recitation, from memory, of a Keats poem		<b>EXAMS</b>	<b>EXAMS</b>
			<b>English Literature:</b> Performance, from memory, of a short scene from Othello		<b>EXAMS</b>	<b>EXAMS</b>

## YEAR 12 RHETORIC AND SPEECH BASED ACTIVITIES:

**Formal debate:** 'Why do working class students underachieve in the education system?' (Sociology).

**Recitation/extended presentation of a text:** Poetry recitation (English Literature); Recitation, from memory, of a Keats poem (English Literature); Performance, from memory, of a short scene from Othello (English Literature).

**Formal presentation (notes/PPT):** Formal presentation of independent research projects with Q&A session with the group and both Sociology teachers (Sociology).

**Formal presentation (no notes/PPT):**

**Structured Discussion:** How accurate are feminist interpretations of the family? (Sociology).

**Original performance:**

**Pedagogic presentation (class teaching):**

# RHETORIC ROADMAP: YEAR 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Department / Activity</b>	<b>English:</b> Pedagogic presentation on a poem from the anthology (literature)	<b>Media studies:</b> Original presentation – Practical Production course work task	<b>English:</b> Role play S&L assessment based on Kindertransport	<b>Sociology:</b> Formal debate: 'To what extent has the government reduced social inequality in the UK?'	<b>GCSEs</b>	<b>GCSEs</b>
	<b>Media Studies:</b> Formal debate: 'Hypodermic Syringe vs Uses and Gratification'	<b>Maths:</b> Exam feedback Pedagogical presentation: Each child presents one correct exam answer	<b>Geography:</b> Pedagogic session - case study exam answer	<b>English:</b> <u>Students to take part in structured discussion on poetry for S&amp;L certificate</u>	<b>GCSEs</b>	<b>GCSEs</b>
	<b>Music:</b> Original performance: presentation of composition	<b>Maths:</b> Formal Presentation (notes). Students present an allocated proof.	<b>History:</b> Formal Presentation on Nazi's methods of control	<b>Science:</b> Original performance – narrate an animation about speciation	<b>GCSEs</b>	<b>GCSEs</b>
	<b>Sociology:</b> <u>Structured discussion: 'Why should we care about poverty?'</u>	<b>MFL:</b> Speaking controlled assessment – formal presentation (no notes)	<b>Science:</b> Teaching the class about empirical formula	<b>Music:</b> Creation of a formal podcast (across Spring 1 and 2)	<b>GCSEs</b>	<b>GCSEs</b>
		<b>Economics:</b> <u>Structured discussion on costs and benefits of EU membership</u>	<b>P&amp;R:</b> Formal debate on Just War theory (UN and Aquinas)	<b>Business:</b> Formal presentation of the marketing mix	<b>GCSEs</b>	<b>GCSEs</b>
		<b>Business:</b> Year one role play: customer service scenarios to three types of customers	<b>Economics:</b> <u>Structured discussion on fair trade</u>	<b>P&amp;R:</b> Production of 60 minutes of religious programming to fill BBC God hour	<b>GCSEs</b>	<b>GCSEs</b>

## **YEAR 11 RHETORIC AND SPEECH BASED ACTIVITIES:**

**Formal debate:** *'Hypodermic Syringe vs Uses and Gratification Debates'* (Media studies), *'To what extent has the government reduced social inequality in the UK?'* (Sociology); *Just War theory (UN and Aquinas)* (P&R)

### **Recitation/extended presentation of a text:**

**Formal presentation (notes/PPT):** *Presentation on Nazi's methods of control (History); Creation of a formal podcast (Music); Proof Formal Presentation (Maths); Formal presentation of the marketing mix (Business); The marketing mix presentation (Economics)*

**Formal presentation (no notes/PPT):** *Presentation on case study (Geography),*

**Structured Discussion:** *S&L assessed poetry discussion (English); 'Why should we care about poverty' (Sociology); Structured discussion on costs and benefits of EU membership (Economics); Structured discussion on fair trade (Economics).*

**Original performance:** *English: Role play S&L assessment based on 'Kindertransport'; Narration of an animation about speciation (Science); Presentation of media coursework production (Media studies); presentation of composition (Music)*

**Pedagogic presentation (class teaching):** *Teaching the class about empirical formula (science); Teaching session on a poem (English); Class collaborative – Production of 60 minutes of religious programming to fill BBC God hour (P&R); Teaching how to answer a chosen exam question (Maths);*

## **NOTES:**

\*In GCSE PE students are on a rotation and will take part in one pedagogic teaching (coaching) session across the year

\*All students in GCSE ART take part in regular unscripted 'rhetoric' presentations on their work

\*All music GCSE students perform regular recitals of songs learned.

# RHETORIC ROADMAP: YEAR 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Department / Activity</b>	<b>Sociology:</b> Formal presentation without notes on social class inequality	<b>Geography:</b> Formal presentation (no notes) on extended exam answer/case study	<b>English:</b> Students to perform adapted Shakespeare scene for S&L certificate	<b>Science:</b> Formal debate on genetic testing	<b>Sociology:</b> Structured discussion: 'How <u>meritocratic is the education system in the UK?</u> '	<b>Sociology:</b> Formal presentation of original research projects
	<b>Music:</b> Formal presentation on their favourite song	<b>Sociology:</b> Structured discussion: <u>Why are marriage rates in decline in the UK?</u>	<b>Geography:</b> Formal Debate: 'Is water distribution worldwide equitable?'	<b>Drama:</b> Original performance – scripted pieces performed in groups	<b>Science:</b> Formal debate on the role of bio-fuels in the UK	<b>Geography:</b> Structured discussion: 'Should we allow the Greenbelt to be developed?'
		<b>History:</b> Formal presentation on 'Medicine Through Time'	<b>Science:</b> Pedagogic session on an adaptation	<b>MFL:</b> Speaking Controlled Assessment: "Les Laisirs"	<b>Drama:</b> Original performance- scripted and videoed original performance for GCSE coursework	<b>Drama:</b> Monologues performed
		<b>Music:</b> recitation of key musical concepts and terminology	<b>Drama:</b> Recitation – pieces from Othello and The Crucible learned by heart.		<b>Maths:</b> Probability Formal presentation: Experimental probability.	<b>Music:</b> Student present pre-prepared lesson segments (plenaries)
		<b>Maths:</b> Pedagogic presentation on equation solving	<b>P&amp;R:</b> Role plays on UK and traditional Catholic attitudes towards divorce		<b>P&amp;R:</b> Formal reading of Sermon on the Mount and delivering their own sermon on Jesus' teachings	<b>P&amp;R:</b> Recitation or Wedding vows and / or funeral rites (CoE)

## **YEAR 10 RHETORIC AND SPEECH BASED ACTIVITIES:**

**Formal debate:** *'Is water distribution world wide equitable?'* (Geography); *'The role of bio-fuels in the UK'* (Science); *Formal debate on genetic testing* (Science).

**Recitation/extended presentation of a text:** *Recitation of pieces from Othello and The Crucible* (Drama); *Recitation of key musical concepts and terminology* (Music); *Recitation of Wedding vows and / or funeral rites* (CoE) (P&R).

**Formal presentation (notes/PPT):** *Presentation on 'Medicine Through Time'* (History), *Formal presentation on a character in 'An Inspector Calls'* (English); *Formal presentation of original research projects* (Sociology); *My favourite song presentation* (Music); *Probability presentations* (Maths).

**Formal presentation (no notes/PPT):** *Social class and inequality* (Sociology); *Formal presentation on a case study* (Geography).

**Structured Discussion:** *'Why are marriage rates in decline in the UK?'* (Sociology); *'How meritocratic is the education system in the UK?'* (Sociology); *'Should we allow the Greenbelt to be developed?'* (Geography).

**Original performance:** *Adapted Shakespeare scene* (English), *Original scripted piece for course work* (Drama), *original monologues* (Drama), *Original performance- scripted and videoed original performance for GCSE coursework* (Drama); *Role plays on UK and traditional Catholic attitudes towards divorce* (P&R); *Performance of original sermon about Jesus' teachings* (P&R); *Speaking Controlled Assessment: "Les Laisirs"* (MFL).

**Pedagogic presentation (class teaching):** *Presentation of plenaries* (Music); *Problem solving sessions* (Maths); *Pedagogic session on an adaptation of an animal or plant* (Science).

## **NOTES:**

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\*All students in GCSE ART take part in regular unscripted 'rhetoric' presentations on their work

\*All music GCSE students perform regular recitals of songs learned.



# RHETORIC ROADMAP: YEAR 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Department / Activity</b>	<b>English:</b> Role play – the trial of Macbeth	<b>English:</b> Performance of Macbeth’s ‘Is this a dagger I see before me?’ soliloquy	<b>Science:</b> Teach a lesson on an aspect of a chosen topic area	<b>P&amp;R:</b> Recitation – research, learn and deliver story in Hindu storytelling tradition	<b>History:</b> WWII Film making documentary	<b>P&amp;R:</b> Formal speech on use of metaphor and treatment of ethical issues in The Diving Bell and the Butterfly
	<b>English:</b> Recitation of a learned extract of Macbeth	<b>Geography:</b> Presentation on glacier (from memory)	<b>Geography:</b> <u>Structured discussion on ‘food security’</u>	<b>MFL:</b> Formal presentation: ‘Mavie Sociale, la Sante, Les Ambitions’	<b>Geography:</b> <u>Structured discussion on ‘commodity change’</u>	<b>English:</b> Role play S&L assessment based on Kindertransport
	<b>Media Studies:</b> Pedagogic session on the deconstruction of a TV advert	<b>P&amp;R:</b> Formal debate on topic of either Preventing Extremism or Contemporary Sunni/ Shia Conflict	<b>English:</b> Formal debate on whether dystopia is too depressing	<b>English:</b> Performance of their original dystopian story	<b>Maths:</b> Formal presentation: Probability problem solving (notes)	
	<b>Music:</b> Formal presentation on their favourite song	<b>Maths:</b> Formal presentation: Angles and Polygons( proof /problem solving (notes)	<b>P&amp;R:</b> Formal presentation with slides: ‘Is Hinduism polytheistic?’		<b>English:</b> Pedagogic session on an aspect of SPaG	
	<b>P&amp;R:</b> Formal presentation of essay work (peer assessed)				<b>P&amp;R:</b> Formal presentation: Select two different cultures (any time period) and provide a comparison of their moral norms	

## **YEAR 9 RHETORIC AND SPEECH BASED ACTIVITIES:**

**Formal debate:** *Is dystopia too depressing? (English); Formal debate on topic of either Preventing Extremism or Contemporary Sunni/Shia Conflict (P&R).*

**Recitation/extended presentation of a text:** *Macbeth soliloquy (English); Deliver a story in Hindu storytelling tradition: Rama and Sita or one of students' own choosing (P&R).*

**Formal presentation (notes/PPT):** *Formal presentation on their favourite song (Music); Formal presentation of essay work (peer assessed and assessed for quality of rhetoric) (P&R); "Is Hinduism polytheistic?" (P&R); Select two different cultures (any time period) and provide a comparison of their moral norms (e.g. UK Saudi-Arabia, or Contemporary UK and Victorian UK) (P&R); 'The use of metaphor and treatment of ethical issues in 'The Diving Bell and the Butterfly' (P&R); Angles and Polygons proof solving (Maths); "Mavie Sociale, la Sante, Les Ambitions" (MFL).*

### **NOTES:**

*\*In PE students are on a rotation and will take part in one pedagogic teaching (coaching) session across the year*

*\*All students in GCSE ART take part in regular unscripted 'rhetoric' presentations on their work*

*\*All music students perform regular recitals of songs learned.*

**Formal presentation (no notes/PPT):** *Presentation on glaciers (Geography).*

**Structured Discussion:** *Small group discussion on 'food security' (Geography); Discussion/ presentation on commodity change (Geography).*

**Original performance:** *WWII Documentary (History); Role play – the trial of Macbeth (English); Role play S&L assessment based on 'Kindertransport' (English); Recitation of their original dystopian story (English).*

**Pedagogic presentation (class teaching):** *Pedagogic session on the deconstruction of a TV advert (Media studies); Teaching of a lesson on an aspect of a chosen topic area (Science);*

# RHETORIC ROADMAP: YEAR 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Department / Activity</b>	<b>English:</b> Students to take part in a formal debate about human rights	<b>Geography:</b> written and redrafted persuasive speech on 'Britain's Energy Future'	<b>Geography:</b> Formal Debate: 'Is fair trade really fair?'	<b>Science:</b> Presentation on light	<b>Geography:</b> Pedagogic presentation on various ecosystems	<b>English:</b> Students to perform modern adaptation of a scene from 'A Midsummer Night's Dream'
	<b>Geography:</b> Formal presentation using PPT on weather report	<b>History:</b> Spanish Armada Puppet Show performance	<b>Science:</b> Formal presentation on the history of the periodic table	<b>P&amp;R:</b> Formal debate on General Dyer and the Amritsar massacre	<b>English:</b> Pedagogic session on an aspect of SPaG	<b>Science:</b> Formal presentation on difference between animal and plant cells
	<b>Drama:</b> Original performance – no notes performance of duologues	<b>P&amp;R:</b> Formal presentation: comparative religion: Bar Mitzah and Confirmation.	<b>P&amp;R:</b> Students present without notes on the links between Sikh beliefs and practices.	<b>English:</b> Whole class performance/recitation of 'Half Caste'	<b>Drama:</b> original performance – no notes monologues	<b>P&amp;R:</b> Formal presentation: The peace movement in Vietnam
	<b>P&amp;R:</b> Formal recitation of student-composed poems on importance of identity and covenant in Judaism	<b>Maths:</b> Pedagogic presentation Design a Logo: Explain how to find the area and perimeter of their logo.	<b>English:</b> Spelling Bee		<b>P&amp;R:</b> <u>Structured discussion:</u> <u>'Contemporary conflict – what are religious views?'</u>	
	<b>Computer Programming:</b> Clock interface design presentation	<b>Computer Programming:</b> using Logo or Scratch write and present a user guide				

## **YEAR 8 RHETORIC AND SPEECH BASED ACTIVITIES:**

**Formal debate:** *Human Rights Debate (English); General Dyer and the Amritsar massacre: British colonial vs contemporary views (P&R).*

**Recitation/extended presentation of a text:** *Whole class performance/recitation of 'Half Caste' (English).*

**Formal presentation (notes/PPT):** *Presentation, with PPT on a Weather report (Geography); Presentation on 'light' (Science); Formal presentation on difference between animal and plant cells (Science); Comparative religion: Bar Mitzvah and Confirmation (P&R); The peace movement in Vietnam (P&R); Design a logo activity presentations (Maths); Clock interface design presentation (Computer Programming); using Logo or Scratch write and present a user guide (Computer Programming).*

**Formal presentation (no notes/PPT):** *Re-drafted persuasive speech on Britain's Energy Future (Geography); The links between Sikh beliefs and practices (P&R).*

### **NOTES:**

*\*IN PE students are on a rotation and will take part in one pedagogic teaching (coaching) session across the year*

*\*All students in ART take part in regular unscripted 'rhetoric' presentations on their work*

*\*All music students perform regular recitals of songs learned.*

*\*All MFL students perform regular short set pieces*

**Structured Discussion:** *Contemporary conflict – what are religious views? (P&R).*

**Original performance:** *Spanish Armada Puppet Show (History); 'A Midsummer Night's Dream' adaptation (English); No notes performance of duologues (Drama); Spanish Armada Puppet Show performance (History); Poems on importance of identity and covenant (P&R)*

**Pedagogic presentation (class teaching):** *Pedagogic session on an aspect of SPaG (English); Pedagogic presentation/teaching of various ecosystems (Geography); Design a logo activity presentations (Maths).*

# RHETORIC ROADMAP: YEAR 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Department / Activity</b>	<b>English:</b> Students to recite a poem they have learned	<b>Geography:</b> <u>Structured discussion:</u> "Maps are only useful if they are accurate"	<b>Science:</b> Debate about Designer babies OR Presentation on Chemical Reactions	<b>Science:</b> Debate about Designer babies OR Presentation on Chemical Reactions	<b>Science:</b> Presentation on Atoms, Elements and Compound mixtures	<b>Science:</b> Lead teaching session about sampling techniques.
	<b>P&amp;R:</b> Original piece – recitation of poetry: What is God like?	<b>English:</b> formal presentation on an aspect of Victorian times they have researched	<b>English:</b> performance of a monologue based on a poem they have studied	<b>History:</b> Debate: New topic – TBC later in the year	<b>Geography:</b> Fieldwork on New River: creation of an audio 'guide' book to Islington	<b>English:</b> Formal presentation on a Shakespearean play they have researched.
	<b>ICT:</b> Health and Safety leaflet presentation, with PPT	<b>Drama:</b> Formal presentation (no notes) on an interesting person of their choice or a hobby	<b>Drama:</b> recitation of their favourite book	<b>P&amp;R:</b> Original performance: The trial of Jesus. Semi-improvised trial based on Roman views.	<b>English:</b> Shakespeare by Heart recitation	<b>P&amp;R:</b> Formal debate: "Buddhism is not a religion"
		<b>P&amp;R:</b> Original performance: Chat show – Aquinas and Paley (Cosmological vs Teleological)	<b>P&amp;R:</b> Recitation of the Nicene Creed	<b>Maths:</b> Fractions, decimals and percentages. Formal presentation	<b>Drama:</b> Original performance of monologues by heart.	<b>ICT:</b> Presenting final coding exercise with Scratch and/or Learn. code.org
			<b>ICT:</b> Pedagogic explanation of spreadsheet model of pocket money spending		<b>P&amp;R:</b> Formal presentation: 'The Importance of the Noble Eightfold Path'	

## **YEAR 7 RHETORIC AND SPEECH BASED ACTIVITIES:**

**Formal debate:** Debate about Designer babies (Science); “Buddhism is not a religion” (P&R).

**Recitation/extended presentation of a text:** Poetry recitation (English); Recitation of their favourite book (Drama); Shakespeare by Heart recitation (English); Recitation of the Nicene Creed (P&R).

**Formal presentation (notes/PPT):** Presentation on Chemical Reactions (Science); Presentation on Atoms, Elements and Compound mixtures (Science); The Importance of the Noble Eightfold Path (P&R); Fractions, decimals and percentages (Maths); Health and Safety leaflet presentation, with PPT (ICT); Presenting final coding exercise with Scratch and/or Learn. code.org (ICT).

**Formal presentation (no notes/PPT):** Presentation on an interesting person of their choice or a hobby (Drama).

**Structured Discussion:** “Maps are only useful if they are accurate” (Geography).

**Original performance:** Performance of a monologue based on a studied poem (English); monologues by heart (Drama); Poem: ‘What is God like?’ (P&R); Chat show – Aquinas and Paley, Cosmological vs Teleological (P&R); The trial of Jesus. Semi-improvised ‘in-character’ trial based on Roman views (P&R).

**Pedagogic presentation (class teaching):** Teaching session about sampling techniques (Science); Formal presentation/pedagogic session on a Shakespearean play (English); Pedagogic explanation of spreadsheet model of pocket money spending (ICT).

## **NOTES:**

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\*All students in ART take part in regular unscripted ‘rhetoric’ presentations on their work

\*All music students perform regular recitals of songs learned.

\*All MFL students perform regular short set pieces