CBSC

CARSHALTON BOYS SPORTS COLLEGE

Excellence · Character · Aspiration

Oracy Programme Curriculum Map

Debate Skills for Oracy — a twelve-lesson unit for Years 7 and 8, teaching every pupil to build an argument, evidence it, deliver it and defend it, with progress measured from first lesson to last.

ORACY PROGRAMME · CBSC · CURRICULUM MAP 2026–27 · DEBATE SKILLS FOR ORACY — 12 LESSONS · YEARS 7 & 8 · PRE/POST ASSESSED ON A SHARED RUBRIC

1 INTENTION

OUR CURRICULUM VISION

Oracy exists to equip every pupil to speak with confidence, listen with attention and disagree with respect. Oracy is not a talent some pupils arrive with: it is a set of teachable skills, taught deliberately, assessed against a shared rubric, and improved visibly in every speaker.

CONFIDENT ARTICULACY

Structuring and delivering spoken arguments — from a one-minute baseline talk to a full formal debate — with control of pitch, pace, tone and body language.

CRITICAL REASONING

Distinguishing fact from opinion, evaluating the reliability of sources, anticipating counter-arguments and constructing rebuttals — the intellectual core of debate.

ACTIVE, RESPECTFUL LISTENING

Listening in order to respond: building on, questioning and respectfully challenging the ideas of others, using structured sentence stems and feedback protocols.

A MASTERY DESIGN AT RISING STAKES

Six threads return at rising stakes across the unit — solo baseline → paired practice → fishbowl → formal debate → solo post-assessment — and again at greater depth from Year 7 to Year 8.

Argument · Evidence · Rebuttal · Delivery · Listening · Reflection

2 IMPLEMENTATION

KEY STAGE 3 — DEBATE SKILLS FOR ORACY · 12 LESSONS · YEARS 7 & 8 · FIVE NEW CBSC-AUTHORED LESSONS (1, 6, 9, 10, 12)

P1 — L1–2 BASELINE

LESSON 1 · NEW

Pre-Assessment

One-minute baseline talk on a topic card; confidence questionnaire; the Baseline Speaking Rubric introduced. Every pupil leaves with a starting point and a personal target.

LESSON 2 · EXISTING (L1)

Formal and Informal Debates

What a debate is; the key features, roles and etiquette of formal and informal debate; analysing and evaluating a debate script.

P2 — L3–6 ARGUMENT

LESSON 3 · EXISTING (L2)

Planning Your Argument

Aristotle's Trinity of Persuasion — ethos, pathos, logos — and rhetorical devices, applied to a live motion.

LESSON 4 · EXISTING (L3)

Counter Arguments

What counter-arguments and rebuttals are; anticipating and creating them during debate preparation.

LESSON 5 · EXISTING (L4)

Thinking On the Spot

Techniques for composing and delivering points under pressure, practised with flashcards when making a case.

LESSON 6 · NEW · MINI-ASSESSMENT

Evidence, Research & Evaluating Sources

Fact vs opinion vs statistic; the Source Reliability Checklist; selecting and justifying the strongest evidence — assessed independently in an embedded mini-assessment.

P3 — L7–8 DELIVERY

LESSON 7 · EXISTING (L5)

Pitch, Pace, Tone, Body Language

Delivery as deliberate choices — identified, demonstrated and peer-assessed with the style cards and feedback sheet.

LESSON 8 · EXISTING (L6)

Practice Your Argument

Structuring a point; refining and rehearsing the main argument with sentence starters and the strong-argument scaffold.

P4 — L9–11 LIVE DEBATE

LESSON 9 · NEW

Mini / Fishbowl Debates

First live debate at low stakes: focused observer feedback slips, quick self-reflection, and an immediate coached re-attempt.

LESSON 10 · NEW

Questioning, Listening & Rebuttal Masterclass

Active listening stems; curveball questions answered with a clear structure; building on or respectfully challenging others in the rebuttal circle.

LESSON 11 · EXISTING (L7) · SUMMATIVE

Final Structured Debate

The full formal debate: persuasive speaking and rebuttal, judicious language choices, scored on the Debate Score Sheet and peer rubric.

P5 — L12 POST-ASSESS

LESSON 12 · NEW (INCORPORATES L8) · SUMMATIVE VS BASELINE

Post-Assessment & Reflection

The Lesson 1 task repeated against the same rubric; pre/post comparison sheet; final reflection and a future oracy target — progress visible to pupils, evidenced for staff.

EVERY WEEK · WOTC

Vocabulary & Preparation

Look–Cover–Write–Check on the Tier 2/3 Oracy Vocabulary Booklet (E/A coded); evidence-gathering for assigned motions using the Lesson 6 checklist; PATHS feedback and Student Response throughout.

3 IMPACT

KNOWLEDGE

The anatomy of debate: formal structures, Aristotle's Trinity, rhetorical devices, source reliability, and the technical vocabulary of oracy.

SKILLS

Structured speech under time pressure; evidencing and rebutting arguments; active listening; peer feedback; honest self-assessment.

DISPOSITION

Confidence, resilience under challenge, respect in disagreement, empathy for views not held, and integrity in evidence.

DESTINATIONS

Law and advocacy, politics, journalism, teaching, business — the GCSE Spoken Language Endorsement, seminars and every interview.

ACADEMIC OUTCOMES

- Measured pre/post progress for every pupil: the Lesson 1 task repeated in Lesson 12 against the same Baseline Speaking Rubric.
- PATHS feedback on every assessed performance — one target, concrete How To steps, and a Student Response applied in the next performance.
- Structured talk routines that transfer directly into extended writing across English, PRE, Geography and History.
- Rising rubric expectations and harder motions from Year 7 to Year 8 make progression across the key stage measurable.

WIDER IMPACT

- The 'hidden' codes of formal talk — register, turn-taking, respectful challenge — explicitly taught, never assumed: a deliberate equity strategy for PP pupils.
- Graduated stakes, sentence stems and rehearsal before performance make live speech accessible for SEND and EAL pupils.
- Media and information literacy: distinguishing fact from opinion and evaluating sources — citizenship for an age of misinformation.
- Cultural capital: the classical rhetorical tradition and the conventions of formal public discourse, from debating chambers to interviews.
- HPA pupils stretched through contestable motions, chairing and adjudication roles, and advanced rhetoric.

THRESHOLD CONCEPTS — ACROSS THE UNIT AND THE KEY STAGE

Motion, Proposition & Opposition · Ethos · Pathos · Logos · Argument & Counter-Argument · Rebuttal & Concession · Fact, Opinion & Statistic · Source Reliability & Bias · Pitch, Pace, Tone & Body Language · Active Listening · Respectful Challenge · Thinking On the Spot · Peer Feedback & the Shared Rubric · Baseline, Target & Reflection