

Meden School Curriculum Planning							
Subject	English	Year Group	9	Sequence No.		Topic	Powerful voices

Retrieval	Core Knowledge	Student Thinking
What do teachers need to retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need to teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<ol style="list-style-type: none"> 1. What is a speech? 2. How do people make speeches persuasive? 3. Can you name someone who delivered a famous speech? 4. What is rhetoric? 5. Who developed three lines of argument in rhetoric? 6. What are the three lines of argument? 7. What is form in writing? 8. List three different types of form 9. List three types of purpose in writing 10. What is ethos? 11. What is logos? 	<p>Reading rhetoric</p> <p>Week 1</p> <ul style="list-style-type: none"> ○ What is rhetoric? The art of persuasion <ul style="list-style-type: none"> ○ 'Rhetoric is language at play. It causes criminals to be convicted and then frees those criminals on appeal. It causes governments to rise and fall, best men to be ever after shunned by their friend's brides and perfectly sensible adults to march with steady purpose towards machine guns.' Unpick this quotation. ○ Examples of effective political rhetoricians <ul style="list-style-type: none"> ○ Barack Obama ○ Tony Blair ○ Winston Churchill ○ Jacinda Arden ○ Michelle Obama ○ These leaders held power through using rhetoric ○ Why is rhetoric important? Rhetoric is what gives words power. A knowledge of rhetoric equips you as a citizen, both to exercise power and resist it. ○ As W, H, Auden write in 'September 1, 1939' 'All I have is a voice to undo the folded lie' The folding of the lie and the undoing of it are both accomplished through rhetoric. 	<p>Students explore key issues in society and look at the voices of many.</p> <p>Areas and voices covered are:</p> <ul style="list-style-type: none"> - disability: what it is like for disabled people in society today - racism: how racism still exists in society today - poverty: the extent of food poverty today - children and the impact of war through Anne Frank's diary - Children and education through Malala Yousefzai's speech <p>Throughout each topic, students will be given the opportunity to discuss their views and share their voice on the issues. Students will be given the opportunity to discuss and share ideas</p>

<p>12. What is pathos? 13. What are three features of letter writing? 14. What are three features of article writing? 15. What are three features of speech writing? 16. What are three features of letter writing? 17. What makes up a thesis statement? 18. What does T.M.C stand for? 19. What is anadiplosis? 20. What is anaphora? 21. What is epistrophe? 22. What is epizeuxis? 23. What is hypophora?</p>	<ul style="list-style-type: none"> ○ The origin of rhetoric: Corax and Aristotle ○ Thrasybulus 465 BC – ruler of a town in Sicily thrown out of office for poor leadership and tyrannical rule. There was a sudden descent of democracy across the population. There was a power vacuum. Small pockets of power developed and local thuggery thrived. Who would take charge? Corax helped to bring about order. He was good at rhetoric. He was the first recorded person to have set down the rules for the art of persuasion ○ Aristotle’s rhetoric. Aristotle was the master of rhetoric. He understood that rhetoric brought happiness, but also justice and fairness. And at every turn he understood that what was said needed to be fitted to the audience that heard it. ○ He was the first person to understand that the study of rhetoric was the study of humanity itself. ○ Aristotle developed three lines of argument in rhetoric that are still widely used today. They are the bedrock of written and spoken argument today <ul style="list-style-type: none"> ○ Ethos: the way a speaker establishes their connection with an audience ○ Logos: the way a speaker uses reason to influence their audience ○ Pathos: the way a speaker stirs emotion in their audience ○ Old Blood and Guts speech. <ul style="list-style-type: none"> ○ A speech by General George S. Patton. ○ ‘Sure, we want to go home,’ he said. ‘We want this war over with. The quickest way to get it over with is to go get the bastards who started it. The quicker they are whipped, the quicker we can go home. The shortest way home is through Berlin and Tokyo. And when we get to Berlin, I am personally going to shoot that paper-hanging son-of-a-bitch Hitler. Just like I’d shoot a snake!’ <ul style="list-style-type: none"> ○ Explore ethos, logos, pathos in this speech. ○ What does written and spoken rhetoric look like today? ○ Form: how the rhetoric is delivered ○ Audience: who the rhetoric is delivered to ○ Purpose: why the rhetoric is being delivered ○ Forms of writing: letter, article, speech, review, report, diary. Focus for this unit: letters, articles, speeches. ○ Purpose: to persuade, to argue, to advise, to inform, to review, etc. <p>Week 2</p> <ul style="list-style-type: none"> ○ Looking at diary writing - emotions 	<p>about how we can overcome the issues raised and build a community in which everyone is treated fairly and with respect and kindness.</p>
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	<ul style="list-style-type: none"> ○ Features: informal register, use of personal pronouns, form, date, personal address, retrospective past tense, emotive language, historical facts. ○ Diary of Anne Frank: historical context. ○ Knowledge and application of diary writing features above. ○ How has the writer used language to create a powerful voice? ○ Looking at article writing – racism ○ Features: heading, subheading, topic sentences, facts, statistics, opinions, pun, formal/informal register, anecdote, expert opinion, target audience, purpose, rhetorical question ○ VV Brown - Black lives in the countryside article ○ How has Brown used ethos, logos and pathos to persuade their audience? Week 3 ○ Looking at speeches – education ○ Features: repetition, triadic structure, facts, opinions, emotive language, anecdotes, direct address, tone, audience, purpose, informal/formal register, hypophora ○ Malala Yousefzai – UN Speech on Education ○ How does Malala use ethos, logos and pathos to create a persuasive viewpoint? ○ Looking at letter writing– disability ○ Features: date, direct address, salutation, formal/informal register, anecdote, opinion, all forms of repetition, emotive language, ○ Lucy Hawking – open letter to Katie Hopkins ○ How does Lucy Hawking create a persuasive viewpoint? Week 4 ○ Looking at speeches- gender equality ○ Features: repetition, triadic structure, facts, opinions, emotive language, anecdotes, direct address, tone, audience, purpose, informal/formal register, hypophora ○ Emma Watson’s speech on gender to the UN 	
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- How does Emma Watson use ethos, logos and pathos in her speech?

Planning and completing reading style assessment

Writing rhetoric

Week 5/6

- **Completing article writing: topic is food poverty**
- **Review of effective rhetorical devices:** emotive language, repetition (epizeuxis, anaphora, anadiplosis, epistrophe), facts, statistics, opinion, rhetorical question, anecdote, expert opinion, direct address, alliteration, triadic structure.
- **Students write their own article on this topic using format below (highlighted in blue)**
- **Review of conventions of articles:** headline, subheadings, paragraphs, register, expert opinion, statistics.
- **Resources to use:** Marcus Rashford’s open letter to the government and Jack Munro’s article on food poverty. Explore these two texts before beginning writing. Identify the issues surrounding food poverty so students have content to use.

Introduce students to this format of writing by showing in articles/modelling:

- **Writing an effective thesis statement:** an opening that presents the main idea of a text.
- **A thesis statement** includes: a topic sentence, three or four main ideas in brief and a concluding statement (TMC)
- **Topic sentence:** a powerful statement that begins the thesis
- **Main ideas:** three or four main ideas stated in the thesis
- **Concluding statement:** a powerful statement that leads into the main ideas of a text
- Students write their own thesis statement after seeing teacher model.

(More info on what the different parts of this format are FYI)

- **Main ideas:** there are three or four main ideas in each article. Each of these is a paragraph.
- **Paragraph structure:** topic sentence, main ideas, concluding sentence (TMC)

	<ul style="list-style-type: none"> ○ Topic sentence: the main idea of a paragraph. This will already have been mentioned in the thesis statement. ○ Main ideas: the developed rhetoric of the idea. Ethos, logos, pathos must be used here. ○ Concluding statement: links back to the topic sentence and connects to the next paragraph using anadiplosis. ○ Anadiplosis: where a phrase at the end of one sentence is repeated at the beginning of another sentence. ○ Concluding statement: a powerful statement that links back to the thesis statement and the main ideas of the text. <p>Week 7/8</p> <ul style="list-style-type: none"> ○ Completing speech writing: topic is racism ○ Students write their own speech on this topic. <p>Resources to use: Return to Brown’s ‘Black lives in the countryside’ article and Martin Luther King’s ‘I have a dream speech’. What are the issues in today’s society as taken from the resources?</p> <p>Conventions of speeches: direct address, register, repetition, pathos, register, hypophora</p> <p>Teach this using this format: Writing an effective thesis statement: an opening that presents the main idea of a text. A thesis statement includes: a topic sentence, three or four main ideas in brief and a concluding statement (TMC) Topic sentence: a powerful statement that begins the thesis Main ideas: three or four main ideas stated in the thesis Concluding statement: a powerful statement that leads into the main ideas of a text Students write their own thesis statement after seeing teacher model.</p> <p>Week 8/9</p> <ul style="list-style-type: none"> ○ Completing letter writing: topic is disability ○ Students write their own letter on this topic <p>Resources to use: Hawking’s open letter on disability, Grue’s The high cost of living in a disabled world: https://www.theguardian.com/society/2021/nov/04/the-high-cost-of-</p>	
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	<p>living-in-a-disabling-world Use these resources to uncover the issues for disabled people in society.</p> <p>Conventions of letter writing: date, salutation, register, dates, times, chronology, past tense.</p> <p>Teach this using this format:</p> <p>Writing an effective thesis statement: an opening that presents the main idea of a text.</p> <p>A thesis statement includes: a topic sentence, three or four main ideas in brief and a concluding statement (TMC)</p> <p>Topic sentence: a powerful statement that begins the thesis</p> <p>Main ideas: three or four main ideas stated in the thesis</p> <p>Concluding statement: a powerful statement that leads into the main ideas of a text</p> <p>Students write their own thesis statement after seeing teacher model.</p>	
	<p>Week 10-</p> <ul style="list-style-type: none"> • Completing article writing: topic is the future of young people (Alex Mislin Guardian article) <p>Review of effective rhetorical devices: emotive language, repetition (epizeuxis, anaphora, anadiplosis, epistrophe), facts, statistics, opinion, rhetorical question, anecdote, expert opinion, direct address, alliteration, triadic structure.</p> <p>Students write their own article on this topic using TMC format</p> <p>Review of conventions of articles: headline, subheadings, paragraphs, register, expert opinion, statistics.</p> <p>Resources to use: (Alex Mislin Guardian article and Daily Mail snowflake article) Explore these two texts before beginning writing. Identify the issues surrounding food poverty so students have content to use.</p> <p>Week 11</p> <ul style="list-style-type: none"> • Completing speech writing: topic is climate change (open letter and speech by Greta Thunberg). 	

	<p>Review of effective rhetorical devices: emotive language, repetition (epizeuxis, anaphora, anadiplosis, epistrophe), facts, statistics, opinion, rhetorical question, anecdote, expert opinion, direct address, alliteration, triadic structure.</p> <p>Students write their own on this topic using TMC format</p>	
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Week	Key question	Practice task
1	<p>What is rhetoric?</p> <p>What are Aristotle's features of rhetoric?</p> <p>How does the speaker use logos, ethos and pathos in the General Patton speech?</p> <p>How does Churchill use logos, ethos and pathos in the speech?</p>	<p>How does the speaker use logos, ethos and pathos in the General Patton speech? (paragraph writing)</p>
2	<p>What is emotive writing?</p> <p>How does Anne Frank create emotive writing in her diary?</p> <p>-What is racism? How does Brown write about racism?</p> <p>-How does Brown use ethos, logos and pathos in the article?</p>	<p>-How has the writer used language to create a powerful voice? (Anne Frank) paragraph writing</p> <p>-How does Brown use ethos, logos and pathos in the article? (paragraph writing)</p>
3	<p>What are the main features of a speech?</p>	

	<p>How does Malala use ethos, logos and pathos to create a persuasive viewpoint?</p> <p>What are the main features of a letter?</p> <p>How does Lucy Hawking create a persuasive viewpoint?</p>	<p>How does Malala use ethos, logos and pathos to create a persuasive viewpoint? (paragraph writing)</p> <p>How does Lucy Hawking create a persuasive viewpoint? (paragraph writing)</p>
4	<p>What is gender? What is feminism?</p> <p>How does Emma Watson use ethos, logos and pathos to create a persuasive viewpoint?</p>	<p>How does Emma Watson use ethos, logos and pathos to create a persuasive viewpoint? (paragraph writing)</p>
5/6	<p>What is food poverty? How does it affect those who experience it?</p> <p>How do Marcus Rashford and Jack Monroe write about food poverty? What rhetorical devices do they use? How do these affect the reader?</p> <p>How do I effectively structure my non-fiction writing?</p> <p>Can I use rhetorical devices to write my own article on food poverty?</p>	<p>MCQ on rhetorical devices</p> <p>Reading and analysing articles by Rashford/Monroe looking at rhetorical devices (paragraph analysis)</p> <p>Can I use rhetorical devices to write my own article on food poverty? (Write an article using rhetorical devices & TMC format)</p>

7/8	<p>How does Brown write about racism in the article? How does King explore racism in his speech? What issues do these articles/speeches raise about society today?</p> <p>Can I plan my own speech on racism?</p> <p>Can I use rhetorical devices to write my own speech on racism?</p>	<p>Exploring/discussing issues raised in these articles (oracy). Students have looked at these articles earlier in the scheme and these are purely to be used to generate debate and provide information on the topic they will write about. They do not need to analyse the articles/speeches again.</p> <p>Plan speech.</p> <p>Write a speech on racism using rhetorical devices & TMC format</p>
9	<p>How does Grue write about disability in the letter? How does Hawkins write about disability in the letter? How does this make the reader feel?</p> <p>What are the conventions of letter writing?</p> <p>Can I plan my own letter on disability?</p>	<p>Exploring/discussing issues raised in these letters (oracy). Students have looked at these letters earlier in the scheme and these are purely to be used to generate debate and provide information on the topic they will write about. They do not need to analyse the letters again.</p>

	Can I use rhetorical devices to write my own letter on disability?	Write a letter on disability using rhetorical devices & TMC format
10	<p>How do both articles present young people, their lives and futures?</p> <p>Can I plan my own letter on young people, their lives and futures?</p> <p>Can I use rhetorical devices to write my own young people, their lives and futures?</p>	<p>Use articles to generate discussion on whether they agree/disagree. Oracy task-debate- use word wheel.</p> <p>Plan and write article on the future of young people using rhetorical devices & TMC format</p>
11	<p>How does Thunberg use rhetorical devices to present her argument in her open letter and speech?</p> <p>Can I plan my own speech on climate change?</p> <p>Can I use rhetorical devices to write my own speech on climate change?</p>	<p>Use Greta Thunberg's open letter and transcript of speech to explore use of rhetorical devices & TMC format</p> <p>Plan and write speech on climate change using rhetorical devices and TMC format</p>
12	Final assessment	