

Meden School Curriculum Planning							
Subject	English	Year Group	10/11	Sequence No.	2/3	Topic	Conflict: Non-fiction reading and writing

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need 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"> From Y9 voices unit: What is a speech? How do people make speeches persuasive? Can you name someone who delivered a famous speech? What is rhetoric? Who developed three lines of argument in rhetoric? What are the three lines of argument? What is form in writing? List three different types of form List three types of purpose in writing What is ethos? What is logos? What is pathos? What are three features of letter writing? 	<p>For Y10 in 2022- Ethos, pathos, logos (Y10 in 2023 will have done this in Y9- therefore it will be retrieval practice for them)</p> <p>Anadiplosis-</p> <p>epistrophe, anaphora, antimetabole.</p> <p>Hypophora, epiplexis, anacoenosis</p> <p>Extended metaphors and similes</p> <p>Sentence types</p> <p>Sentence forms</p> <p>Week 1: rhetoric and analysis of rhetoric</p> <ul style="list-style-type: none"> Aristotle and rhetoric: logos, ethos, pathos Analysis of non-fiction language in conflict (<i>The diary of Anne Frank and letter from Wilfred Owen to his mother</i>, analysis of non-fiction language in Winston Churchill's speech (Look at features of both speeches) (as highlighted in blue above) 	<p>Why is rhetoric important today?</p> <p>Impact of war on families in 2022</p> <p>Leaders during war time in 21st century and their impact</p>

<p>14. What are three features of article writing?</p> <p>15. What are three features of speech writing?</p> <p>16. What are three features of letter writing?</p> <p>17. What makes up a thesis statement?</p> <p>18. What does T.M.C stand for?</p> <p>19. What is anadiplosis?</p> <p>20. What is anaphora?</p> <p>21. What is epistrophe?</p> <p>22. What is epizeuxis?</p> <p>23. What is hypophora?</p> <p>Week by week must revise skills needed/ acronyms from previous week.</p>	<p>Week 2: analysis and conventions of rhetoric</p> <ul style="list-style-type: none"> - Analysis of non-fiction language in conflict (<i>Malala Yousafzai speech to UN security council</i>). Look at features of her speech (as highlighted in blue above) - Analysis of non-fiction language in conflict (<i>Nelson Mandela speech on freedom</i>) Look at features of his speech (as highlighted in blue above) - Analysis of non-fiction language in conflict (<i>Emmeline Pankhurst- Freedom or Death</i>) Look at features of her speech (as highlighted in blue above) - Features of a speech- repetition, triadic structure, facts, opinions, emotive language, anecdotes, direct address, tone, audience, purpose, informal/formal register, hypophora - <p>Week 3: synthesising and summarising rhetoric</p> <ul style="list-style-type: none"> - Synthesis and summary skills using <i>The Diaries of Nella Last and Source B: As I Walked Out One Midsummer Morning</i> - Synthesis and summary skills using diary of Capt. Charlie May (WW1) and Colonel Tim Collins (Iraq war) - Conventions of a diary (Nella Last and Capt. May Features: informal register, use of personal pronouns, form, date, personal address, retrospective past tense, emotive language, historical facts. - <p>Assess this week</p> <p>Week 4</p>	<p>The rights of girls and universal education globally. Rights and privileges in Britain.</p> <p>Freedom- globally. Apartheid and its impact</p> <p>Suffrage and the rights of women. Methods of protest: peace and anarchy</p> <p>War and conflict in 21st century</p> <p>War, comradeship and patriotism in 21st century</p>
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	<p>Comparing viewpoints and attitudes towards war using <i>As I walked Out One Midsummer Morning</i> and <i>I See my Wife Coming Off the Battlefield</i></p> <p>Comparing viewpoints and attitudes towards conflict in <i>Joe Biden's address to the nation following the evacuation of Afghanistan</i> and <i>Volodymyr Zelensky's address to House of Commons</i></p> <p>Week 5</p> <p>Comparing viewpoints and attitudes towards war using <i>The Charge of the Light Brigade</i> and <i>American Sniper</i></p> <p>Assess this week</p> <p>Week 7</p> <p>Addressing gaps in knowledge and skill for Q2, 3 or 4 Acting on feedback Further practice of Q2, 3 or 4</p> <p><u>Week 8 and onto transactional writing:</u></p> <p>Info on how to teach this: TMC model:</p> <ul style="list-style-type: none"> ○ 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 <p>Info on thesis statement- an opening that presents the main idea of a text Non-fiction writing (writing to argue- speech)</p> <ul style="list-style-type: none"> □ Features of writing a speech- Features: repetition, triadic structure, facts, opinions, emotive language, anecdotes, direct address, tone, audience, purpose, informal/formal register, hypophora <p>This week, we will focus on:</p>	<p>Conflict around gender</p> <p>Impact of conflict- Ukraine, Yemen</p> <p>Glo</p>
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	<ul style="list-style-type: none"> - 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><u>Week 9</u></p> <p>Non-fiction writing (writing to argue- speech)</p> <ul style="list-style-type: none"> - Features of writing a speech- Features: repetition, triadic structure, facts, opinions, emotive language, anecdotes, direct address, tone, audience, purpose, informal/formal register, hypophora <p>This week, we will focus on:</p> <ul style="list-style-type: none"> o Topic sentence: the main idea of a paragraph. This will already have been mentioned in the thesis statement. o Main ideas: the developed rhetoric of the idea. Ethos, logos, pathos must be used here. <p>Week 10</p> <p>Non-fiction writing (writing to argue- letter)</p> <ul style="list-style-type: none"> - Features: date, direct address, salutation, formal/informal register, anecdote, opinion, all forms of repetition, emotive language <p>This week, we will focus on:</p>	
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	<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. <p>Week 11</p> <p>Non-fiction writing (writing to argue- letter)</p> <ul style="list-style-type: none"> - Features: date, direct address, salutation, formal/informal register, anecdote, opinion, all forms of repetition, emotive language <p>This week, we will focus on:</p> <ul style="list-style-type: none"> - 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>Week 12</p> <p>Non-fiction writing (writing to argue- article)</p> <ul style="list-style-type: none"> - 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>-<u>Assessment of TMC (transactional writing)</u></p>	
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