



Subject: English	Year Group: 7	Unit : Heroes and Villains from the Modern Age
Unit objectives: (NC Statements) The students will complete a non-fiction reading and writing unit, focusing on how ideas and attitudes are represented to the reader.		

## Context for study:

The Year 7 students will primarily focus on the reading of non-fiction texts (newspapers and speeches). As with the unit on 'Poetry and Conflict', they will continue to explore the language of rhetoric and how this can influence reader response. As well as this, they will determine the writers' viewpoints and how bias can influence production and reception. The skills required for non-fiction writing will also be addressed – this will be revisited in the following Fiction Writing Workshop. The final assessment, comparing the viewpoints of two writers is in preparation for GCSE Language Paper 2 where students are asked to identify the ideas and attitudes of the writers whilst also commenting on the language choices made.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Students are introduced to thematically linked **key vocabulary** at the start of this unit. This comprises of **20 words** which they define using their word bank in their workbooks to enable use throughout their lessons.

- Know what 'The Hero's Journey' is, where the concept originated from and how it can relate to our everyday lives.
- Understand the semantic meanings of the words "**hero**" and "**villain**".
- Know who Malala Yousafzai, Nelson Mandela and Mahatma Gandhi are/were and understand why they might be considered a 'hero'.
- Know who Greta Thunberg, Angelina Jolie, Kim Jong-Un, Margaret Thatcher, Michelle Obama, Kate Middleton, Adolf Hitler, Meghan Markle, Idi Amin and Stephen Hawking are/were and their role in society/ history.
- Know who Oliver Cromwell was historically and understand that he can be viewed both positively and negatively based on his actions.
- Understand the commonalities/ differences between celebrities and real-life heroes.
- Know who Alfredo Moser is and about his invention that provides people in deprived areas with light.
- Know who Julian Assange is and what he has been accused of by the American government.
- Understand that newspapers can show **bias** in their reporting, often prompted by political leaning or to appeal to a specific readership.
- Know the discourse markers that can be used to compare or contrast.
- Know who Greenpeace is as an organisation, when they were established and what their vision is for the environment.
- Know who David Attenborough and Greta Thunberg are and understand what their roles have been as environmentalists. To also understand the differences in the ways that they have been represented by the media.
- Know (revisit) the difference between fiction and non-fiction texts and be able to provide examples of non-fiction texts (speeches, leaflets, newspaper and magazine articles, reports, letters and guides.)
- Know what is meant by the **purpose** and **audience** of a text. Understand that the purpose and audience of a text varies from text to text and will determine language choices.

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- Know that Solomon Northup was a free man that was sold into slavery during the 1800s. He eventually gained his freedom and recorded his experiences as an autobiography.
- Understand that a first-person account can shape our understanding of history differently than third-person historical documents.
- Know that newspapers can be divided into **image-led (tabloids)** and **text-led (broadsheets)**. They should know that tabloids can also be subdivided into '**red-tops**' and '**middle market**' dailies.
- Know that the **masthead** is the large font title at the top of a newspaper front page containing the newspaper's title.
- Know that The Sun, Daily Mirror, Daily Star are '**red tops**' tend to include celebrity gossip and scandal more than politics and international news. They have shorter stories and larger pictures.
- Know that the Daily Mail and Daily Express are '**middle market**' and the style fits somewhere between the red tops and the broadsheets.
- Know that The Times, The Telegraph, The Guardian are the 'broadsheets'. They have a higher news content than the 'red tops', cost more to buy and have a lower circulation. The style of writing differs from tabloids with longer sentences and paragraphs, and more articles offering in-depth analysis.
- Know that there are different stylistic features between tabloids and broadsheets, including level of formality, sophistication of vocabulary and sentence lengths.
- Understand that there have been conflicting attitudes towards Meghan Markle and Kate Middleton presented in the media.
- Understand that word choices can be used to position the reader to view one Duchess favourably in contrast to one Duchess negatively.
- Understand that gender can have an impact on the way that the media represents people.
- Understand that the language used in newspaper headlines can be used to **sensationalise** the story.
- Know who Wallis Simpson was as a historical figure and her relationship with Edward, Duke of Windsor. Understand what comparisons can be made between Simpson and Markle, including the fact that they are both American, divorced, married a prince in the English royal family. Both princes also gave up their royal responsibilities.
- Know what a bathing machine was and how it allowed people to change into their swimwear from the 18<sup>th</sup> to 20<sup>th</sup> Century. Understand that the etiquette for sea-bathing was more rigorously enforced upon women than men.
- Know (revisit) the discourse markers used to offer comparisons e.g., whereas, on the other hand, unlike, alternatively.
- Understand the role of speech making in influencing people and affecting change.
- Know (revisit) the key persuasive devices used in persuasive writing/ speeches (PIRATE MOUSE).
- Understand the role played by NHS workers during the pandemic. Know that there has been recent discussion regarding NHS worker pay.
- Know who Martin Luther King Jr was and the famous speech that he delivered in Washington DC. Understand that he used persuasive methods in order to convey his views on racial injustice.
- Understand that delivering a speech also includes prosodic features such as body language, intonation, volume and pauses.
- Know about the history of the suffragettes and what they stood for. Know who Emmeline Pankhurst was and her role in the suffragettes. Understand that the suffragettes used militant actions as part of their methods to garner public and political support. Understand that she used military references in her speeches. Know that Pankhurst travelled to America to address a delegation there about women's rights.
- Know about female speakers that have used their voice/ speeches for social change e.g., Malala Yousafzai, Emma Watson etc.
- Know about (revisit) Malala Yousafzai and the circumstances surrounding her shooting by the Taliban. Understand that her message is one of peace and education rather than retaliation. Know that in 2013, Yousafzai addressed a UN delegation.

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<p><b><u>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></u></b></p> <p>The students' belief that what they read in newspapers should be taken as 'fact' and written without bias. This will be addressed through discussion of the Markle/Middleton articles and students will consider how the similar stories have been presented differently.</p> <p>Students may need clarification when looking at the suffragette movement and the methods that they used in order to gain support for the vote. Discussion of the perceived rights and wrongs behind their behaviour and comparison with Yousafzai.</p>	<p><b><u>Literacy and Oracy development opportunities:</u></b>  <b><u>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</u></b></p> <p>Explicit teaching of Tier 2 vocabulary, throughout lessons.</p> <p>Reading of extracts from non-fiction texts – modelled reading with various engaging strategies.</p> <p>Explicit focus on answering questions in full sentences, employing evidence from the texts.</p> <p>Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.</p> <p>Writing modelling and paragraph structure provided.</p> <p>Develop oracy skills through reading, discussion, and the sharing of written viewpoints.</p>
<p><b><u>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></u></b></p> <p>Write a comparison of the how the two writers present their views on women's rights.</p> <p>The final assessment draws together work that has been done during the unit on understanding non-fiction texts, writers' viewpoints, comparison of ideas and exploration of the language of rhetoric.</p>	