

The Warriner School Subject Curriculum Map



Subject: English	Year Group: 7	Unit: Non-Fiction Writing Workshop
Unit objectives: (NC Statements) The students will complete a short module, focusing on non-fiction writing and the necessary methods required to construct a convincing argument.		

Context for study:

This short module focuses on the key skills required for non-fiction writing. This dovetails with the 'Heroes and Villains from the Modern Age' that precedes it, where students consider both newspaper and speech writing and the rhetoric that can be employed. The module also begins to prepare them, albeit in a simplified manner for the skills required for GCSE English Language Paper 2 Section B (Non-Fiction writing) where students are required to write a letter, speech or newspaper article. The module focuses on technical aspects of grammar and structure which are assessed at GCSE.

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**)*

- Know that sentences can be divided into interrogatives, declaratives, imperatives and exclamatory sentences as well as simple, compound and complex. Understand the different purposes that these types of sentences serve.
- Understand the role of social media in society and the impact that it can have on young people in particular. Know what a 'selfie' is and how these are used/ viewed. Understand what the word '**superficial**' means and how selfies can be viewed both positively and negatively.
- Understand that punctuation can be used to emphasise or draw attention to key ideas/ arguments.
- Understand the impact that the pandemic had on tourism in the UK – closing of attractions, lockdown preventing travel, furlough/unemployment putting off travellers, restrictions on people travelling abroad etc.
- Know (revisit) the layout for a formal letter and the features that should be included.
- Know that CCTV is now commonly used in British schools. Understand that there are conflicting viewpoints on their usage and that there can be pros and cons. Know that research conducted in Parisian schools suggests that CCTV can have a detrimental impact on behaviour of students.
- Know that language and structural methods are separate and can be split into two clear categories. Know that a cyclical structure involves beginning and starting a text in a similar way. Understand that this can be used in non-fiction as well as fiction writing.
- Know that the novel '1984', written by Orwell, included the concept of 'Big Brother' and the idea that people were being constantly watched. Know what the word '**surveillance**' means and its connotations.
- Understand conflicting attitudes towards use of mobile phones in schools. Know that Gavin Williamson, the former Education Secretary suggested that mobile phones served their purpose with home learning but should not be used in schools. Understand that there are strong arguments for mobiles (security/ safety, used as a learning tool) and against (cyber-bullying, mental health, distraction to learning). Know the meaning of '**sanction**', '**confiscation**' and '**defiance**'.

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<p><u>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></u></p> <p>Students may need to recognise that the stronger arguments may not be the ones that they themselves share. There will also sometimes be the need to argue against their own views. Finally, the students may need to recognise that there are pros and cons and they will need to choose what they think is the strongest argument, rather than ‘sitting on the fence’. In order to support this, there will be the opportunity to discuss both sides of an argument through ‘Think, Pair, Share’ and class discussion.</p>	<p><u>Literacy and Oracy development opportunities:</u> <u><i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></u></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>Supporting discussions based around controversial topics.</p> <p>Explicit focus on constructing arguments in full sentences, employing evidence and reasoning to support viewpoints.</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><u>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject’s discipline?</i></u></p> <p>Write an article for your school magazine entitled: ‘Don’t get me started on...’.</p> <p>The students will be asked to employ the key skills explored in the module, including use of sentences, structure, persuasive methods, writing for purpose and audience. Students will be able to use one of the topics discussed in the lessons or one of their own choice and use their learning to construct a detailed argument.</p>	