

The Warriner School Subject Curriculum Map



Subject: English	Year Group: 12	Unit: Introduction to Political and Social Protest Writing (mini unit)
Unit objectives: (NC Statements) The students will study the genre of political and social protest writing, considering the history of the genre, what areas it can refer to and what elements of PSPW develop throughout various points in history.		
Context for study: Students at KS4 will have limited knowledge of the concept of PSPW, and might have picked up one or two things from the poetry studies, LOTF etc and perhaps watching the news. This unit is designed to bridge the gap in student's knowledge and to ensure that students are familiar with key elements of the genre before studying <i>The Kite Runner</i> . In this unit, students will consider: elements of PSPW, the history of protests, the format of Paper 2, and will identify elements of PSPW in various forms of texts (poetry, drama etc). This will enable students to understand the requirement to analyse <i>The Kite Runner</i> through the 'lens of PSPW' as is appropriate for the AQA Literature B specification.		

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)*

- Develop declarative knowledge of the **core texts** which they will study for Paper 2: **Aspects of Political and Social Protest Writing**.
- Develop procedural knowledge of what the **expectations/requirements** are for Paper 2 and the need to **analyse aspects of PSPW** within *The Kite Runner*, *The Handmaid's Tale* and Blake's *Songs of Innocence and Experience*.
- Develop declarative knowledge of the importance of **protest throughout history** and to look at famous examples of protest and the reasons behind them.
- Develop procedural knowledge of how **to apply their own experiences/ examples from the news / topical issues** to PSPW.
- Know the **key vocabulary** linked to PSPW as a genre.
- Develop declarative knowledge of the political and social history of **theatre and drama productions**.
- Develop procedural knowledge of the format of Paper 2 and the importance of the **Unseen element in Section A**.
- Develop declarative knowledge that **drama** can be used as a **vehicle for PSPW** and look at the **historical context** behind this.
- Develop procedural knowledge of how to **apply elements of PSPW** to *Othello*.
- Develop declarative knowledge of the historical context behind **book banning and censorship**.
- Develop declarative contextual knowledge behind the **rise of the novel** and apply this to **prose texts**.
- Develop procedural knowledge of how to apply the knowledge of PSPW to their own portfolio of texts.
- Develop declarative knowledge of what the **reader-response theory** is.
- Develop procedural knowledge of how to approach an **extract-based question** by understanding the five **assessment objectives** for this specification.

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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <ul style="list-style-type: none"> • Misunderstanding of <i>Othello</i> – difficulty with students accessing it when looking at it in a short amount of detail. They will also cover this text for Paper 1 so there is more exposure. • Misunderstanding the terminology associated with PSPW. • Application of dystopian and utopian – do students fully understand these concepts. <p>Clear and targeted discussion. Low stakes quizzes throughout the unit to consolidate understanding of new terminology. Pre-teach vocabulary/ new concepts – Tier 2/3 vocabulary sheets. Consolidation of prior learning. High 5 reading tasks throughout. IAC lessons to develop reflection on assessed tasks.</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Explicit teaching of Tier 2/3 vocabulary, throughout lessons. Independent reading for KS5 students. Supporting extracts used to develop application of key concepts covered in this unit. Regular knowledge and metacognitive checks through students reading out responses. Writing modelling and paragraph structure provided for the <i>1984</i> task to assist students with their first extended piece of writing at KS5. Use of the expanded success criteria to facilitate planning of final assessment. Think-Pair-Share approach.</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Summative assessment of understanding – essay response to an extract from Orwell's <i>1984</i>.</p> <p>Explore the significance of the elements of social and political protest in this extract.</p> <p>Remember to include in your answer relevant detailed analysis of the ways the author has shaped meanings.</p>	