

Subject	Year	Term
English	7	Summer Term 2
Topic		
The World Today (Non-Fiction and Transactional Writing)		
Content (Intent)		
<p><b>Prior Learning (Year 6)</b></p> <ul style="list-style-type: none"> <li>Plan for audience and purpose.</li> <li>Develop character and setting in a narrative</li> <li>Use cohesive devices</li> <li>Grammatical consistency</li> <li>Begin to select vocab for effect.</li> </ul> <p>Students will begin by being introduced to the basics of analysing non-fiction texts, focusing specifically on identifying GAP (genre, audience and purpose). A variety of texts will be used to do this all centring around the theme of 'The World Today' and focusing on nature/the environment. Students will then be introduced to the features of persuasive rhetorical writing (GRIPPERS 3PS). There will be the opportunity to analyse non-fiction texts (using the department booklet) and for students to write their own non-fiction texts including article, speech and letters.</p> <p>Students will also focus on developing their speaking and listening skills (oracy), and during the term they will prepare and deliver a speech on an environmental topic. This will tie in with the annual Year 7 Public Speaking Competition.</p> <p>Unit example writers include: <i>Greta Thunberg, David Attenborough, Gerald Durrell.</i></p>		
<p><b>Future Learning (Topic)</b></p> <p>Year 8: Transactional Writing with a focus on speech writing (Greek Mythology unit).</p> <p>Year 9: Transactional Writing with a focus on debate (Blood Brothers unit).</p> <p>KS4: English Language Paper 2 Section A&amp;B</p>		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded? (Impact)	
<p>Lessons will include:</p> <ul style="list-style-type: none"> <li>-Discussion of high-quality non-fiction texts</li> <li>Discussion of key issues threatening The World Today</li> <li>-Analysing texts in booklet</li> <li>-Planning, writing and editing non-fiction texts</li> <li>-Practicing and revising core skills</li> <li>- Practising and rehearsing key oral skills.</li> </ul>	<p>This unit develops both <b>writing</b> skills and <b>speaking and listening skills</b>. Assessment will focus mainly on the speaking and listening skills:</p> <p><b>During Studies:</b></p> <ul style="list-style-type: none"> <li>➤ Students will self-assess work against the Speaking and Listening assessment objectives.</li> <li>➤ Students' peers will assess work against assessment objectives and give you targets to help progress.</li> <li>➤ Class teachers will give verbal feedback and guidance during lessons.</li> <li>➤ Class teachers will deliver whole class feedback based on class work and homework and identify areas to develop.</li> <li>➤ Class teachers will assess key individual work against assessment criteria and give targets to help progress.</li> </ul> <p><b>End of unit assessment:</b></p> <p>Students will deliver a persuasive speech on a an environmental topic that is relevant to the world today. A set of finalists will go forward to recomplete their assessment as part of the Year 7 Public Speaking Competition and might win a trophy!</p> <p><b>Speaking and Listening Assessment Objectives:</b></p> <p>AO1: Speaking</p> <p>AO2: Listening and Responding</p>	

## How can parents help at home?

- Watching Newsround/News Programmes as a family and discussing the issues.
- Watching documentaries and discussing the ideas covered.
- Visiting areas of natural interest and discussing ideas/experience with your child.
- Reading a newspaper or online articles and discussing the issues with your child.
- Encourage use of the Literacy pages of the VLE to revise core skills (grammar etc.)
- Encourage use of BBC Bitesize to revise the core skills of letter writing.

## Helpful further reading/discussion

### Reading

I am Malala – *Malala Yousavsi*

No One Is Too Small To Make A Difference – *Greta Thunberg*

Turning The Tide on Plastic – *Lucy Siegle*

My Family and Other Animals – *Gerald Durrell*.

### Vocabulary Lists

#### Non-Fiction

#### Persuade

#### Guilt

#### Repetition

#### Imagery

#### Personal pronouns

#### Emotive language

#### Rhetorical question

#### 3 – Tripling/Tricolon

#### Provocative statements

#### Statistics

#### Tone

#### Imperative verbs

#### Clarity

#### Line of argument

#### Connectives

#### Perspective

#### Purpose

#### Environmental

#### Crucial

#### Fundamental

#### Catastrophe

#### Controversial

#### Idyllic

#### Devastating

#### Innovative

#### Picturesque

#### Activism

#### Protest

### Careers Links

Author

Journalism

Librarian

Marketing Executive

Politician

PR

Teacher

TV and film (director/actor)

Social Media Manager

Web content manager