



### Subject: English Year 9: Summer Half Term 1, *Exploring Non-Fiction*

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>Exposure to a range of texts broadens horizons and provides the platform and stimulus to compose a unique piece of creative non-fiction writing. Analysis of texts, exploring them as a construct and picking them apart enables students to appreciate the craft of the writer. In turn, this feeds in to students' own writing, where they showcase their ability to use some of the techniques and approaches that they have seen the professionals employ.</p> <p>This unit prepares students for a deep appreciation of how voices are used and manipulated and supports the whole school ethos of Ravens Wood readers. Texts support and complement many of the issues explored through students' options subjects and within citizenship sessions.</p>		
	Critical	Core	Pinnacle
<p><b>The Big Questions</b> (What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> <li>• What are viewpoints and perspectives?</li> <li>• Quotation and quote – what is the difference?</li> <li>• What is a synonym?</li> <li>• What are structural features?</li> <li>• What is the difference between reading and expressing thoughts, and reading and expressing feelings?</li> <li>• What are imperatives, adverbs and speech verbs?</li> <li>• What are examples of wider punctuation and grammatical structures?</li> <li>• Who was Aristotle?</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to consider audience and purpose?</li> <li>• How do we write with subtlety, while effectively and consciously crafting a piece of writing?</li> <li>• Can we construct a piece of creative writing, which showcases some of the approaches and techniques identified in the extracts studied in class?</li> <li>• Why might a writer use different structural features?</li> <li>• Can I explain the desired impact of a range of structural features?</li> <li>• What are some of the different writing conventions and how do we employ them in our own writing?</li> <li>• How do we adopt a suitable tone and register?</li> </ul>	<ul style="list-style-type: none"> <li>• If a different emotion was dominant here, how would it impact upon the reader's understanding?</li> <li>• The same point, using two different structural features – what's the difference in impact on the reader?</li> <li>• Can pieces of non-fiction writing of the same genre be vastly different? What is this dependent on?</li> <li>• Do we view the reliability of writers through the lens of social prejudice?</li> </ul>

	<ul style="list-style-type: none"> <li>• What is Aristotelian Rhetoric?</li> </ul>	<ul style="list-style-type: none"> <li>• What are Ethos, Logos and Pathos? And how do these sit at the heart of the best arguments?</li> </ul>	
<b>The Key Skills/ Techniques</b>	<b>The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.</b>		
	<b>Skill/Technique</b>	<b>How will this skill be developed?</b>	
	<ul style="list-style-type: none"> <li>• Structuring of argument</li> <li>• Use of emotions/emotive language where appropriate</li> <li>• Use of a range of persuasive techniques</li> <li>• Use of wider range of punctuation such as : ; ( ) – for effect</li> <li>• Awareness of formality</li> <li>• Identifying and using suitable register</li> </ul>	<ul style="list-style-type: none"> <li>• Use of exemplar texts/extracts from a diverse range of writers from different points in history.</li> <li>• Identifying techniques and approaches in these extracts and establishing why the writer chose them and the desired impact</li> <li>• Working individually, in pairs and whole class level to explore and experiment, alongside feedback.</li> </ul>	

**Texts:** A range of non-fiction sources from 19<sup>th</sup> Century and Contemporary examples