



### Subject: English: Spring term 2, Comparing 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>Writing is not just about heroic journeys, adventures across magical lands or disappearing into a world of imagination, but a part of our everyday life. We write and read non-fiction every single day and yet it is never looked at as a construct. In this unit of work we will ask ourselves how non-fiction writing has changed over time; how authors have developed a piece of writing to influence you and change your opinion; and how every piece of writing is carefully constructed.</p> <p>This unit builds on the previous unit of work 'Exploring Fiction' asking students to see all texts as a construct, appreciating how no matter whether the text is fiction or non-fiction, writing is diverse and crafted, supporting the whole school ethos of Ravens Wood readers. Articles chosen will elicit debate on important issues within society.</p> |   |   |
|   | Critical  | Core  | Pinnacle  |
| <p><b>The Big Questions</b><br/>(What questions will students be able to answer upon mastery of the topic?)</p> | <ul style="list-style-type: none"> <li>• What is the difference between fiction and non-fiction?</li> <li>• When was the 19<sup>th</sup> Century? What was happening at the time?</li> <li>• What are the different styles of non-fiction writing?</li> <li>• What does comparison mean?</li> <li>• What is a viewpoint?</li> <li>• What is a method?</li> </ul>  | <ul style="list-style-type: none"> <li>• What is the author's viewpoint? How do we know that this is what they feel?</li> <li>• How can I select quotations judiciously?</li> <li>• What type of methods can a writer use? How can I spot them?</li> <li>• How can I clearly signpost that I am comparing?</li> <li>• How has the writer conveyed their point of view?</li> <li>• Are there different viewpoints in the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century? Why?</li> </ul> | <ul style="list-style-type: none"> <li>• Does the purpose of the text influence the way we perceive it?</li> <li>• Do our own views on 'animal testing' influence our opinion of Darwin's letter?</li> <li>• Are some methods more effective than others?</li> <li>• Is our narrative voice reliable? Does this matter?</li> <li>• Should context be relevant?</li> </ul> |
| <p><b>The Key Skills/ Techniques</b></p>  | <p><b>The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.</b></p>   |   |   |
|   | <p><b>Skill/Technique</b></p>   | <p><b>How will this skill be developed?</b></p>   |   |

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|  | Analysing the viewpoint and methods writers use.                 | Identifying the viewpoint and selecting evidence to support this.<br>Writing analytical paragraphs which analyse the techniques the writers use. |
|  | Exploring that different writers convey ideas in different ways. | Comparison paragraphs and points.<br>Evaluation of the effectiveness of the techniques used.   |