

<b>KEVICC KS3 Curriculum:</b>		<b>Subject: English</b>	<b>Key terms and vocabulary.</b>
<b>Year: 7</b> <b>Term: SP2 into SU1</b>		<b>Topic: Viewpoint and Analysis</b>	<b>Bold = Tier 3 subject terminology</b>
<p><b>What is the essential knowledge from this unit? What do students need to remember and understand?</b></p> <p>Students will read a variety of challenging texts including Literacy non-fiction and discuss and evaluate the viewpoint of the writer or creator.</p> <p>They will practice the rubric of GCSE Language Paper 2 Questions 1 and 2 as well as their own viewpoint writing (25% of Language GCSE). Question 1 requires them to infer viewpoint from a text and Question 2 requires them to synthesize and compare difference across two contrasting texts.</p>		<p>Words are discussed and used within the lesson context and then revisited in the following lessons. Students are encouraged to use these words in their assessments. Library lessons are also used to reinforce these words. They will be revisited a minimum of four times in the year.</p>	
<p><b>Culture Capital stories (one per fortnight):</b> Narcissus and Echo, The Good Samaritan, The Midas Touch</p>		<p>Forensic, Shrewd, <b>Portray/al, Viewpoint, Connotation, Denotation, Arrogant, Contemptuous, Gullible, Bias Abstract, Critical, Symbolism, Analyse Manipulated, Rhetoric Divisive, Verity, Infatuated, Excessive, Justify, Revolutionary, Unsolicited, Implicit, Explicit, Infer, Monarchy, Context, Depict, Affront, Palpable, Convey Unconditional, Redemptive, Revolutionary, Anaphora, Direct address, Semantic field, Discourse markers,</b> Unprecedented, Unparalleled, Exceptional, <b>Critical</b> Unquestionably, Unadulterated, <b>tone</b> Paltry, Tat, <b>Superlative, Noun phrase, Grandeur, Prim, Galore, Extravaganza</b></p>	
<p><b>What prior learning supports understanding of this content?</b></p> <p>All texts studied so far in Year 7 have been looked at through the lens of authorial viewpoint. This is the first time this has been applied to non-fiction texts but students should be able to transfer their previous learning and apply it here.</p>	<p><b>How does this content link to future learning?</b></p> <p>Students need to be fluent and resilient readers for GCSE.</p> <p>It is also vital that students become credulous and forensic readers, aware that texts are written to manipulate the reader.</p>		
<p><b>Reading:</b> Where in the unit are students supported to read complex academic text?</p> <p>A variety of challenging non-fiction pieces including newspaper articles and speeches.</p>	<p><b>Writing:</b> Independent writing tasks and how they are structured</p> <p>Viewpoint writing: how do texts manipulate their readers; and speech writing. Lessons give examples, model writing and then allow for independent writing.</p>		
<p><b>Review:</b> How will learning be reviewed? How will feedback be received?</p> <p>Viewpoint writing on bias – based on Language Paper 2 Section B in Week 1, revisited in Week 4 with a chosen question. Teacher feedback to aid improvement of viewpoint writing. Peer and self-assessment throughout.</p>			