

KEVICC KS3 Curriculum:	Subject: English	Key terms and vocabulary.
Year: 8 Term: SPR2 into SU1	Topic: Journalism and Advertising	Bold = Tier 3 subject terminology
<p>What is the essential knowledge from this unit? What do students need to remember and understand?</p> <p>This scheme is designed to address the requirement for schools to ensure each curriculum subject directly addresses possibilities of employment in an area in which utilises their subject. This scheme will introduce students to the types of occupations where an English qualification is most useful. This work combines journalism and advertising/marketing.</p> <p>Eager students should speak to Mr Cotton about his Press Team as they could be writing pieces for the Courier, Totnes Times and the college Website.</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>Culture Capital stories (one per fortnight): Narcissus and Echo, The Good Samaritan, The Midas Touch</p>		<p>recognisable, influence, manipulative, slogan artificial intelligence, vintage, invigorating, perspective, medium, media (plural), psychology, tranquil, purity, denotes, connotes, evoke, invoke, exposure/exposed, effective, target audience aspirational, compelling, captivate, connotation, evaluate, enticing, complex, superlative, comparative, project, conflicting, consumer, subjective, figurative language, anecdote, rhetorical, unbiased, evolve/ evolution, consumed, perspective, active and passive voice, affect/effect linguistically, sensationalising impartial, subjective, objective, Impartial, dispute, open/closed questions, concise, precariously, summarise, balanced, collected (calm), judicious empathy, incite, bias, perspective, synonym, subjective, objective characterised, to access, open journalism, inference</p>
<p>What prior learning supports understanding of this content?</p> <p>All texts studied so far in Year 7 and 8 have been looked at through the lens of authorial viewpoint. This time it is applied to non-fiction texts and students should be able to transfer their previous learning and apply it here.</p>	<p>How does this content link to future learning?</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>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>A variety of challenging non-fiction pieces including adverts (print and moving image) newspaper articles, and speeches.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Viewpoint writing on the power of advertising; viewpoint writing on banning mobile phones.</p> <p>Lessons give examples, model writing and then allow for independent writing.</p>	
<p>Review: <i>How will learning be reviewed?</i> <i>How will feedback be received?</i></p> <p>Baseline piece of viewpoint writing in Week 3. Teacher feedback to aid improvement of analysis. Revisited in more depth and detail in Week 6. Peer and self-assessment throughout.</p>		