



### 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>		
	Essential	Core	Ambitious
<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 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 essential, core and ambitious knowledge</b></p>		
	<p><b>Skill/Technique</b></p>	<p><b>How will this skill be developed?</b></p>	

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