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**Knowledge Rich Curriculum Plan**

The Paris Anthology

**Year 13: Spring Term (HT3/4)**



| **A Level English**  **Language Analysis** |  |  |  |  |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Week 1:**  **Lesson 1 + 2 – Paris for Children** | * Students will know that “Rough Guides” are a very well-known and well-trusted brand of guide books. * Students will know that images can be used in texts to help persuade a reader – in this case the image of the carousel will help persuade adult readers that Paris is an ideal location to take their children. * Students will note the dense information offered to readers in this text – this links directly to the purpose this text, it is not designed to entertain but purely to inform. * Students will see that Paris is represented very differently in this text to many others they have studied. | **Intensifier:** a lexical category for a modifier that makes no contribution to the propositional meaning of a clause but serves to enhance and give additional emotional context to the word it modifies.  **Graphology:** Graphology refers to the visual appearance of a text. Anything that we see on the page can constitute the graphology of a text, from the [layout](https://www.studysmarter.co.uk/explanations/english/graphology/layout/), to the font size, to letter [capitalisation](https://www.studysmarter.co.uk/explanations/english/graphology/capitalisation/). | * ***Students will need to know how Paris is typically repressed.*** * ***Students will already know that Paris is often perceived as harsh and unfriendly, they will use this knowledge to shape their ideas around Paris for children.*** | * *Students will be assessed on a text from this anthology in their exam.* * *Big Question: If “travel broadens the mind” is it vital that children do so?* |
| **Week 2:**  **Lesson 3+4 - Klay Lamprell and Graphology** | * Students will know how writers modify their linguistic and graphological choices when appealing to children. * Students will understand how writers adapt their syntax and organisation when appealing to a child reader. * Students will understand that these texts have dual purpose, to both entertain and inform and to do so for an audience with a wholly different perspective on fun than an adult reader. | **Pre-modifying Adjective**: a modifier that precedes the head of a noun phrase or word that determines the meaning of a phrase. Premodifiers are most often adjectives.  **Declarative:** A simple declarative sentence has a simple sentence structure, consisting of a subject and a predicate. Examples of declarative sentences in the simple form include: My dog is sick. It is a nice day. Pizza is the best. | * ***Students will need to know who Napoleon Bonaparte is and what his emblem represents about France and its history.*** | * *Students will be assessed on a text from this anthology in their exam.* * *Big Question: If “travel broadens the mind” is it vital that children do so?* |
| **Week 3:**  **Lesson 5+6 – Seven Ages of Paris** | * Students will know that the text is a historical text designed to educate adults who are interested in the history of Paris. * Students will know that the author presents themselves as an objective heterodiegetic narrator, exploring a variety of aspects of French history from architecture to poverty. * Students will know that although the text is presented as non-fiction, the author employs a variety of literary techniques and references to fiction throughout. * Students will know that the author employs a conversational tone. | **Objective** - something that you are trying to achieve    **Heterodiegetic** – when the narrator of a dramatic work is not also the protagonist or a character in the work | * ***Students can build on previous discussion around memory from their poetic study. Is the heterodiegetic narrator doomed to be unreliable as they rely on memory alone?*** * ***Students can look to their knowledge of travel writing theory – things should be written in the moment.*** | * *Students will be assessed on a text from this anthology in their exam.* * *Retrieval Practice at the start of lesson.* * *Big Question: Are memories ultimately unreliable?* |
| **Week 4:**  **Lesson 7**  **Writing – Paris as a holiday destination for children.** | * Students will know that this part of the course is concerned with the representations and meanings, and how skilful, writers shape both. * **Students will know how to respond to the question: Compare and contrast how the writer of Text A and the speakers of Text B present experiences of visiting Paris for a child.** * Students will know that AO1 is to apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression. | NA | * ***Students will use the knowledge they have built in their most recent English lessons to complete this answer.*** * ***Students will use their previous essay writing experience in this task.*** | * *Students will be assessed on a text from this anthology in their exam.* * *This assessment will strongly resemble the end of year assessment* |
| **Week 4:**  **Lesson 8 – Letters from France** | * Students will know that the text is made up of letter extracts written in the 18th century about the political landscape in France. * Students will know that the political situation in 18th century France was violently turbulent due to a widening of the social and financial gulf between proletariat and aristocracy, leading to the forming of a National Assembly to address the inadequate representation of people in French government. * Students will know that the letters are written by a first person homodiegetic narrator, following conventions of 18th century letter writing, such as complex sentences and exclamations. | **Turbulent:** characterized by conflict, disorder, or confusion; not stable or calm.  **Monologue:** a long speech by one actor in a play or film, or as part of a theatrical or broadcast programme. | * ***Students will need to know the typical letter writing conventions.*** * ***Students will understand something of French history and political climate.*** | * *Students will be assessed on a text from this anthology in their exam.* * *Retrieval Practice at the start of lesson.* * *Big Question: How much is a modern country shaped by its history?* |
| **Week 5:**  **Lesson 9 +10 – Letters from France** | * Students will know that the letters differ from the expected conventions by being written as a monologue in many places, giving it a quality of early reportage rather than personal correspondence. * Students will know that the writer uses a variety of rhetorical techniques, such as questioning and exclamations to express their shock at the extraordinary events in Paris. | **Homodiegetic Narrator** – when the narrator of a dramatic work who is also the protagonist or other character in the work.  **Proletariat:**  working-class people regarded collectively, often used with reference to Marxism.  **Aristocracy:** the highest class in certain societies, typically comprising people of noble birth holding hereditary titles and offices. | * ***Students will need to know the typical letter writing conventions.*** * ***Students will understand something of French history and political climate.*** | * *Students will be assessed on a text from this anthology in their exam.* * *Retrieval Practice at the start of lesson.* * *Big Question: How much is a modern country shaped by its history?* |
| **Week 6: Lesson 11 -**  **Feedback** | * **Students will know how to improve their response with teacher feedback.** | **NA** | * ***Students will need to know how to approach and analyse a piece of text.*** | * *Students will be assessed on a text from this anthology in their exam.* |
| **Week 6: Lesson 12 – Fine French Food** | * Students will know that constraint in English refers to the limitations which are acting upon a given text or mode. In this case for example, access to the internet is a constraint acting upon this text. * Students will know the subtle gender differences in language use. They will look at the conversation between three speakers and consider how female spoken language differs from the male speaker. | Cuisine - a style of cooking    Sophistication - experience of the world and knowledge of fashion, culture and other things that people think are socially important    Formality - Formal language is characterized by the use of standard English. | * ***Students need to already know that in English mode refers to a way or manner in which something occurs or is experienced, expressed, or done.*** * ***Students need to already know how Paris is represented publicly and some key preconceptions which exist about the city in terms of culture, food and attitude.*** | * *Students will be assessed on a text from this anthology in their exam.* * *Big Question: Is food intrinsic to culture?* |
| **Week 7: Lesson 13 + 14**  **The Sweet Life** | * Students will know that this is a planned and permanent form of writing with specific semantic choices to create mood and atmosphere. * Students will know that this text is an extract from a book all about eating and drinking in Paris. The book also features some recipes. * Students will understand that the purpose of this text is to inform and entertain the reader. * Students will be able to look to specific stylistic choices which link to the purpose of the text. | **Semantics:** The study of meaning in language. Basically, what words actually refer to, E.g. table refers to a item of furniture, usually something you sit at. This would be a standard dictionary definition.  **Euphemism:** A mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something unpleasant or embarrassing. | * ***Students will already know the central role cuisine plays in French culture, especially in Parisian life.*** * ***Students will know that Paris is associated both with fine dining and fine wine.*** | * *Students will be assessed on a text from this anthology in their exam.* * *Big Question:* *Is food intrinsic to culture?* |
| **Week 8: Lesson 15 – Paris Anthology Consolidation** | * Students will be able to address any misconceptions from the anthology as a whole. * Students will be able to address any gaps in their knowledge. * Students will be able to discuss links between texts and possible exam questions they could be asked this summer. | **NA** | * ***Students will use these lessons to consolidate their learning and raise any issues.*** | * *Students will be assessed on a text from this anthology in their exam.* |