



The Sutton Academy

# Knowledge Rich Curriculum Plan

*Year 12: Paris Anthology B*

| Lesson/Learning Sequence                                   | Intended Knowledge:<br><i>Students will know that...</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Tiered Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Prior Knowledge:<br><i>In order to know this students, need to already know that...</i>                                                                                                                                                                                                                                                                                                                                                                                                      | Written link the wider curriculum | Assessment |
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| <b>Lesson 1</b><br><br><b>Stories are Waiting in Pairs</b> | <p><i>Students will know that mode refers to different ways that texts can be presented. Image, writing, layout, speech and moving images are all examples of different kinds of modes.</i></p> <p><i>Students will know that this text is multi-modal text meaning it requires the processing of more than one mode and the recognition of the interconnections between modes.</i></p> <p><i>Students will know that Eurostar is an international high-speed rail service connecting the United Kingdom with France, Belgium and the Netherlands.</i></p> <p><i>Students will know that the male narrator adds an element of authority to the advertisement. Linguistic theories around gender suggest this to be the case.</i></p> | <p><i>Endophoric narrative – a narrative that references something within itself.</i></p> <p><i>Deixis – the use of general, non-specific words and language used to refer to people, places or times.</i></p> <p><i>Heteronormativity – the assumption of heterosexuality and traditional gender roles as the norm within society.</i></p> <p><i>The Male Gaze – the act of depicting women and the world from a masculine, heterosexual perspective that represents women as sexual objects for the pleasure of the heterosexual male viewer.</i></p> | <p><i>Students will need to know that <b>stative verbs</b> are verbs that shows continued or progressive action on the part of the subject.</i></p> <p><i>Student will need to know that <b>dynamic verbs</b> are verbs that shows continued or progressive action on the part of the subject.</i></p> <p><i>Students will know that Paris is often represented as a place of romance and romantic possibility.</i></p> <p><i>Students will be familiar with the language frameworks</i></p> |                                   |            |

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| <b>Lesson 2</b><br><br><b>Mile by Mile</b> | <p><i>Students will know that graphology is a level of analysis along with phonology, vocabulary, grammar and semantics. It includes the study of layout, the use of logos and any other feature of graphical communication.</i></p> <p><i>Students will know that a premodifying adjective is an adjective that comes before the most important word (the head), and adds information about it. For example, in the noun group 'the best people', 'best' is the premodifying adjective.</i></p> <p><i>Students will be able to consider links with Stories are Waiting in terms of representation – the journey to Paris being part of the Parisian experience, especially when arriving by rail.</i></p>                                                                                                                                                                                                                                                                                                | <p><i>Cartographer – a person who draws or produces maps.</i></p> <p><i>Idiom - a group of words established by usage as having a meaning not deducible from those of the individual words (e.g. over the moon, see the light ).</i></p>                                                                             | <p><i>Students will already know that mode refers to different ways that texts can be presented. Image, writing, layout, speech and moving images are all examples of different kinds of modes.</i></p>                                                                                             |                                   |            |
| <b>Lesson 3</b><br><br><b>Mile by Mile</b> | <p><i>Students will know that semantics refers to the branch of linguistics and logic concerned with meaning. The two main areas are logical semantics, concerned with matters such as sense and reference and presupposition and implication, and lexical semantics, concerned with the analysis of word meanings and relations between them.</i></p> <p><i>Students will be able to explore why the “Gar du Nord” is so grand in appearance – can make links to other ornate stations they may know of – think about what this suggests about Paris and the impression they Parisians of the past were hoping to #give to passengers upon their arrival in the city.</i></p> <p><i>Students will know that the use of lexis can often give us an idea of the ideal reader. The lexis in this text is fairly accessible with some low frequency lexis. This suggests that the ideal reader is someone with a reasonable level of education along with an interest in travel and/or train travel.</i></p> | <p><i>Façade – the principal front of a building, that faces on to a street or open space.</i></p> <p><i>Cataphora/ Cataphoric Reference - the use of a word or phrase that refers to or stands for a later word or phrase (e.g. the pronoun he in he may be approaching 37, but Jeff has no plans to retire</i></p> | <p><i>Student have previously studied “Stories are Waiting” and may be able to make connections between the texts.</i></p> <p><i>Students will have some knowledge of how Paris is typically represented. They will also know how a journey to Paris has been represented in other text and</i></p> |                                   |            |

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|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <i>from the sport yet).</i>                                                                                                                                 | <i>what we can infer from this.</i>                                                                                                                                                                                                                |                                   |            |
| <b>Lesson 4</b><br><br><b>Paris City Guide</b>             | <p><i>Students will know how a text can be constructed to presented an unbiased view. This will chiefly be achieved through lexical choices. It is important that students understand the purpose of a piece of a travel writing and how the “impersonal voice” and “” are conventional of the genre.</i></p> <p><i>Students will know that writers must avoid subjectivity in their work, for a piece of travel writing to be successful. This is in line with the theories of Karl Thompson. It would be useful for students to understand that travel writers often adopt the style of a “Cartesian Eye” surveying the surrounding scene. This can be demonstrated in this text. In this sense the writer (like Descartes who postulated on the division between mind and body) is something of a disembodied eye.</i></p> | <p><i>Cartesian – relating to Descartes and his ideas.</i></p> <p><i>Subjective - based on or influenced by personal feelings, tastes, or opinions.</i></p> | <p><i>Students will already know that semantics refers to the branch of linguistics and logic concerned with meaning.</i></p> <p><i>Students will already know the difference between a proper noun, a concrete noun and an abstract noun.</i></p> |                                   |            |
| <b>Lesson 5</b><br><br><b>Conventions of forum posting</b> | <b>New lesson to be made by RMY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                             |                                                                                                                                                                                                                                                    |                                   |            |

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| <p><b>Lesson 6</b></p> <p><b>What do you wish someone had told you?</b></p> | <p><i>Students will know that a key limitation to user generated content on pages like “Trip Advisor” is they lack any objectivity, as they are purely based on personal experience. In this way they subvert the purpose of travel writing in its traditional form.</i></p> <p><i>Students will know that the term “negation” refer to when we want to say that something is not true or is not the case, we can use negative words, phrases or clauses. Negation can happen in a number of ways, most commonly, when we use a negative word such as no, not, never, none, nobody, etc.</i></p> <p><i>Students will now that Synthetic personalisation is the process of addressing mass audiences as though they were individuals through inclusive language usage. The use of second person pronouns contributes significantly to the process of synthetic personalisation within the media. It is extremely common to encounter constructions such as “See you after the break” on television shows prior to breaks. This device has been used in this text perhaps to relate to the other users but also to convey their opinion in a strong manner.</i></p> | <p><i>Objectivity – not influenced by personal feelings or opinions in considering and representing facts.</i></p> <p><i>Informal - denoting the grammatical structures, vocabulary, and idiom suitable to everyday language and conversation.</i></p> <p><i>Acronym - an abbreviation formed from the initial letters of other words and pronounced as a word.</i></p> | <p><i>Students will need to know what an internet forum is and what the function of this written mode is.</i></p> <p><i>Students need to know what sort of people usually access forums and what the affordances and constraints of this mode are.</i></p> |                                   |            |
| <p><b>Lesson 7</b></p> <p><b>MCQ - Short Written Task</b></p>               | <p><i>During this lesson the students will be assessed on their learning so far.</i></p> <p><i>This is a formative assessment to allow us to close any knowledge gaps for the coming half term.</i></p> <p><i>The students will complete a 30 question MCQ and a short written task at the end of each unit to assess their progress and identify any misconceptions.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                            |                                   |            |