**2**

**Knowledge Rich Curriculum Plan**

*English Language Paper 2 – Year 10*



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Written link the wider curriculum** | **Assessment** |
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| 1. **What are the key features of a speech?** | Students will know what makes up the acronym: **ARIPEFOREST.**  Students will know that Malala wrote her speech to argue her case on the importance of education for women and girls in Afghanistan.  Students will know that Malala wrote her speech to explain to the UN the atrocities that have happened and continue to happen in Afghanistan. | **Direct address** – Speaking directly to the audience.  **Emotive language-** Language that appeals to the emotions of the audience.  **Opinion**- A view/judgement about something, not necessarily based on fact or knowledge.  **Statistic** – A piece of numerical data used as evidence to support something.  **Anecdote** – An interesting story about a real incident or person. | Students will be familiar with **ARIPEFOREST.**  Students will be aware of the features of a speech from KS3 – Rhetoric scheme. |  | Annotations of Malala’s speech.  E.g.  Statistic – ‘39% of children attending school in Afghanistan last year were girls.’  Anecdote – ‘I was 10 years old.’  Emotive language – ‘I heard bombs, gunfire and explosions.’ |
| 1. **What language techniques are used in the texts?** | Students will know that Malala has used specific persuasive devices in her speech.  Students will know that Malala has used multiple arguments in her speech to express her point of view. |  | Students will be familiar with newspaper articles.  Students will be aware of the features of a speech from KS3 – Rhetoric scheme. | Students will be aware of the features of a speech from KS3 – Rhetoric scheme. | Knowledge retrieval – Sentence stems.   1. An anecdote is a personal story that is interesting. 2. Direct address is when a writer speaks to their audience directly. 3. Emotive language is language that evokes a certain emotion.   Article One:  Language techniques:  ‘You might hate’ - Direct address  ‘Pride’  ‘Worrying’  ‘Pressure’  ‘Bullies’   * Emotive language   Arguments:  -School uniform is a badge of pride and an important part of being a school uniform.  -A school uniform teaches students to dress smartly and take pride in their appearance.  -A school uniform can reduce distraction and makes a classroom a more serious environment.  -Students found not wearing a uniform intimidating.  Article Two: |
| 1. **Planning a speech** | Students will know how to respond to a statement.  Students will know how to develop an argument in response to a statement.  Students will know how to use their arguments to create a plan. |  | Students will be aware of the features of a speech from KS3 – Rhetoric scheme. | Students will be aware of the features of a speech from KS3 – Rhetoric scheme. | Knowledge retrieval – Sentence stems.   1. Question 5 may ask you to write an article, speech or letter. 2. List 3 purposes of the text: Argue, explain or persuade. 3. Question 5 is worth 40 marks.   Respond to statements.  Planning table. |
| 1. **Write a speech.** | Students will know how to write a speech.  Students will familiarise themselves with the model response and use it to guide their own writing. |  | Students will be familiar with the statement.  Students will be familiar with their plan.  Students will be aware of the features of a speech from KS3 – Rhetoric scheme. |  | Knowledge retrieval – Sentence stems.   1. An anecdote is a personal story that is interesting. 2. Direct address is when a writer speaks to their audience directly. 3. A rhetorical question is a question that doesn’t require an answer.   Write a speech.  -Model in the booklet.  Visualiser opportunity – Randomise students and look at some examples under the visualiser. |
| 1. **Features of a letter** | Students will know the key features of a letter.  Students will know that Marcus Rashford has used a range of techniques in his letter to parliament. | **Emotive language**- Language that appeals to the emotions of the audience.  **Opinion**- A view/judgement about something, not necessarily based on fact or knowledge.  **Statistic** – A piece of numerical data used as evidence to support something.  **Anecdote** – An interesting story about a real incident or person. | Students will be aware of the features of a speech from KS3 – Rhetoric scheme.  . | Students will be aware of the features of a speech from KS3 – Rhetoric scheme.  g | Knowledge retrieval – List features of a letter:  -Layout  -Address the recipient.  -Paragraphs  -Dear Sir/Madam or use their name if you know it.  -End the letter with **yours sincerely** if you **do** know the person  -Use **yours faithfully** if you **don’t** know the person  Summarise the letter:   * Marcus Rashford experienced his mother’s struggles when he was a child. * Rashford reflects on his childhood. * Rashford discusses the effect of Covid on children. * Rashford reflects on his own success story.   Purpose of letter :   * To explain/ argue the issues around poverty and children’s access to food.   Identify persuasive techniques. |
| 1. **Building an argument** | Students will know that there are different types of newspaper headlines.  Students will know the TAP of the question 5 statement. |  |  | Students will be aware of the features of a speech from KS3 – Rhetoric scheme. | Knowledge retrieval - Paper 2 Question 1  A, C, E and F  Type- A letter  Audience- Editor of newspaper  Purpose- To argue  Planning table. |
| 1. **Planning a letter** | Students will know how to plan a response to a question 5. |  | Students will be familiar with the planning grid. | Students will be aware of the features of a speech from KS3 – Rhetoric scheme. | Knowledge retrieval – List 3 features of a speech: Address audience, direct address, emotive language, clear arguments.  3 features of a letter: Appropriate ending, paragraphs, appropriate opening.  Complete the planning table. |
| 1. **Writing a letter** | Students will know how to respond to a question 5.  Students will know how to evaluate their own writing and identify successes of both. |  | Students will be familiar with the planning grid.  Students will be familiar with the features of a letter. | Students will be aware of the features of a speech from KS3 – Rhetoric scheme. | Knowledge retrieval – List techniques/arguments.  Identify the successes of the model and own article.  Write a letter  -Model in the booklet.  Visualiser opportunity – Randomise students and look at some examples under the visualiser. |
|  | Students will know the features of a newspaper article.  Students will know the differences between a tabloid and a broadsheet newspaper. | **Emotive language**- Language that appeals to the emotions of the audience.  **Opinion**- A view/judgement about something, not necessarily based on fact or knowledge.  **Statistic** – A piece of numerical data used as evidence to support something.  **Rhetorical question –** A question that doesn’t require an answer.  **Exaggeration** – Over emphasising something to cause a more effective response. |  | Students will be aware of the features of a speech from KS3 – Rhetoric scheme. | Knowledge retrieval – Sentence stems   1. A statstic is numerical data that can be used as evidence to support something. 2. An opinion is a personal view on something. 3. A rhetorical question is a question that doesn’t require an answer.   Features of an article:  Headline, subheading, paragraphs, statistics, facts, quotes...  Summarise the article:   * Zoos argue that they are educational. * PETA believes that no one should support zoos. * Zoos argue that they are used for conservation and yet they don’t hold many endangered species.   Purpose:   * To argue against the zoo’s main purposes for existing.   Identify persuasive techniques. |
| 1. **Building an argument** | Students will know the TAP of the question.  Students will know how to plan for a newspaper article.  Students will be able to build an argument outlining their point of view. | **Emotive language** - language that evokes a certain emotion.  **Exaggeration**- over emphasising something to cause a more effective response.  **Rhetorical question** - a question that doesn’t require an answer.  **Opinion**- A view/judgement about something, not necessarily based on fact or knowledge | Students will be familiar the persuasive techniques used in an article. | Students will be aware of the features of a speech from KS3 – Rhetoric scheme. | Knowledge retrieval – sentence stems.   1. Emotive language is language that evokes a certain emotion. 2. Exaggeration is over emphasising something to cause a more effective response. 3. A rhetorical question is a question that doesn’t require an answer.   Type- Article  Audience – Readers of newspaper  Purpose – To explain  Planning tables. |
| 1. **Write an article.** | Students will know how to respond to a question 5.  Students will know how to evaluate their own writing and identify successes of both. |  | Students will be familiar with the planning grid.  Students will be familiar with the features of an article. | Students will be aware of the features of a speech from KS3 – Rhetoric scheme. | Knowledge retrieval – 3 conventions of an article:  Heading, quotes, statistic, subheading, paragraph.  Write an article.  Visualiser opportunity – Randomise students and look at some examples under the visualiser. |
| 1. **Features of a blog article.** | Students will know the features of a blog article.  Students will know how to recognise the main points of the articles. | **Emotive language** - language that evokes a certain emotion.  **Rhetorical question-** a question that doesn’t require an answer. | Students will be familiar with the features of an article. | Students will be aware of the features of a speech from KS3 – Rhetoric scheme. | Knowledge retrieval – Features of a blog article:  Compelling opening, opinion, rhetorical question, emotive language...  Summarise the blog article:   * Acknowledges that it’s okay not to be okay. * Boys have always been less inclined to talk about their feelings. * There are spaces being created for men and boys to talk. * Sport has allowed men to express themselves. * The need for emotionally tough and repressed men is outdated.   Purpose :   * Encourage men to talk and express themselves. * Explain the changes in society since the conversation has changed around mental health. |
| 1. **Build an argument.** | Students will know the TAP of the question.  Students will know how to plan for an online magazine article.  Students will be able to build an argument outlining their point of view. |  | Students will be familiar the persuasive techniques used in an article. | Students will be aware of the features of a speech from KS3 – Rhetoric scheme. | Knowledge retrieval – List reasons why an online magazine might have a different audience to a newspaper.  Online: younger audience, they may want to read a shorter article, audience may want to read a less formal article with more images and interactive content.  Newspaper – Older audience, audience may want to read a more detailed article  Planning table. |
| 1. **Write a blog article.** | Students will know how to respond to a question 5.  Students will know how to write a blog article. |  | Students will be familiar with the planning grid.  Students will be familiar with the features of an article. | Students will be aware of the features of a speech from KS3 – Rhetoric scheme. | Knowledge retrieval – List techniques/arguments.  Write an article.  -Model in the booklet.  Visualiser opportunity – Randomise students and look at some examples under the visualiser. |