



The Sutton Academy

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
1. What are the key features of a speech?	<ul style="list-style-type: none"> Students will be reminded of the breakdown of the English Language course. Students will know that they will be given a statement that expresses a viewpoint and they will then be asked to write a response to it. Students will know that possible purposes might include: <ul style="list-style-type: none"> Writing to explain Writing to instruct/advise Writing to argue Writing to persuade <p>Students will know that the possible types of text they could be asked to produce are:</p> <ul style="list-style-type: none"> Article Letter Text of a speech <ul style="list-style-type: none"> Students will know that persuasive techniques are used in pieces of transactional writing to convince the audience to agree with a certain idea or opinion. 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. 	<p>Direct address – Speaking directly to the audience.</p> <p>Emotive language – Language that appeals to the emotions of the audience.</p> <p>Opinion – A view/judgement about something, not necessarily based on fact or knowledge.</p> <p>Statistic – A piece of numerical data used as evidence to support something.</p> <p>Anecdote – An interesting story about a real incident or person.</p>	<p>Students will be familiar with Ethos, Pathos and Logos.</p> <p>Students will be aware of the features of a speech from KS3 – Rhetoric scheme.</p>		<p><u>Knowledge retrieval</u></p> <p>Persuading someone means to influence, convince, or sway their beliefs, opinions, attitudes, or actions through effective communication, reasoning, or presentation of arguments.</p> <p>Ethos (Ethical Appeal):</p> <ul style="list-style-type: none"> Credibility and authority of the speaker Trustworthiness Good moral character <p>Pathos (Emotional Appeal):</p> <ul style="list-style-type: none"> Emotional language and vivid imagery Personal anecdotes and stories Appeals to fear, love, anger, pity, etc. <p>Logos (Logical Appeal):</p> <ul style="list-style-type: none"> Facts and statistics Logical reasoning and arguments Analogy and comparisons <p>Anaphora, Alliteration, Antithesis, Rhetorical Questions, Hyperbole, Metaphor, Irony, Repetition, Colloquial Language, Statistics, Imperatives</p> <p>Annotations of Malala's speech.</p> <p>E.g.</p> <p>Statistic – '39% of children attending school in Afghanistan last year were girls.'</p> <p>Anecdote – 'I was 10 years old.'</p> <p>Emotive language – 'I heard bombs, gunfire and explosions.'</p>
2. Speech writing	<ul style="list-style-type: none"> Students will know that when writing a speech <p>You should include:</p> <ul style="list-style-type: none"> A simple address to your audience Paragraphs A final address to your audience <p>You could include:</p> <ul style="list-style-type: none"> Awareness of the audience throughout Fluently sequenced paragraphs 		<p>Students will be familiar with speeches.</p> <p>Students will be aware of the features of a speech from KS3 – Rhetoric scheme.</p>		<p><u>Knowledge retrieval</u> – Sentence stems.</p> <ol style="list-style-type: none"> An anecdote is a brief and often personal story or account of an incident, typically used to emphasize a point, evoke emotions, or make information more relatable to the audience. An opinion is a personal belief, judgment, or perspective that may or may not be based on factual information. A fact is a statement that can be objectively proven to be true or false based on evidence and reality. <p>Possible responses for table:</p>

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	<ul style="list-style-type: none"> Students will know what format question 5 takes. Students will learn one potential way of opening a speech by using Malala's speech as a reference. 				<p>My fellow classmates, teachers, and honoured guests, thank you for allowing me to speak on this momentous day as we reflect on our journey.</p> <p>I appreciate the importance our school has placed on education, shaping our lives during these formative years. As we stand here on the precipice of a new beginning, I am honoured to address you on this momentous occasion.</p> <p>Today, we embark on a journey beyond the familiar halls of our beloved school, armed with our hard earned qualifications.</p> <p>But, as we bid farewell to the institution that has been our second home, let us reflect not only on the academic achievements that grace our resumes but also on the countless moments that have shaped our character and broadened our perspectives. Our learning, both within and beyond these walls, has been a collective adventure, an exploration of not just the subjects in our syllabus but the very essence of who we are and who we aspire to become.</p>
3. Newspaper articles	<ul style="list-style-type: none"> 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 know when writing an article... <p>You should include:</p> <ul style="list-style-type: none"> A simple title Paragraphs <p>You could include:</p> <ul style="list-style-type: none"> An original or humorous title A strapline Subheadings Fluently sequenced paragraphs 	<p>Pathos: the emotional appeal in communication. It involves using emotions to persuade or connect with the audience.</p> <p>Ethos: the ethical appeal in communication. It involves establishing credibility, trustworthiness, and authority to persuade the audience.</p> <p>Logos: the logical appeal in communication. It involves using facts, evidence, and reasoning to make a</p>	<p>Students will be aware of the features of a an article from KS3 – Rhetoric scheme.</p>	<p>KS3 – Rhetoric scheme.</p>	<p>Knowledge retrieval</p> <ul style="list-style-type: none"> An anecdote is a short and often personal story or account, usually included in a conversation, speech, or writing to illustrate a point, evoke emotions, or provide real-life context. Emotive language is the use of words and phrases designed to evoke strong emotions, feelings, or reactions in the audience. Direct address is a rhetorical strategy in which the speaker directly engages and communicates with the audience or a specific person. <p><u>Article One:</u></p> <p><u>Summary</u></p> <ul style="list-style-type: none"> School uniforms are viewed as a badge of pride that creates a distinct identity for a school. School uniforms, even if more formal, teach students to dress smartly and take pride in their appearance, preparing them for future dress requirements. Uniforms eliminate concerns about peer pressure related to clothing, promoting social equality. <p>Persuasive techniques:</p>

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		persuasive argument.			<p>Pathos: Emotional Appeal: The use of phrases such as "You might hate your school uniform" and "A number of students have complained about the change" appeals to the reader's emotions, acknowledging and validating their feelings about school uniforms.</p> <p>Logos: Logical Appeal: The argument that school uniforms can improve learning by reducing distraction and creating a more serious classroom environment is a logical appeal. It suggests a cause-and-effect relationship between uniforms and academic performance.</p> <p>Statistics: The mention of 160,000 children missing school every day in America due to fear of attack or intimidation is a logical appeal supported by statistics, providing a factual basis for the argument that uniforms can act as a safety net.</p> <p>Ethos: Credible Sources: The inclusion of quotes from Jason Wing, a head teacher, and Claire Howlette, an English teacher, adds credibility to the argument. Quoting educators who are directly involved in the school environment enhances the author's ethos.</p> <p>Personal Experience: The author, a 15-year-old student, adds an ethos element by sharing personal experiences and perspectives. This firsthand experience lends authenticity to the argument, as the author is directly impacted by school uniform policies.</p> <p><u>Article Two:</u></p> <p><u>Summary</u></p> <ul style="list-style-type: none"> • Michaela Community School is known for its strict approach to discipline, with rigid rules and consequences like demerits for minor errors. • The school's dedication to discipline and focus on rote-learning, including memorizing poems by repetition, has drawn attention and criticism from education experts. • While the school's leadership and some students express pride in Michaela's approach, education experts raise concerns about the potential drawbacks of controlling every aspect of the students' learning environment. <p>Persuasive techniques:</p> <p>Pathos: Student Perspectives: The emotional aspect is highlighted through the perspectives of the students. Their comments, such as expressing pride in their school or reacting to visitors' perceptions, contribute to the emotional appeal of the article.</p>

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					<p>Logos:</p> <p>Rote-Learning Techniques: The article discusses Michaela's emphasis on rote-learning and memorization as part of its teaching methods. This is a logical argument, presenting a specific approach to education and justifying it with the belief that only by memorizing and learning can students later develop an informed opinion.</p> <p>Ethos:</p> <p>Authority Figures: The article establishes the authority of Katharine Birbalsingh, the principal or "headmistress" of Michaela Community School, who founded the school. Her quotes and perspectives lend credibility to the discussion about the school's approach.</p>
4. Planning an article.	<ul style="list-style-type: none"> Students will know how to write an article. Students will know that it is important to adopt a persona as readers are likely to believe and respect someone who would care about the topic. Students will know that when planning a response to question 5 they will use a planning frame. Students will know how to use the planning frame to create an effective response. 	<p>Persona: a role or character adopted by a writer.</p> <p>Context: the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.</p>	<p>Students will be familiar with the topic from articles in previous lesson.</p> <p>Students will be aware of the features of an article from KS3 – Rhetoric scheme.</p>	KS3 – Rhetoric scheme.	<p>Knowledge retrieval – Sentence stems.</p> <ol style="list-style-type: none"> Question 5 may ask you to write a speech, letter or article. Three possible purposes of the text: <ul style="list-style-type: none"> To inform To entertain To persuade Question 5 is worth 40 marks. <p>Notes for planning frame:</p> <p><u>1. Engage your reader and spell out your point of view clearly.</u></p> <ul style="list-style-type: none"> Imagine a world where... <i>Students have an opinion on school rules and regulations</i> <i>I read in a newspaper recently that claimed...</i> <i>Statistic – students' point of view</i> <i>I must say I strongly agree/disagree.</i> <p><u>2. Introduce yourself and your context and explain why this influences your viewpoint.</u></p> <ul style="list-style-type: none"> Allow me introduce myself: <i>Ethos - Adopt a persona (school student)</i> <i>Explain why you care about topic – fair treatment, member of school</i> <i>Logos - Include a rhetorical question</i> <p><u>3. Address the first part of the statement</u></p> <ul style="list-style-type: none"> I strongly believe that I believe this because.... <i>Students are the ones that follow rules</i> <i>Logos - Phones allow students to access more educational tools – provide factual data</i> <p><u>4. Address the second part of the statement</u></p> <ul style="list-style-type: none"> Now, let me affirm my view that ... <i>Stress importance of rules.</i>

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					<p><i>Pathos - Hypocrisy of teachers – emotive language</i> <i>Logos - Include statistics about students' views on uniform</i></p> <p>5. One sentence paragraph.</p> <ul style="list-style-type: none"> • <i>It is our chance now to show our teachers what we can do!</i> <p>6. Relate the issue to the reader</p> <ul style="list-style-type: none"> • Now, I know that this topic is something that you will be familiar with but let me tell you about <i>Link the statement to the student's experience. Express how important the issue is.</i> <p>7. Explain what you think needs to happen</p> <ul style="list-style-type: none"> • As a nation, we need to ... <i>Link it to context – As a school, we need to..</i> <p>8. Make a link back to the start: end with a hard hitting declarative</p> <ul style="list-style-type: none"> • Hopefully, the next time I open the newspaper I will be met with news that ... <i>Link to context – Next time I open the school newspaper/ attend a school council meeting Explain what needs to happen.</i>
5. Writing an article	<p>Students will know what an effective response looks like.</p> <p>Students will know how to use their original notes to complete a full response.</p>		Students will be aware of the features of an article from KS3 – Rhetoric scheme.	Ks3 – Rhetoric scheme.	<p>Knowledge retrieval:</p> <p>Three things you could include in a newspaper article are:</p> <ul style="list-style-type: none"> • Effective headline • Subheadings • Fluently sequenced paragraphs <p>It is important to adopt a persona when writing a response to question 5 because...</p> <ul style="list-style-type: none"> • It helps establish a connection with the audience by making the writing more relatable and engaging.
6. Features of a letter	<p>Students will know the key features of a letter.</p> <p>Students will know that a range of techniques have been used in the two example letters.</p> <p>Students will know that when writing a letter...</p> <p>You should include:</p> <ul style="list-style-type: none"> • To whom it may concern... • Paragraphs • Formal language <p>You could include:</p> <ul style="list-style-type: none"> • Addresses • A date • Fluently sequenced paragraphs • Yours sincerely / faithfully 	<p>Emotive language- <i>Language that appeals to the emotions of the audience.</i></p> <p>Opinion- A view/judgement about something, not necessarily based on fact or knowledge.</p> <p>Statistic – A piece of numerical data used as evidence to support something.</p>	Students will be aware of the features of a letter from KS3 – Rhetoric scheme.	.	<p>Knowledge retrieval – List features of a letter:</p> <ul style="list-style-type: none"> - Repetition can be used to reinforce a message or idea by presenting it multiple times. - Alliteration is a literary device characterized by the repetition of consonant sounds at the beginning of closely positioned words. It is often employed for poetic effect, to create a sense of rhythm, or to make phrases more memorable. - Statistical information is persuasive because it provides a quantitative basis for arguments, making claims more concrete and credible. <p>Article 1</p> <p>Summary</p> <ul style="list-style-type: none"> • The rapid turnover of trends on TikTok leads to a continuous buying cycle, contributing to the acceleration of fast fashion, where consumers constantly seek the latest styles. • Clothing companies can address the environmental challenges by examining the role of social media, especially TikTok, in driving consumer behaviour.

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		<p>Anecdote – An interesting story about a real incident or person.</p> <p>Pathos: the emotional appeal in communication. It involves using emotions to persuade or connect with the audience.</p> <p>Ethos: the ethical appeal in communication. It involves establishing credibility, trustworthiness, and authority to persuade the audience.</p> <p>Logos: the logical appeal in communication. It involves using facts, evidence, and reasoning to make a persuasive</p>		<ul style="list-style-type: none"> Companies should consider ways they could reduce this waste, not only benefiting the environment but also reducing production costs. <p>Persuasive techniques.</p> <p>Pathos (Emotional Appeal):</p> <p><u>Emotional Language</u>: The use of emotionally charged language, such as "rotting in a dump and polluting our planet," appeals to the reader's emotions, creating a sense of concern and urgency about the environmental consequences of fast fashion.</p> <p><u>Anecdotes</u>: Describing the fate of the green knitted dress from House of Sunny and its journey from popularity to being considered uncool adds a human and emotional element to the environmental argument.</p> <p>Logos (Logical Appeal):</p> <p><u>Statistics</u>: The inclusion of statistics, such as "39% of gen Zers are directly influenced to purchase an item after seeing it on TikTok," provides a logical basis for the argument. This statistical evidence strengthens the case that TikTok has a significant impact on consumer behavior.</p> <p><u>Environmental Data</u>: Reference to the Environmental Protection Agency's data on 11.3 million tons of textiles in landfills in 2018 adds a logical and factual dimension to the discussion on the environmental impact of fast fashion.</p> <p>Ethos (Credibility and Ethics):</p> <p><u>Appeal to Authority</u>: Citing data from reputable sources, such as Hootsuite and the Environmental Protection Agency, enhances the credibility of the author's arguments. This appeal to authority establishes the author as informed and trustworthy.</p> <p>Article 2.</p> <p><u>Summary</u></p> <ul style="list-style-type: none"> Fast fashion, a global and highly profitable industry, mass-produces cheap, low-quality clothing and accessories, quickly responding to and creating fashion trends for rapid sales. In pursuit of cheaper production costs, the fast fashion industry exploits garment factory workers in various countries, leading to inhumane working conditions and low wages, particularly affecting women and children. Individuals are encouraged to make sustainable choices by avoiding fast fashion for three months, upcycling clothes, and exploring used items through charity shops, vintage stores, and online resale platforms. <p>Persuasive techniques.</p>	

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					<p>Pathos: Example: "Fast doesn't last. Poor quality clothing may last only a few washes and wears, and increasingly consumers see fast fashion as disposable - to be worn a few times and replaced by the next inexpensive item or latest trend." Analysis: The use of words like "disposable" and the idea of poor-quality clothing not lasting appeal to the emotions, creating a sense of dissatisfaction with the fast fashion industry.</p> <p>Ethos: Example: "After the 2013 Rana Plaza tragedy when a garment warehouse collapse in Bangladesh killed 1,134 workers and injured 2,500 more, the world woke up to inhumane working conditions." Analysis: Referencing a specific and well-known event, the Rana Plaza tragedy, establishes credibility (ethos) by highlighting a real and tragic consequence of the fast fashion industry.</p> <p>Logos: Example: "In the UK, where consumers wear an item of clothing on average only 14 times, we buy more clothes per person than any other country in Europe." Analysis: The statistical information about the average number of times an item is worn appeals to logic (logos) by presenting a measurable fact that supports the argument against the wasteful nature of fast fashion.</p>
7. Planning a letter	<p>Students will know how to use the writing frame to plan a successful question 5 response.</p> <p>Students will know the TAP of the question 5 statement.</p>		<p>Students will know some of the issues surrounding the topic from their work in the previous lesson.</p> <p>Students will be aware of the features of a speech from KS3 – Rhetoric scheme.</p>		<p>Knowledge retrieval -</p> <p>Features of a letter: addresses, formal language, Yours sincerely/faithfully</p> <p>Features of a speech: Direct Address, awareness of audience, fluently sequenced paragraphs</p> <p>Type- A letter Audience- Local MP Purpose- To argue</p> <p>Notes for planning frame:</p> <p><u>1. Engage your reader and spell out your point of view clearly.</u></p> <ul style="list-style-type: none"> Imagine a world where... <i>The fashion choices we make can change the future of the earth</i> <i>I read in a newspaper recently that claimed...</i> <i>Link to statement</i> <i>I must say I strongly agree/disagree.</i> <p><u>2. Introduce yourself and your context and explain why this influences your viewpoint.</u></p> <ul style="list-style-type: none"> Allow me introduce myself:

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					<p><i>Adopt a persona (young fashion consumer)</i> <i>Explain why you care about topic – You have noticed your peers are always looking for the latest trends to buy.</i> <i>The rise of TikTok – use emotive language</i></p> <p>3. Address the first part of the statement</p> <ul style="list-style-type: none"> • I strongly believe that I believe this because.... <i>Explain that you are concerned for the impact on the environment.</i> <i>Use statistics to support your belief</i> . <p>4. Address the second part of the statement</p> <ul style="list-style-type: none"> • Now, let me affirm my view that ... <i>Stress importance of change.</i> <i>Discuss collective responsibility: 'it is our world'</i> <i>Emotive language – 'children/grandchildren.'</i> <i>Factual solutions -Vinted/Depop</i> <p>5. One sentence paragraph.</p> <ul style="list-style-type: none"> • <i>Use a triple</i> <i>This is a matter that affects every one of us, regardless of age, gender, or background.</i> <p>6. Relate the issue to the reader</p> <ul style="list-style-type: none"> • Now, I know that this topic is something that you will be familiar with but let me tell you about <i>Link the statement to the persona's experience.</i> <i>Possibly include humour</i> <i>Alliteration – 'fashion fads'</i> <p>7. Explain what you think needs to happen</p> <ul style="list-style-type: none"> • As a nation, we need to ... <i>What can people do to help?</i> <p>8. Make a link back to the start: end with a hard hitting declarative</p> <ul style="list-style-type: none"> • Hopefully, the next time I open the newspaper I will be met with news that ... <i>Reinforce the idea of collective responsibility.</i>

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8. Writing a letter	<p>Students will know how to use their plan to write a response to a question 5.</p> <p>Students will know how to evaluate their own writing and identify successes of both.</p>		<p>Students will be familiar with the planning grid.</p>	<p>Students will be aware of the features of a speech from KS3 – Rhetoric scheme.</p>	<p>Knowledge retrieval – Share examples of students' techniques and arguments from their plans.</p>
9. Features of newspaper article	<p>Students will know the key features of a newspaper article.</p> <p>Students will know that a range of techniques have been used in the two example letters.</p> <p>Students will know that when writing a newspaper article</p> <p>You should include:</p> <ul style="list-style-type: none"> • A simple title • Paragraphs <p>You could include:</p> <ul style="list-style-type: none"> • a clear/apt/original title • a strapline • subheadings • an introductory (overview) paragraph • effectively/fluently sequenced paragraphs 	<p>Pathos: the emotional appeal in communication. It involves using emotions to persuade or connect with the audience.</p> <p>Ethos: the ethical appeal in communication. It involves establishing credibility, trustworthiness, and authority to persuade the audience.</p> <p>Logos: the logical appeal in communication. It involves using facts, evidence, and reasoning to make a persuasive</p>	<p>Students will be familiar with the features of a newspaper article.</p>	<p>Students will be aware of the features of a newspaper article from KS3 – Rhetoric scheme.</p>	<p>Knowledge retrieval –</p> <ul style="list-style-type: none"> • A statistic is a numerical piece of data that is often used in arguments or discussions to provide quantitative evidence, support claims, or illustrate trends. • An opinion is a personal belief, judgment, or perspective on a particular matter. • A rhetorical question is a figure of speech in the form of a question that is posed for rhetorical effect rather than to elicit a genuine answer. It is used to engage the audience, provoke thought, or emphasize a point. <p>Article 1</p> <p>Summary</p> <ul style="list-style-type: none"> • Activist Perspective: Captivity as Torment: Animal rights activists argue that captivity in zoos is a daily torment for animals, depriving them of the freedom to make choices about their food, sleep, and mating. • Zoo Perspective: Conservation Work: Zoos assert that they play a vital role in conservation, holding nearly 15% of globally threatened species. Educational Role: Zoos argue that educating the public is a crucial aspect of their mission. Yet, activists challenge this by referencing a study showing that zoo visits, including educator-guided tours, often result in no positive educational outcomes and may even negatively impact children's understanding of animals. • Peta's Stance: Absolute Opposition to Zoos: Peta, the animal rights organization, takes an unequivocal stance against zoos, stating, "No one should ever support zoos <p>Persuasive techniques:</p>

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					<p><u>Emotive Language</u> "Captivity is a stultifying, daily torment for animals meant to freely wander vast distances..." Appeals to readers' emotions by creating a vivid and emotive description of the suffering experienced by animals in captivity. This evokes empathy and strengthens the emotional impact of the argument against zoos.</p> <p><u>Statistic</u> "They hold, research shows, nearly 15% of the global International Union for Conservation of Nature threatened species..." Provides a numerical data point to support the claim that zoos contribute significantly to the conservation of threatened species. Adds credibility and a quantitative basis to the argument.</p> <p><u>Imperatives</u> "No one should ever support zoos," "And that makes sense," said Peta. "We wouldn't go to a prison to learn about typical human society..." Directly instructs the audience on what action to take (not supporting zoos) and uses imperatives to guide readers through logical reasoning, drawing a parallel between learning in zoos and prisons. Encourages readers to question the educational value of zoos.</p> <p>Article 2</p> <p><u>Summary</u></p> <ul style="list-style-type: none"> • Zoos Ensure Care and Protection: The author argues that, in many cases, zoos and wildlife parks provide a high quality of life for animals, offering protection from predators, access to veterinary care, treatment for injuries and illnesses, and a reliable food supply. • Fluid Concept of Captivity: The author challenges the absolute notion of captivity, suggesting a continuum from zoos and wildlife parks to game reserves. • Contributions to Conservation: The author asserts that zoos play a role in conservation efforts, especially in terms of preventing extinction. They argue that the threat of extinction outweighs arguments against captivity. <p><u>Persuasive techniques</u></p> <p>Ethos: Example: "I am a lifelong fan of good zoos (note the adjective) and have visited dozens of zoos, safari parks and aquaria around the world. I also spent a number of years working as a volunteer keeper at two zoos in the U.K."</p>

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					<p>Analysis: The author establishes credibility by highlighting personal experience and expertise, having visited numerous zoos worldwide and worked as a volunteer keeper. This builds trust with the audience and lends authority to the pro-zoo perspective.</p> <p>Pathos:</p> <p>Example: "Their movement might be restricted (but not necessarily by that much) but they will not suffer from the threat or stress of predators (and nor will they be killed in a grisly manner or eaten alive) or the irritation and pain of parasites, injuries and illnesses will be treated, they won't suffer or die of drought or starvation..."</p> <p>Analysis: The author appeals to the emotions of the audience by painting a vivid picture of the potential suffering animals face in the wild, emphasizing the threats of predators, diseases, and environmental hardships. The emotional appeal is aimed at garnering sympathy for the well-being of animals in captivity.</p> <p>Logos:</p> <p>Example: "What I would state with absolute confidence is that for many species (but no, not all) it is perfectly possible to keep them in a zoo or wildlife park and for them to have a quality of life as high or higher than in the wild."</p> <p>Analysis: The author employs logical reasoning by asserting that, for many species, zoos can provide a quality of life equal to or better than in the wild. This logical appeal is based on the idea that captivity can offer protection from various threats and ensure the well-being of animals.</p>
10. Planning a newspaper article	<p>Students will know how to use the writing frame to plan a successful question 5 response.</p> <p>Students will know the TAP of the question 5 statement.</p>	<p>Emotive language – Language that appeals to the emotions of the audience.</p> <p>Opinion – A view/judgement about something, not necessarily based on fact or knowledge.</p> <p>Statistic – A piece of numerical data used as evidence to support something.</p> <p>Rhetorical question – A question that doesn't require an answer.</p> <p>Exaggeration – Over emphasising something to cause</p>	<p>Students will be familiar with the features of a newspaper article.</p>	<p>Students will be aware of the features of a newspaper article from KS3 – Rhetoric scheme.</p>	<p>Knowledge retrieval – conventions of a newspaper article</p> <ol style="list-style-type: none"> 1. a clear/apt/original title 2. a strapline 3. subheadings 4. an introductory (overview) paragraph 5. effectively/fluently sequenced paragraphs <p>Features of an article:</p> <p>Share students' plans under the visualiser.</p>

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		a more effective response.			
11. Writing a newspaper article	Students will know the TAP of the question. Students will be able to build an argument outlining their point of view based on their original plan.		Students will be familiar with the features of a newspaper article. Students will be familiar with some of the issues surrounding this topic from the previous lesson.	Students will be aware of the features of a newspaper article from KS3 – Rhetoric scheme.	Knowledge retrieval – Share examples of students' techniques and arguments from their plans. Write an article. -Model in the booklet. Visualiser opportunity – Randomise students and look at some examples under the visualiser.
12. Features of a blog	Students will know the key features of a blog article. Students will know that a range of techniques have been used in the two example blogs. Students will know when writing a blog... You should include: <ul style="list-style-type: none"> • An attention-grabbing headline • Paragraphs You could include: <ul style="list-style-type: none"> • Engaging subheadings • A call to action • A conclusion 	Pathos: the emotional appeal in communication. It involves using emotions to persuade or connect with the audience. Ethos: the ethical appeal in communication. It involves establishing credibility, trustworthiness, and authority to persuade the audience. Logos: the logical appeal in communication. It involves using facts, evidence, and reasoning to make a persuasive	Students will be familiar the persuasive techniques used in an article.	Students will be aware of the features of a blog article from KS3 – Rhetoric scheme.	Knowledge retrieval – <ol style="list-style-type: none"> 1. Rhetorical question: "Can a movie truly capture the depth of imagination and personal interpretation that a well-written book allows?" 2. Personal Pronouns: "I find that books offer a more immersive experience, allowing readers to connect with characters on a personal level, whereas movies often provide a more distant and passive viewing experience." 3. Emotive Language: "The enchanting words of a book have the power to evoke a range of emotions, transporting readers to worlds that movies may struggle to convey with the same depth and intimacy." 4. Repetition: "Books, with their nuanced storytelling and vivid descriptions, offer a unique and unparalleled experience that movies simply cannot replicate. Books engage the mind, books engage the senses, and most importantly, books engage the soul." 5. Triple: "Books not only entertain, educate, and enlighten, but they also encourage imagination, foster empathy, and instill a profound sense of connection with the narrative that movies often lack." <p>Article 1:</p>

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
					<p><u>Summary</u></p> <ul style="list-style-type: none"> The writer acknowledges the increasing discourse on mental health in recent years, attributing it, in part, to the influence of celebrities. The author explores the historical societal norms that have shaped gender-specific communication patterns. While girls are often socialized to express emotions openly, boys historically have been less inclined to communicate their feelings. The writer argues that the historical context of tough, emotionally repressed masculinity, shaped by the challenges of the pre-industrialized world, is outdated. <p><u>Persuasive techniques</u></p> <p>Pathos:</p> <p>Quotation: "So, celebrities coming out to share their vulnerabilities has been a game changer. More men and boys have now started to talk about what they really feel about themselves and society..."</p> <p>Analysis: The use of terms like "game changer" and the emphasis on individuals sharing vulnerabilities evoke an emotional response. It conveys the positive impact of celebrities on encouraging open discussions about mental health.</p> <p>Ethos:</p> <p>Quotation: "Nonetheless, there is a history behind why boys were socialised to be tough and bottle-up emotions, and we need to appreciate that before just labelling it as negative."</p> <p>Analysis: The acknowledgment of the historical context and the call to appreciate the complexity of the issue adds credibility to the argument. It suggests an ethical consideration of the topic by avoiding simplistic labels.</p> <p>Logos:</p> <p>Quotation: "Since those days, we have gained more control over our environment and with the advances in science, we have created an industrialised, automated world. So, the necessity for super tough, emotionally repressed men is outdated."</p> <p>Analysis: The logical appeal is evident in the argument that societal advancements, such as gaining control over the environment and scientific progress, render the historical necessity for emotionally repressed men outdated. The statement uses a logical progression to support the idea that times have changed.</p>

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					<p>Article 2</p> <p><u>Summary</u></p> <ul style="list-style-type: none"> The article highlights a study indicating that even a modest reduction of social media use by 15 minutes a day can lead to significant improvements in mental and physical health. The research, involving 50 participants aged 20–25, revealed that the group asked to reduce their social media use experienced notable health benefits. Despite the observed improvements, the article acknowledges the need for further investigation to determine whether the relationship between social media use and health is causative. <p><u>Persuasive techniques:</u></p> <p>Ethos:</p> <p>Quotation: "Researchers, including those from Swansea University in the UK..."</p> <p>Analysis: The mention of the researchers and their affiliation with a reputable institution, Swansea University, establishes the credibility of the study.</p> <p>Pathos:</p> <p>Quotation: "When people reduce their social media use, their lives can improve in many ways"</p> <p>Analysis: This statement appeals to the reader's emotions by suggesting a positive impact on people's lives when they reduce their social media use, creating a sense of improvement and well-being.</p> <p>Logos:</p> <p>Quotation: "The findings revealed that the group asked to reduce their social media use had fewer colds, flu, warts, and verrucae, a 50 per cent improvement in sleep quality, and 30 per cent fewer depressive symptoms."</p> <p>Analysis: The logical appeal is present in the presentation of specific outcomes from the study, linking reduced social media use to tangible improvements in health indicators such as fewer illnesses, better sleep quality, and reduced depressive symptoms.</p>

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13. Planning a blog	<p>Students will know how to use the writing frame to plan a successful question 5 response.</p> <p>Students will know the TAP of the question 5 statement.</p>	<p>Pathos: the emotional appeal in communication. It involves using emotions to persuade or connect with the audience.</p> <p>Ethos: the ethical appeal in communication. It involves establishing credibility, trustworthiness, and authority to persuade the audience.</p> <p>Logos: the logical appeal in communication. It involves using facts, evidence, and reasoning to make a persuasive</p>	<p>Students will be familiar with the planning grid.</p> <p>Students will be familiar with the features of a blog.</p>	<p>Students will be aware of the features of an article from KS3 – Rhetoric scheme.</p>	<p>Knowledge retrieval –</p> <ul style="list-style-type: none"> Online magazines can be accessed from anywhere with an internet connection, providing convenience for readers who prefer digital platforms. Online magazines might cater to a younger demographic that is more tech-savvy and accustomed to consuming content digitally. Online magazines have the potential for a global audience. Online magazines can focus on niche topics or specific interests, allowing them to attract a dedicated audience with particular preferences. Online magazines often include comment sections, social media integration, and forums, fostering community engagement and discussion among readers. <p>Visualiser opportunity – Randomise students and look at some planning examples under the visualiser.</p>
14. Writing a blog article.	<p>Students will know how to evaluate their own writing and identify successes of both.</p> <p>Students will know the features of a blog article.</p> <p>Students will be able to build an argument outlining their point of view based on their original plan.</p>		<p>Students will be familiar with the features of a blog article.</p>	<p>Students will be aware of the features of a speech from KS3 – Rhetoric scheme.</p>	<p>Knowledge retrieval – Share examples of students' techniques and arguments from their plans.</p> <p>Write a blog article.</p> <p>-Model in the booklet.</p> <p>Visualiser opportunity – Randomise students and look at some examples under the visualiser.</p>

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