



The Sutton Academy

Knowledge Rich Curriculum Plan

English – Non-Fiction Writing

Year 8



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>	Wider curriculum links	Assessment
<p>Lesson 1: What is Non-Fiction?</p>	<ul style="list-style-type: none"> Students will know that Non-fiction is writing that is based on real facts, events, and people rather than being made up. Students will know that it is written to inform, explain, argue, or persuade. Examples include newspapers, articles, biographies, and letters. 	<p>T3: Article</p> <p>A piece of non-fiction writing published in a newspaper, magazine, or online, written to inform, explain, or persuade a wide audience using a mix of facts and opinions.</p> <p>T3: Broadsheet Newspaper</p> <p>A type of newspaper that is formal, serious, and detailed, focusing on in-depth reporting of news, politics, and global issues, often aimed at a more educated audience.</p> <p>T3: Tabloid Newspaper</p> <p>A type of newspaper that is more informal and sensational, often using bold headlines, shorter articles, and focusing on celebrities, gossip, and dramatic stories.</p>	<p><i>In order to know this, students need to already know...</i></p> <ul style="list-style-type: none"> <i>the difference between real and imaginary (fiction vs non-fiction)</i> <i>that texts are written for different purposes (e.g. to inform or entertain)</i> <i>that writing can be aimed at different audiences</i> <i>some basic features of texts (e.g. headings, images, paragraphs)</i> 		<p>CCQ: Label what type of text is being shown in the images below. How do you know? What are the layout features?</p> <p>Tabloid</p> <ul style="list-style-type: none"> How you know: <ul style="list-style-type: none"> Big, bold, dramatic headline Short paragraphs Lots of images Informal or emotional language Layout features: <ul style="list-style-type: none"> Eye-catching fonts Bright colours Columns but often less structured Focus on entertainment or shocking stories <p>Broadsheet</p> <ul style="list-style-type: none"> How you know: <ul style="list-style-type: none"> More serious, formal tone Longer, more detailed articles Smaller headlines Layout features: <ul style="list-style-type: none"> More text than images Structured columns Subheadings Factual, balanced presentation <p>Letter</p> <ul style="list-style-type: none"> How you know: <ul style="list-style-type: none"> Written directly to a person or organisation Layout features: <ul style="list-style-type: none"> Address and/or date at the top Greeting (e.g. <i>Dear Sir/Madam</i>) Paragraphs explaining ideas Formal closing (e.g. <i>Yours sincerely</i>) <p>CCQ: What is the difference between a tabloid and a broadsheet newspaper?</p> <p>A tabloid newspaper is usually more sensational and entertaining, focusing on celebrity news or dramatic stories, using bold headlines and lots of images.</p>

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					<p>A broadsheet newspaper is more serious and informative, focusing on important news like politics and world events, using formal language and detailed analysis.</p> <p>CCQ: What is the purpose of each of those texts?</p> <p>Tabloid: The purpose is to entertain and grab attention, often by using dramatic or shocking stories. It may also persuade readers to feel a certain way.</p> <p>Broadsheet: The purpose is to inform and educate the reader with detailed, factual, and balanced news.</p> <p>Letter: The purpose is to communicate a message. This could be to inform, complain, persuade, or request something, depending on the letter.</p> <p>CCQ: Who might the audience be for each of those texts?</p> <p>Tabloid: A wide, general audience, often people looking for quick, entertaining stories.</p> <p>Broadsheet: A more serious or educated audience who are interested in in-depth news and current affairs.</p> <p>Letter: The audience is specific, such as a person, company, or organisation (e.g. a headteacher, a business, or a newspaper editor).</p>
<p>Lesson 2: Articles and the Aristotelian Triad</p>	<ul style="list-style-type: none"> Students will know that an article is a form of non-fiction writing used to inform, explain, and persuade Students will know that articles are written for a wide audience and must be clear and engaging Students will know that writers use articles as powerful persuasive tools Students will know that the Aristotelian Triad (ethos, pathos, logos) is used to influence readers Students will know that Ethos builds trust, logos uses facts and logic, and pathos appeals to emotions 	<p>T3: Ethos (n)</p> <p>A persuasive technique that appeals to the audience's trust in the writer's credibility, authority, or character, making them believe the writer is reliable and knowledgeable.</p> <p>T3: Pathos (n)</p> <p>A persuasive technique that</p>	<p><i>In order to know this, students need to already know...</i></p> <ul style="list-style-type: none"> <i>what non-fiction texts are and their purposes</i> <i>that writers try to influence readers' ideas and opinions</i> <i>basic understanding of tone and language choices</i> <i>how to identify simple features like facts vs opinions</i> 		<p>May be useful for students to mind map the information in their books</p>

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	<ul style="list-style-type: none"> Students will know that writers carefully select and structure information to guide the reader's thinking 	<p>appeals to the audience's emotions, aiming to make them feel sympathy, anger, sadness, empathy, or happiness.</p> <p>T3: Logos (n)</p> <p>A persuasive technique that appeals to logic and reason, using facts, statistics, and evidence to convince the audience.</p>			
<p>Lesson 3: How do writers use Pathos to influence the reader?</p>	<ul style="list-style-type: none"> Students will know how to... identify and define pathos, anecdote, and emotive language in non-fiction texts explain how pathos is used to create emotional responses such as humour, frustration, or sympathy recognise anecdotes and analyse how they make writing more engaging and relatable identify emotive language and explain how word choices influence the reader's feelings analyse how writers combine anecdote and emotive language to strengthen persuasive impact evaluate how humour and exaggeration are used to make criticism more engaging explain how a writer presents a viewpoint through personal experience and storytelling analyse the effects of imagery and descriptive language on the reader 		<p><i>In order to know this, students need to already know...</i></p> <ul style="list-style-type: none"> <i>what an emotion is and how language can create feelings</i> <i>how writers describe experiences using adjectives and imagery</i> <i>what a personal experience/story is</i> <i>basic understanding of writer's purpose (to persuade, entertain, etc.)</i> 		<p>How might a parent feel if their child came home with their uniform looking like this?</p> <p>A parent might feel frustrated, annoyed, or stressed because the uniform is expensive and easily damaged. They may also feel overwhelmed by the responsibility of constantly replacing or cleaning it.</p> <p>EXTRACT ANNOTATIONS: see annotated booklet for full annotations. Key ones below:</p> <p>Anecdote + Pathos</p> <p><i>"The first time you put your kid in school uniform, there's an intoxicating charm..."</i></p> <p>Effect:</p> <ul style="list-style-type: none"> Creates a relatable parenting moment Builds an emotional connection with the reader The word <i>"intoxicating"</i> exaggerates the joy → makes it humorous <p>Emotive Language</p> <p><i>"every clothing item is absolutely irreplaceable"</i></p> <p>Effect:</p> <ul style="list-style-type: none"> Suggests panic and pressure

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	<ul style="list-style-type: none"> explain how language choices link to themes such as control, frustration, and everyday pressures answer retrieval and inference questions using evidence from the text analyse how comparisons and descriptions create humour and exaggeration explain the writer's purpose and message clearly use structural techniques such as yoked sentences to create cohesion and emphasis write their own article opening using an anecdote, emotive language, and pathos craft writing that engages the reader emotionally while presenting a clear viewpoint 				<ul style="list-style-type: none"> Makes the reader feel how stressful uniform rules are Exaggeration highlights how unreasonable it feels <p>3. Emotive Language (pathos) <i>"The next 12 years... are going to be hell."</i> (hyperbole) Effect:</p> <ul style="list-style-type: none"> Creates a dramatic, negative tone Makes the reader feel the long-term frustration Encourages agreement with the writer <p>Emotive Language (Disgust / Frustration) <i>"the PE kit stinks up the house"</i> Effect:</p> <ul style="list-style-type: none"> Appeals to the reader's sense of disgust Makes the situation feel vivid and unpleasant Strengthens the negative view of school uniform <p>Emotive Image (Shock / Discomfort) <i>"a stain on it that looks a lot like blood"</i> (visual imagery) Effect:</p> <ul style="list-style-type: none"> Creates a shocking image Makes the reader feel discomfort Reinforces how unpleasant the situation has become <p>Anecdote <i>"you've dressed him up like a grown-assed man who's managing the fanciest restaurant on a very large ferry."</i></p>

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					<p>A personal, humorous description of the writer’s child on their first day.</p> <ul style="list-style-type: none"> • Effect (Pathos): <ul style="list-style-type: none"> ○ Creates humour and warmth ○ Helps parents relate to the pride and amusement ○ Engages the reader emotionally <p>Answers to the table:</p> <table border="1"> <thead> <tr> <th>Technique</th> <th>Example from the text</th> <th>Emotion created</th> <th>Effect on the reader</th> </tr> </thead> <tbody> <tr> <td>Anecdote</td> <td>"dressed him like a grown- assed man..."</td> <td>Humour</td> <td>Reader feels amused + engaged</td> </tr> <tr> <td>Emotive Language</td> <td>"the next 12 years will be hell"</td> <td>Frustration / dread</td> <td>Reader understands the frustration</td> </tr> <tr> <td>Pathos</td> <td>"a stain on it that looks a lot like blood"</td> <td>Shock / discomfort</td> <td>Reader feels disturbed and sympathises with the parent's experience</td> </tr> </tbody> </table> <p style="text-align: center;">↓</p> <p>Comprehension questions:</p> <p>Retrieval</p> <ul style="list-style-type: none"> • What does the writer describe as “intoxicating” about the first time a child wears school uniform? The writer describes the charm and excitement of seeing their child dressed smartly for the first time as “intoxicating,” as it feels cute, special, and memorable. <hr/> <ul style="list-style-type: none"> • What happens to the blazer after the first week of wearing it? After the first week, the blazer loses its neat appearance and develops a strange, worn, and dirty “sheen.” <hr/> <p>Inference</p> <ul style="list-style-type: none"> • Why does the writer describe school uniform as a “swindle”? The writer calls it a “swindle” because it is expensive, poor quality, and constantly needs replacing, making it feel like parents are being unfairly taken advantage of. 	Technique	Example from the text	Emotion created	Effect on the reader	Anecdote	"dressed him like a grown- assed man..."	Humour	Reader feels amused + engaged	Emotive Language	"the next 12 years will be hell"	Frustration / dread	Reader understands the frustration	Pathos	"a stain on it that looks a lot like blood"	Shock / discomfort	Reader feels disturbed and sympathises with the parent's experience
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					<p>• What does the article suggest about daughters' experiences with uniform compared to sons'? The article suggests that daughters have a more uncomfortable and frustrating experience, as their uniforms (like tights) are impractical and uncomfortable, while sons seem to have fewer issues.</p> <hr/> <p>Language</p> <p>• What is the effect of comparing the child to “a grown assed man managing the fanciest restaurant on a ferry”? This comparison creates humour by exaggerating how formal the child looks, making the moment feel amusing and highlighting how unnatural the outfit seems on a young child.</p> <hr/> <p>• Why does the writer describe the blazer as having a “flammable sheen”? This suggests the blazer becomes dirty, shiny, and unpleasant, using exaggeration to create humour while also emphasising how quickly the uniform deteriorates.</p> <hr/> <p>Writer's Purpose</p> <p>• What is the writer trying to show about school uniform? The writer is trying to show that school uniform is expensive, impractical, and frustrating, despite initially seeming appealing.</p> <hr/> <p>• How does the article link to the theme of control and constraint? The article shows that school uniform controls what students wear and limits their comfort and self-expression, creating frustration for both children and parents.</p> <p>Model opening:</p>

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					<p>You would think school buses are designed to get students to school safely and calmly. Calmly is the last word I would use.</p> <p>The moment I realised things had gone wrong was when the bus screeched to a halt, already crammed with students, and the driver still waved more people on. I remember standing there, crushed between bags and elbows, barely able to breathe, as someone's soaking PE kit pressed against my arm. If you've ever experienced this, you'll understand the panic, that suffocating, claustrophobic feeling of having no space and no control.</p> <p>At first it seems like a small inconvenience, but then it becomes unbearable. The journey is chaotic, exhausting, and completely unfair. It's not just uncomfortable, it's dangerous and overwhelming, leaving students stressed before the school day has even begun.</p>
<p>Lesson 4: How do writers use voice and credibility</p>	<p>Students will know how to...</p> <ul style="list-style-type: none"> identify how writers use ethos to build credibility and gain the reader's trust recognise and analyse opinions and explain how they influence the reader explain how personal pronouns (I, we, you) create a direct and engaging voice identify and analyse emotive language and its effect on the reader understand how satire and humour are used to criticise ideas and make arguments more engaging explain how writers use exaggeration (hyperbole) to emphasise a point or create humour analyse how anecdotes make writing more relatable and persuasive 	<p>T3: Ethos (n) A persuasive technique that appeals to the reader's trust in the writer's credibility, authority, or character, aiming to make the audience believe the writer is reliable and knowledgeable.</p> <p>T3: Opinion (n) A personal belief, judgement, or viewpoint that is not necessarily based on fact, used to persuade the reader to agree with the writer's perspective.</p>	<p>In order to know this, students need to already know...</p> <ul style="list-style-type: none"> <i>the difference between fact and opinion</i> <i>how writers use tone (serious, humorous, critical)</i> <i>that writers can present themselves as trustworthy or knowledgeable</i> <i>basic understanding of persuasive writing techniques</i> 		<p>Turn and Talk: Expected responses may look like: Reality Shows</p> <p>I believe that reality shows do not fully reflect real life because they are often edited and scripted to make situations more dramatic. While they may show real people, the events are carefully controlled, so they only present a version of reality rather than the truth.</p> <p>Television Influence</p> <p>In my opinion, television does shape people's opinions more than they realise because it constantly presents certain ideas, lifestyles, and viewpoints. Over time, this can influence how people think, even if they are not aware of it.</p>

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	<ul style="list-style-type: none"> evaluate how a writer's voice (tone, style, attitude) shapes meaning and influences the audience explain how writers combine different techniques to manipulate ideas and guide reader response write their own persuasive piece using a controlled, credible voice apply structural techniques such as yoked sentences and repetition ("I do not want... I do want...") for impact craft writing that is balanced and thoughtful, acknowledging different viewpoints 	<p>T3: Satire (n) Satire exposes human flaws through humour and exaggeration. Exaggeration that encourages readers to question society's behaviour.</p>			<p>Fake News</p> <p>Fake news means false or misleading information that is presented as real news. It could be harmful because it can spread misinformation, create panic, or influence people's beliefs, but some people may argue it is less harmful if audiences question and fact-check what they read.</p>
					<p>Most annotations will be on the annotated booklet but here are some key ones:</p> <p>Ethos (credibility / voice of the writer) "Charlie Brooker" (well-known columnist)</p> <ul style="list-style-type: none"> Builds credibility because he is an experienced journalist <p>"I haven't quit the newspaper..."</p> <ul style="list-style-type: none"> Shows honesty and clarification → makes the writer seem trustworthy <p>"I have... stopped writing weekly... because my overall workload..."</p> <ul style="list-style-type: none"> Explains his reasoning → presents himself as reasonable and believable <p>Opinion "I've been overwhelmed by the sheer amount of jabber in the world"</p> <ul style="list-style-type: none"> Clearly his personal view that there is too much communication <p>"I fail to see the point of roughly 98% of human communication"</p> <ul style="list-style-type: none"> Strong, exaggerated opinion to emphasise frustration

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					<p><i>"Twitter's better for back-and-forth discussion anyway"</i></p> <ul style="list-style-type: none"> • Subjective judgement → not fact, but personal belief <p>Personal Pronouns <i>"I've been overwhelmed..."</i> <i>"I haven't quit..."</i> <i>"I get an incredibly easy ride..."</i></p> <ul style="list-style-type: none"> • Use of "I" makes the article personal and conversational • Engages the reader and makes it feel like a direct voice/opinion <p><i>"you're a human being with free will..."</i></p> <ul style="list-style-type: none"> • Direct address ("you") involves the reader • Makes the tone informal and engaging <p>Emotive Language <i>"a vast cloud of blah"</i></p> <ul style="list-style-type: none"> • Suggests meaningless noise → creates frustration <p><i>"toxic sky"</i></p> <ul style="list-style-type: none"> • Negative imagery → makes communication seem harmful <p><i>"overwhelmed"</i></p> <ul style="list-style-type: none"> • Conveys stress and pressure <p><i>"ugly bitch, boo, go home..."</i></p> <ul style="list-style-type: none"> • Strong, shocking language → highlights online abuse • Creates anger and sympathy <p><i>"mindlessly pumping carbon dioxide"</i></p> <ul style="list-style-type: none"> • Suggests communication is harmful and pointless • Makes reader feel concern <p>Comprehension questions: Retrieval</p>

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					<ul style="list-style-type: none"> <p>• Why does Brooker say he stopped writing his weekly column for a while? Brooker explains that he stopped writing weekly because his workload was too heavy and he felt overwhelmed by the huge amount of communication in the world.</p> <p>• What comparison does he use to describe the huge amount of online commentary? He compares it to a “vast cloud of blah” and also to a “toxic sky” filled with carbon dioxide, suggesting an overload of meaningless words.</p> <p>Inference</p> <ul style="list-style-type: none"> <p>• Why does Brooker feel that adding more words to the “vast cloud of blah” is “futile and unnecessary”? He feels this because there is already too much communication and noise, so adding more words would not make a difference and would only contribute to the problem.</p> <p>• What does his description of himself “sitting grumpily in a spaceship with my arms folded” suggest about his attitude to modern media? This suggests he feels out of place, disconnected, and resistant to modern media, as if he does not belong in this new, highly interactive digital world.</p> <p>Language</p> <ul style="list-style-type: none"> <p>• What is the effect of the metaphor “a vast cloud of blah”? It suggests that communication is overwhelming, meaningless, and constant, making the reader feel the scale and pointlessness of so much online content.</p> <p>• How does Brooker use satire to show his frustration with constant online interaction? Brooker uses humour and exaggeration, such as describing huge numbers of reactions to small</p>

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					<p>events, to mock how excessive and unnecessary online communication is, highlighting how ridiculous it has become.</p> <p>Writer's Purpose</p> <ul style="list-style-type: none"> • What concern does Brooker raise about the overwhelming amount of public commentary? Brooker is concerned that there is too much meaningless communication, which makes it harder for important ideas to stand out and creates a sense of noise rather than meaningful discussion.
Lesson 5: Letters	<p>Students will know how to...</p> <ul style="list-style-type: none"> • identify the features of a formal and informal letter • explain the purpose and audience of different types of letters • use an appropriate tone (polite, formal, persuasive) depending on the context • structure a letter using clear paragraphs and conventions (address, greeting, sign-off) • use personal pronouns (you, we) to directly engage the reader • apply persuasive techniques to influence the reader's thoughts, feelings, or actions • write a formal persuasive letter to complain, request change, or argue a viewpoint • build a relationship with the reader by appealing to their values, emotions, and sense of responsibility 		<p><i>In order to know this, students need to already know...</i></p> <ul style="list-style-type: none"> • <i>that writing can be formal or informal</i> • <i>how to organise ideas into clear paragraphs</i> • <i>basic sentence structure and polite language choices</i> • <i>that writing can be directed at a specific audience</i> 		<p>What do you notice about the format of the letter? The letter is written in a formal layout, including a clear opening ("<i>Dear Mr Potter</i>"), organised paragraphs, and a formal sign-off ("<i>Yours sincerely</i>"). It also includes specific information such as dates and instructions, making it structured and official.</p> <p>Why has the sender addressed the recipient by their formal name? The sender uses "<i>Mr Potter</i>" to show respect and formality, as this is an official letter. It also suggests a professional relationship, rather than a personal one.</p> <p>Why do you think the sender has signed the letter off with "Yours sincerely" rather than "Yours faithfully"? "Yours sincerely" is used because the sender knows the name of the recipient (<i>Mr Potter</i>). "Yours faithfully" is usually used when the recipient's name is unknown.</p> <p>What is the purpose of this letter? The purpose of the letter is to inform the recipient that they have been accepted into the school and to provide important information about what they need to do next.</p>

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<p>Lesson 6: How do writers use language to manipulate ideas and beliefs?</p>	<p>Students will know that...</p> <ul style="list-style-type: none"> writers use language to manipulate ideas and influence beliefs techniques such as rhetorical questions, repetition, rule of three, anecdotes, and emotive language are used to shape how a reader thinks and feels ethos, logos, and pathos are key persuasive strategies that build trust, logic, and emotional response distraction can prevent people from thinking deeply or critically about important ideas presenting ideas as modern, popular, or “real life” can be more persuasive than proving them logically writers can control the reader’s focus by directing attention towards certain ideas and away from others language can be used to simplify, confuse, or distort truth (e.g. through jargon or exaggeration) anecdotes and examples make arguments feel relatable and believable readers must be aware that texts can influence their thinking without them realising themes of control and constraint can be shown through how characters or readers are guided, limited, or distracted from truth 	<p>T3: Rhetorical Question A question asked to make a point or persuade the reader, rather than to receive an actual answer. T3: Repetition The deliberate reuse of words or ideas to emphasise a point and make it more memorable. T3: Rule of Three / Triples A persuasive technique where three words or phrases are used together to strengthen an idea and make it more impactful. T3: Logos A persuasive technique that appeals to the reader’s logic and reasoning by using explanations, evidence, or cause-and-effect thinking to support an argument.</p>	<p><i>In order to know this, students need to already know...</i></p> <ul style="list-style-type: none"> that language can influence thinking and opinions basic persuasive techniques (e.g. rhetorical questions, repetition) how audience and purpose shape writing that not all information is reliable or unbiased 		<p><u>Why might distraction stop someone from thinking deeply about important ideas or beliefs?</u></p> <p>Distraction can stop someone from thinking deeply because it breaks their focus and attention, making it harder to fully process information. When people are constantly interrupted by noise, social media, or other opinions, they may only think superficially instead of questioning ideas or forming their own beliefs. This can lead to quick, uncritical thinking rather than careful reflection.</p> <p><u>Do you think people are more influenced by logical arguments or by what seems popular and modern? Why?</u></p> <p>I think people are often more influenced by what seems popular and modern because they want to feel included and accepted by others. Trends and widely shared opinions can spread quickly and seem convincing, even without strong evidence. However, logical arguments can still be powerful, especially when people take the time to think carefully, so the strongest influence often depends on how much attention and critical thinking the audience uses.</p> <p>VIDEO: C.S. Lewis - The Screwtape Letters - Narrated by John Cleese https://www.youtube.com/watch?v=RA86zi0gyG4</p>

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					<p>Rhetorical Questions <i>"But are you not being a trifle naïve?"</i> <i>"who can foresee the result?"</i></p> <ul style="list-style-type: none"> • Challenges Wormwood • Engages the reader and emphasises uncertainty/danger of thinking <p>Repetition <i>"real life"</i> (repeated several times)</p> <ul style="list-style-type: none"> • Reinforces the idea that ordinary distractions control people • Shows manipulation of what is considered "real" <p>Rule of Three <i>"academic' or 'practical', 'outworn' or 'contemporary', 'conventional' or 'ruthless'"</i></p> <ul style="list-style-type: none"> • Emphasises confusion • Shows how truth is replaced with labels and trends <p>Anecdote Story of the man in the British Museum</p> <ul style="list-style-type: none"> • Personal example to illustrate the argument • Shows how distraction (lunch, bus, newspaper) prevents deep thinking <p>Emotive Language <i>"Enemy's clutches"</i> <i>"fatal habit"</i> <i>"enslaved"</i></p> <ul style="list-style-type: none"> • Creates strong emotional tone • Presents thinking as dangerous (from Screwtape's perspective) <p>Ethos (credibility) <i>"I once had a patient..."</i></p>

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					<ul style="list-style-type: none"> • Presents Screwtape as experienced and knowledgeable • Makes his advice seem reliable <p>Logos (logic / reasoning) <i>“The trouble about argument is that it moves the whole struggle...”</i></p> <ul style="list-style-type: none"> • Logical explanation of why argument is risky • Step-by-step reasoning → builds a clear strategy <p>Comprehension Answers</p> <p>Retrieval</p> <ul style="list-style-type: none"> • What does Screwtape say humans used to do when something was “proved”? He says humans used to recognise when something was true and believe it, and they would change their behaviour based on logical reasoning. • What everyday distraction does Screwtape use to stop his patient from thinking deeply? He distracts him by suggesting he should go for lunch, and then uses things like a bus and a newspaper to pull his attention away. <p>Inference</p> <ul style="list-style-type: none"> • Why does Screwtape prefer jargon over argument when influencing the patient? Because jargon confuses the patient and stops him thinking deeply, whereas argument might lead him to discover the truth. • What does Screwtape mean when he says humans are “enslaved to the pressure of the ordinary”? He means humans are controlled by everyday routines and distractions, which stop them questioning deeper ideas.

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					<p>Language</p> <ul style="list-style-type: none"> • What is the effect of describing philosophies as “dancing about together inside his head”? It suggests the patient’s thoughts are chaotic and confused, making it difficult for him to focus on truth. • How does the phrase “a healthy dose of ‘real life’” show Screwtape’s manipulation? It shows manipulation because “real life” is presented as something positive, but it is actually used to distract and prevent deep thinking. <p>Writer’s Purpose</p> <ul style="list-style-type: none"> • What does Lewis suggest about how easily people can be distracted from important ideas? Lewis suggests that people are very easily distracted by everyday life, which stops them thinking about deeper, more important ideas. • How does this letter explore the theme of control and constraint? The letter shows that humans are controlled by distraction and shallow thinking, which limits their ability to think freely and understand truth.
<p>Lesson 7: How do writers use language to persuade others to make a difference</p>	<p>Students will know that...</p> <ul style="list-style-type: none"> • writers use language to persuade others to take action and create change • persuasive writing often has a clear purpose (e.g. to complain, campaign, or request change) • a successful persuasive text must consider audience and tone (formal, respectful, but confident) 	<p>T3: Imperatives Commands that tell the reader to do something. Writers use them to give instructions, advice, or persuade the reader to act. Example:</p> <ul style="list-style-type: none"> • Stop wasting water. 	<p><i>In order to know this, students need to already know...</i></p> <ul style="list-style-type: none"> • <i>how to form and express a clear opinion</i> • <i>that writing can be used to argue or persuade</i> • <i>basic persuasive devices (e.g. emotive language, direct address)</i> 		<p>Turn and talk expected answers:</p> <p>Person A:</p> <p>I think “human rights” means the basic freedoms and protections that every person should have, simply because they are human. These rights help people live safely, fairly, and with dignity.</p> <p>Person B:</p> <p>Some rights that all people should have include the right to education, the right to freedom of speech, and the right to be treated equally. People should</p>

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	<ul style="list-style-type: none"> techniques such as emotive language, rhetorical questions, and direct address are used to influence the reader creating a sense of urgency (e.g. “the clock is ticking”) encourages the reader to act quickly effective persuasion often ends with a clear call to action formal letters follow a specific structure and layout (addresses, greeting, paragraphs, sign-off) letters are powerful because they speak directly to a specific reader and can appeal to their values, emotions, and responsibility persuasive writing can combine logic (facts/reasons) and emotion to strengthen an argument strong arguments are organised clearly so the reader can easily follow and be convinced 	<ul style="list-style-type: none"> Think carefully before you decide. <p>T3: Statistics Facts or numbers used to give information or prove a point. Writers use them to make their argument sound more convincing. Example:</p> <ul style="list-style-type: none"> 70% of teenagers say they check their phone before school. 	<ul style="list-style-type: none"> <i>how to structure writing with a clear beginning, middle, and end</i> 		<p>also have the right to safety and protection from harm, no matter who they are or where they live.</p> <hr/> <p>If you could write a letter to a powerful leader about something unfair in the world, what would you want them to change?</p> <p>If I could write a letter to a powerful leader about something unfair in the world, I would want them to address global inequality, especially the lack of access to education and basic healthcare for children in poorer countries. I would ask them to invest more in schools, clean water, and hospitals so that a child’s future is not decided by where they are born. I would also want them to take stronger action against companies or systems that exploit workers and keep people in poverty, making sure everyone has a fair chance to live safely and with dignity.</p> <p>What makes a letter convincing?</p> <p>A letter is convincing when it uses clear facts and evidence to support its argument, shows strong emotion to engage the reader, and is polite but confident in tone. It also helps to address the reader directly, use persuasive techniques like rhetorical questions or repetition, and offer realistic solutions rather than just complaining about the problem.</p> <p>Model sentences: We need to act now to reduce global poverty before millions more children are trapped in a life without access to education or healthcare.</p> <p>Soon it will be too late to stop climate change from causing irreversible damage to our planet and future generations.</p>

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					<p>We only have a limited time to protect endangered animals before their habitats are destroyed forever by human activity.</p> <p>The clock is ticking as pollution levels rise, putting lives at risk in cities where clean air is becoming impossible to breathe.</p> <p>The situation is getting worse as we speak, with human rights still being ignored in many parts of the world where people have no voice or protection.</p> <p>Correct formal letter order (1–7):</p> <ol style="list-style-type: none"> 1. 10 Green Street Liverpool L1 4AB 2. 10 March 2026 3. The Minister for Justice Government Office London 4. Dear Sir/Madam, 5. I am writing to express my concern about the treatment of people whose human rights are being ignored. 6. Yours sincerely, 7. Lisa Smith
<p>Lesson 8: Amnesty campaign</p>	<p>Students will know that:</p> <ul style="list-style-type: none"> • Amnesty International is a global human rights organisation made up of over 10 million people who campaign for fairness, justice and equality worldwide. • Amnesty’s aim is to ensure that every person can enjoy the rights set out in the Universal Declaration of Human Rights and other international human rights agreements. 		<p><i>In order to know this, students need to already know...</i></p> <ul style="list-style-type: none"> • <i>what human rights are (basic fairness and equality)</i> • <i>that people can experience injustice</i> • <i>that writing can be used to create change</i> • <i>how persuasive techniques work in real-life contexts</i> 		<p>VIDEOS:</p> <p>Amnesty campaign – Why writing a letter works https://www.youtube.com/watch?v=a4oW-gMy4A</p> <p>Amnesty campaign – Juan https://www.youtube.com/watch?v=4fnls9NsRoc&list=PLEUy65qr-mLWdkcqY46Ctvgc3avhN3iN4&index=3</p> <p>Amnesty campaign – Sonia https://www.youtube.com/watch?v=USWosNhs_C0&list=PLEUy65qr-mLWdkcqY46Ctvgc3avhN3iN4&index=4</p>

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	<ul style="list-style-type: none"> The organisation is independent, meaning it is not controlled by any government, political group, religion or business, and it is mainly funded by its members and public donations. The “Write for Rights” campaign is a global letter-writing initiative where people write letters to support individuals and groups facing injustice. Writing letters through this campaign can have a real impact and help change the lives of people who are being treated unfairly around the world. Many of the cases focus on people affected by serious global issues such as climate change, pollution, drought and harmful development projects. A single letter can make a difference not only to one individual, but also to their families, communities and wider support networks. Speaking out and writing letters is a way of taking action against injustice rather than remaining silent. 				<p>Amnesty campaign – Damisoa https://www.youtube.com/watch?v=zcgw8Pqy2gI&list=PLEUy65gr-mLWdkcY46Ctvgc3avhN3iN4&index=8</p> <p>Rhetorical devices in the model letter:</p> <ul style="list-style-type: none"> Repetition “Imagine...” is repeated at the start of sentences to emphasise emotion and help the reader visualise injustice. Rhetorical questions “How would you feel if protecting your home made you a target?” engages the reader and encourages empathy. Emotive language Words like “heartbreaking,” “silenced,” “punished,” “threatened” create strong emotional impact. Direct address The writer uses “I am writing to express...” and “you” to directly involve the reader (the Minister), making the argument more personal and urgent. Statistics / generalisation “Thousands of environmental defenders face threats every year” gives authority and makes the issue seem widespread and serious. Contrast (antithesis) “I do not want... I do not want... I do not want... I do want...” highlights what is rejected vs what is demanded, making the message clear and powerful. Short, imperative sentences “Act now. Protect those who defend our planet.” creates urgency and commands attention.

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					<ul style="list-style-type: none"> • Anaphora (repeated sentence beginnings) Repeating “I do not want...” builds rhythm and reinforces key points. • Urgent time imagery “The clock is ticking” and “limited time” create pressure and urgency. <hr/> <p>Big Question: How does the writer use language to persuade the audience?</p>												
Lesson 9: Speeches	<p>Students will know that...</p> <ul style="list-style-type: none"> • a speech is a form of spoken non-fiction writing designed to be delivered to an audience • speeches can have different purposes, including to inform, inspire, persuade, motivate, or challenge • speeches are powerful because they combine language, voice, and emotion to influence people directly • effective speeches are often personal, passionate, and purposeful • speeches are used in a range of contexts such as assemblies, political events, campaigns, and protests • speakers use tone, pace, and emphasis to highlight key ideas and engage the audience • persuasive speeches often use personal pronouns (you, we, us) to involve the audience • emotional connection (pathos) is important in making a speech impactful • speeches can be used to inspire action, raise awareness, challenge injustice, and promote change 		<p><i>In order to know this, students need to already know...</i></p> <ul style="list-style-type: none"> • <i>that speeches are spoken texts for an audience</i> • <i>how voice and tone can affect meaning</i> • <i>basic persuasive techniques (e.g. repetition, emotive language)</i> • <i>how to structure ideas in a logical order</i> 		<table border="1" data-bbox="1653 608 2175 919"> <thead> <tr> <th>Statement</th> <th>True or False</th> </tr> </thead> <tbody> <tr> <td>A speech is meant to be read silently.</td> <td>False</td> </tr> <tr> <td>Speeches can persuade, inspire and motivate people.</td> <td>True</td> </tr> <tr> <td>Good speeches use emotion and strong voice.</td> <td>True</td> </tr> <tr> <td>Speeches never use personal pronouns.</td> <td>False</td> </tr> <tr> <td>Speeches are often used in campaigns and assemblies.</td> <td>True</td> </tr> </tbody> </table> <p>Turn and Talk possible answers:</p> <p>Where have you heard a speech before?</p> <p>Students might talk about:</p> <ul style="list-style-type: none"> School assemblies or headteacher talks Political speeches (e.g. elections, leaders on the news) Award ceremonies (e.g. Oscars, sports events) Protests or campaigns Social media clips or YouTube videos Weddings or celebrations (best man speeches, etc.) 	Statement	True or False	A speech is meant to be read silently.	False	Speeches can persuade, inspire and motivate people.	True	Good speeches use emotion and strong voice.	True	Speeches never use personal pronouns.	False	Speeches are often used in campaigns and assemblies.	True
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	<ul style="list-style-type: none"> strong speeches are clearly structured and build towards a powerful message or call to action 				<p>What makes a good speech interesting to listen to?</p> <p>Students might talk about:</p> <ul style="list-style-type: none"> A confident and clear voice Use of emotion (making the audience feel something) Stories or anecdotes Humour to keep the audience engaged Repetition or memorable phrases Directly speaking to the audience (“you”, “we”) A strong opening and powerful ending <p>Why do you think speeches can be powerful?</p> <p>Students might talk about:</p> <ul style="list-style-type: none"> They create a strong emotional connection The speaker’s voice and tone add impact They can inspire people to take action They bring people together (unity) They can change opinions or beliefs Hearing something spoken feels more personal and immediate <p>Decide which purpose (inform / inspire / persuade / motivate / challenge) matches each scenario:</p> <p>A headteacher speaking at Year 11 awards evening → Inspire</p>

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					<p>A student campaigning to become school council president → Persuade</p> <p>A climate activist speaking at a protest → Challenge</p> <p>A sports captain giving a pre-match talk → Motivate</p> <p>A politician explaining new laws → Inform</p> <p>Checking for understanding</p> <p>A speech is...</p> <p>a piece of writing that is spoken aloud to an audience.</p> <p>A speech is used to...</p> <p>inform, inspire, persuade, motivate, or challenge people.</p> <p>A good speech feels...</p> <p>personal, passionate, and purposeful, engaging the audience and making them think or act.</p>
<p>Lesson 10: How do writers use rhetorical devices to strengthen their message?</p>	<p>Students will know how to...</p> <ul style="list-style-type: none"> identify a range of rhetorical devices (rhetorical questions, repetition, rule of three) in a speech explain how repetition is used to emphasise key ideas and make messages memorable recognise rhetorical questions and analyse how they engage the audience and encourage reflection 	<p>T3: Repetition Repeating words or phrases to emphasise an idea. Writers use repetition to make their message memorable and persuasive. T2: Facts True statements or pieces of information used</p>	<p>In order to know this, students need to already know...</p> <ul style="list-style-type: none"> what a speech is and its purpose basic persuasive techniques (e.g. rhetorical questions, repetition) how writers aim to influence an audience that language can create emotional and logical responses 		<p>What is a stereotype? A stereotype is a fixed and oversimplified belief about a group of people, often based on assumptions rather than reality.</p> <p>What does the word equality mean to you? Equality means that everyone is treated fairly and has the same rights and opportunities, regardless of their gender, race, or background.</p>

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	<ul style="list-style-type: none"> • identify and analyse anecdotes and explain how they make arguments more personal and relatable • explain how emotive language is used to create strong emotional responses in the audience • understand how ethos is used to build credibility and trust (e.g. speaker's role, experience) • analyse how logos (facts and statistics) strengthens arguments with logical evidence • explain how pathos appeals to the audience's emotions to make them care about an issue • identify the use of facts and statistics and evaluate their impact on persuasion • analyse how writers combine rhetorical devices to strengthen their overall message • explain how language choices link to themes such as equality, fairness, and control • evaluate how a speaker encourages the audience to challenge stereotypes and take action • write their own mini speech using a range of rhetorical devices effectively • structure writing to include a clear opinion, persuasive techniques, and a strong call to action • use personal pronouns (we, you, us) to create connection and inclusivity in speech writing 	<p>to show the seriousness of an issue. Writers use facts to make their argument stronger and more believable, especially when discussing social problems.</p>			<p>Extract annotations see annotation booklet for details but here are some key ones:</p> <p>Rhetorical Questions</p> <p>"If not me, who? If not now, when?"</p> <ul style="list-style-type: none"> • Encourages the audience to reflect and take responsibility • Creates urgency and engagement • Repetition <p>"I've seen..."</p> <ul style="list-style-type: none"> • Emphasises personal experience and evidence <p>"Both men and women should feel free..."</p> <ul style="list-style-type: none"> • Reinforces the message of equality and fairness <p>Rule of Three</p> <p>"to be seen, to speak up, and to ask yourself"</p> <ul style="list-style-type: none"> • Creates a powerful and memorable call to action • Anecdote <p>"when at eight I was confused at being called 'bossy'..."</p> <ul style="list-style-type: none"> • Personal story makes the issue relatable and real • Emotive Language <p>"imprisoned", "suffering", "fragile and insecure"</p>

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					<ul style="list-style-type: none"> • Creates sympathy and emotional response • Highlights the seriousness of the issue • Ethos (credibility) • Speaking as a UN Women ambassador • Uses personal experiences → builds trust and authority <p>Logos (logic / facts)</p> <p>“75 years...” “15.5 million girls...” “until 2086...”</p> <ul style="list-style-type: none"> • Uses statistics to prove inequality is real • Pathos (emotion) • Stories of young girls and men struggling • Makes the audience feel empathy and concern • Facts <p>“15.5 million girls will be married...”</p> <ul style="list-style-type: none"> • Adds real-world evidence to strengthen the argument <p>Comprehension Answers</p> <p>Retrieval</p> <ul style="list-style-type: none"> • What examples does Watson give of gender-based assumptions she experienced growing up? She describes being called “bossy” at age 8, being sexualised at 14, seeing girls quit sports to avoid looking “muscly,” and boys being unable to express emotions. • Who does she say is also harmed by gender stereotypes? She says men are also harmed, as they feel pressure to be strong, unemotional, and “macho.”

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					<p>Inference</p> <ul style="list-style-type: none"> • Why does Watson describe men as being “imprisoned” by stereotypes? Because stereotypes limit their behaviour and emotions, making them feel trapped by expectations of how they should act. • What does she suggest will happen when men feel free to express their emotions? She suggests that gender equality will improve overall, and women will also feel freer and less controlled. <p>Language</p> <ul style="list-style-type: none"> • How does the metaphor of being “imprisoned” link to the theme of control and constraint? It suggests that stereotypes trap and restrict people, showing how society controls behaviour and limits freedom. • Why does Watson repeat the phrase “Both men and women should feel free...”? To emphasise equality and reinforce the idea that freedom should apply to everyone. <p>Writer’s Purpose</p> <ul style="list-style-type: none"> • What does Watson want her audience to understand about gender expectations? She wants them to understand that gender expectations are harmful and unfair, affecting both men and women. • How does she encourage both men and women to challenge constraints?

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					<p>She encourages them to speak up, take action, and question stereotypes, using a strong call to action to inspire change.</p> <p>Model mini speech: Imagine being treated differently just because of who you are. Imagine being told you are not good enough, not strong enough, or not worthy of the same opportunities as others. Do we really want people to feel excluded, judged, and silenced? Some people ignore inequality, pretending it no longer exists. We, however, know the truth: millions of people around the world are still denied basic rights and opportunities every single day. This is not fair. This is not right. This must change. I do not want people to feel small, powerless, or invisible. I do want people to feel respected, valued, and free to be themselves. If we treat everyone equally, then we create a world where everyone has the chance to succeed, not just a lucky few. We need to act now before inequality becomes even more normalised. If we stay silent, nothing will change. But if we speak up, stand together, and demand fairness, then real change is possible. So I ask you: if not us, who? If not now, when?</p>
Lesson 11: Excerpt from Lieutenant Colonel Tim Collins' Speech	<p>Students will know how to...</p> <ul style="list-style-type: none"> identify how speakers use ethos to establish authority, leadership, and credibility explain how voice and tone are used to command respect and influence behaviour recognise and analyse anaphora and its impact on emphasis and control identify and analyse emotive language to understand how it creates sympathy, fear, or respect 	<p>T3: Anaphora The repetition of the same word or phrase at the start of sentences or clauses. Writers use it to emphasise an idea and make it more memorable.</p>	<p><i>In order to know this, students need to already know...</i></p> <ul style="list-style-type: none"> how speeches use tone and voice to influence an audience key persuasive techniques (ethos, pathos, logos) how language can show values (respect, responsibility, control) how to analyse quotations and explain their effects 		<p>Tim Collins speech https://www.youtube.com/watch?v=UpdeNcH1H8A</p> <p>What do you think a soldier needs to be like in war?</p> <p>A soldier needs to be brave, disciplined, and resilient, but also thoughtful and controlled. They must be able to follow orders while still showing respect and humanity towards others.</p> <p>Should soldiers always follow orders, or should they think for themselves?</p>

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	<ul style="list-style-type: none"> explain how pathos is used to humanise conflict and create emotional connection recognise the use of logos (e.g. references to law or consequences) to guide logical thinking and behaviour analyse how anecdotes add realism and reinforce moral messages identify rule of three and explain how it strengthens key ideas evaluate how contrasts (e.g. violence vs kindness) are used to show control and moral balance explain how a speaker uses language to control and direct an audience's actions understand how speeches promote values such as discipline, respect, honour, and responsibility analyse how writers explore themes of control and constraint through language write their own speech using persuasive techniques and a strong, authoritative voice apply structural techniques such as repetition, rhetorical questions, and "I do not want... I do want..." deliver a speech effectively using tone, pace, pauses, and emphasis to engage an audience 				<p>Soldiers should follow orders to maintain discipline and structure, but they should also think for themselves to ensure their actions are ethical and lawful, especially in serious situations.</p> <p>How should soldiers treat people in a country they are fighting in?</p> <p>Soldiers should treat people with respect, dignity, and fairness, recognising that civilians are not the enemy and deserve protection and compassion.</p> <p>Do you think it is possible to be both violent and kind at the same time? Why?</p> <p>Yes, it is possible because soldiers may need to use violence in combat, but they can still act with kindness and respect towards civilians and prisoners, showing humanity even in difficult situations.</p> <p>See annotated booklet for annotations but here are some key ones:</p> <p>Rhetorical Features</p> <p>"Those who do not wish to go... we will not send."</p> <ul style="list-style-type: none"> Implies choice → builds trust and respect <p>Rule of Three</p> <p>"decent, generous and upright people"</p> <ul style="list-style-type: none"> Emphasises positive view of the people Makes the description more powerful <p>Anecdote</p> <p>"I know of men who have taken life needlessly..."</p>

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					<ul style="list-style-type: none"> • Personal experience adds realism • Warns soldiers of consequences <p>Emotive Language</p> <p>“wipe them out” “light of liberation” “mark of Cain”</p> <ul style="list-style-type: none"> • Creates strong emotional reactions • Shows seriousness of war <p>Ethos (credibility)</p> <p>Leader addressing soldiers directly “I know of men...”</p> <ul style="list-style-type: none"> • Shows experience and authority • Builds trust <p>Logos (logic)</p> <p>“they have that right in international law”</p> <ul style="list-style-type: none"> • Uses rules/law to guide behaviour • Appeals to reason <p>Pathos (emotion)</p> <p>“they did not plan to die this day”</p> <ul style="list-style-type: none"> • Creates sympathy for victims • Humanises the enemy <p>Anaphora</p>

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					<p>“We go... We will not... We are...”</p> <ul style="list-style-type: none"> • Creates rhythm and emphasis • Reinforces purpose <p>Comprehension Answers</p> <p>Retrieval</p> <ul style="list-style-type: none"> • What does Collins say is the purpose of entering Iraq? He says the purpose is to liberate and free the people, not to conquer the country. • How does he instruct soldiers to treat civilians? He instructs them to treat civilians with respect and dignity, recognising that they are in their own country. <p>Inference</p> <ul style="list-style-type: none"> • Why does Collins warn his soldiers about being “over enthusiastic in killing”? He warns them because excessive violence could damage their reputation, harm innocent people, and bring shame to the army. • What does he mean when he says “It is a big step to take another human life”? He means that killing is a serious and life-changing act that should not be taken lightly. <p>Language</p> <ul style="list-style-type: none"> • How does Collins use contrasts (e.g., “ferocious in battle” vs “magnanimous in victory”) to explore control? The contrast shows that soldiers must control their behaviour, being strong in combat but calm and respectful afterwards. • What is the effect of the phrase “your deeds will follow you down through history”?

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					<p>It emphasises that their actions will have lasting consequences, creating pressure to behave responsibly.</p> <p>Writer's Purpose</p> <ul style="list-style-type: none"> • How does Collins try to control the behaviour of his soldiers? He uses instructions, emotional appeals, and references to honour and consequences to guide their actions. • What values does he want them to uphold during the campaign? He wants them to show respect, discipline, honour, restraint, and humanity, even in war.