

EMC KS3 Curriculum^{plus}

Units of Learning: Medium-Term Plans



◆ NFS1: Kill or Cure (Y7)	2
◆ NFS2: Looking for Adventure (Y7)	5
◆ NFS3: My Story (Y8)	9
◆ NFS4: Brainwaves (Y8)	12
◆ NFS5: Sports Shorts (Y9)	15
◆ NFS6: Holding Hands in the Dark (Y9)	18

NFS1 Kill or Cure

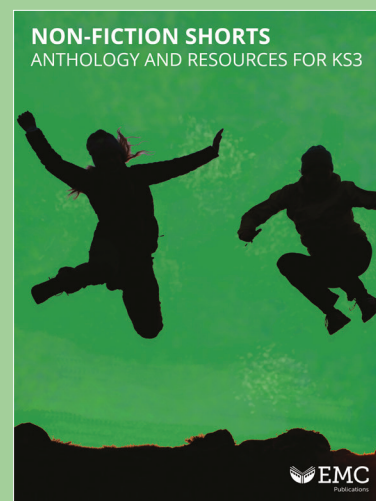
◆ Year 7

◆ 1-2 weeks

Non-Fiction Shorts pages 7-20

Narrative of the Unit

This unit offers an excellent introduction to the language of persuasion and to the role played by social and historical context in reading texts from a different period. Pupils explore a selection of adverts for 19th-century quack cures before focusing on a single advert. They first reconstruct it from its constituent parts, then analyse its language closely. Finally, they write an advert for a quack cure of their own and reflect on how effective it is.



EMC Curriculum Processes

Personal Processes	Creative Processes
<ul style="list-style-type: none"> ▶ Use talk and writing to develop existing ideas and generate new ones ▶ Adapt speech and writing for different purposes, audiences and forms 	<ul style="list-style-type: none"> ▶ Play with language imaginatively for effect ▶ Demonstrate imaginative approaches to a range of spoken and written tasks ▶ Use language flexibly in range of contexts for different audiences and purposes
Critical Processes	Technical Processes
<ul style="list-style-type: none"> ▶ Recognise and assess validity of information and messages in reading material ▶ Understand how language and meaning are related to context ▶ Situate their reading within its broader literary, social and historical contexts 	<ul style="list-style-type: none"> ▶ Maintain consistency and appropriateness of tone in written and spoken communication

Rich Curriculum Content (with reference to the National Curriculum)

This maps out the curriculum 'headlines' for this unit. Much of the 'subject content' in the KS3 National Curriculum programme of study, is already covered by EMC's Curriculum Processes. We have used processes for the bulk of the mapping, because they guide teachers and students in how to *do* English beyond simple subject matter.

Reading	<ul style="list-style-type: none"> ▶ High quality contemporary non-fiction ▶ 19th century non-fiction ▶ Close focus on language, structure and grammar ▶ Read texts for challenge, interest and enjoyment ▶ Read critically
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Rich Curriculum Content (with reference to the National Curriculum)

Writing	<ul style="list-style-type: none"> ▶ Writing in role ▶ Writing critically ▶ Creative and imaginative writing ▶ Writing structured non-narrative texts
Grammar & Vocabulary	<ul style="list-style-type: none"> ▶ Precise and confident use of linguistic and literary terminology ▶ Impact of grammatical features
Speaking & Listening	<ul style="list-style-type: none"> ▶ Participate in structured discussions ▶ Use formal and informal discussion to generate ideas

Suggested Route Through

Numbers in the left-hand column refer to stages in the learning process, not to lessons.

Activities formatted in green italics are additional to those included in the units in *Non-Fiction Shorts*.

STAGE 1	<p>INTRODUCTION TO CONTEXT, PAGES 8-11 + 17-20</p> <ul style="list-style-type: none"> ◆ Pupils match images from four adverts to their slogans. They begin to think about context by comparing the adverts to what they know about contemporary adverts, and by reading a little about 19th-century context. They then reconstruct an advert from jumbled-up images and words before comparing it to the original, reflecting on how each uses language and structure.
STAGE 2	<p>CLOSE LANGUAGE STUDY, PAGES 10-13</p> <ul style="list-style-type: none"> ◆ Pupils select two 19th-century adverts for quack cures to work on with a partner. Together they build up an understanding of how each uses language, linking interesting features of the writing to its purpose and effect. They use this understanding to write a short analysis of one advert.
STAGE 3	<p>FOCUS ON CONTEXT, PAGES 14-15 + 17-20</p> <ul style="list-style-type: none"> ◆ Pupils read through the four adverts again and note down questions and issues they raise about Victorian times. They match this to their current knowledge about the period, as well as what they can infer and deduce about the period from the texts themselves. They then read some more detailed contextual information on page 15, assessing how this adds to their understanding of each text. ◆ <i>In addition to the activities listed, pupils might work in pairs to produce a short role-play between the manufacturer of one of the products advertised and the designer of the advert. They discuss the ideas behind their advert, with a focus on using the contextual information to talk about how and why they are going to trick their customers into buying the product.</i>

Suggested Route Through

STAGES 4 & 5

CREATING A QUACK CURE, PAGE 16

- ◆ Pupils invent a quack cure of their own. They develop ideas about a product in pairs, then develop an advert, drawing on what they have focused on in the previous lessons. They design the advert themselves, comparing it with others in the class.
- ◆ *In addition to the activities listed, pupils might develop a presentation about their product, using some of the techniques they have used in their persuasive writing into speech.*

ASSESSMENT TASK

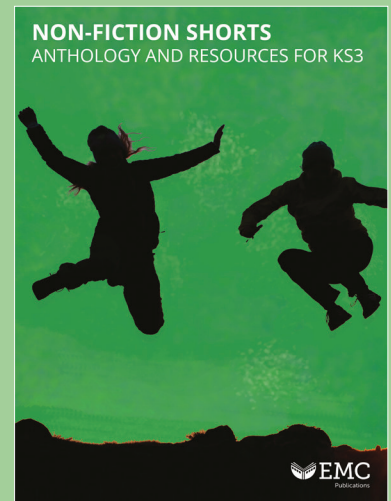
- ◆ Design and write a quack cure advert of your own. In role as the manufacturer, write an explanation of how it will convince people to buy your quack product. This should focus closely on how you have used language.

NFS2 Looking for Adventure

◆ Year 7

◆ 3 weeks

◆ *Non-Fiction Shorts* pages 21-56



Narrative of the Unit

This unit is developed around texts that explore very different adventures. Pupils are given opportunities to look closely at the language and structure of the texts via a range of strategies. Sometimes they use close reading strategies and zoom in on particular sections of the text; at other times they are encouraged to think about the whole of the texts. As part of this, they are given several opportunities to write creatively, using the texts as springboards, or transforming them in some way. They are then given the chance to reflect on how their own writing throws light on the original texts.

EMC Curriculum Processes

Personal Processes	Creative Processes
<ul style="list-style-type: none"> ▶ Discuss and explain own reading choices, including likes and dislikes 	<ul style="list-style-type: none"> ▶ Draw on reading to inform creative writing ▶ Speak and write in ways that entertain, stimulate and hold attention ▶ Engage with texts creatively, for example writing as a character, changing a text, writing in a different genre, and so on
Critical Processes	Technical Processes
<ul style="list-style-type: none"> ▶ Use evidence to support evaluations of reading material ▶ Identify and comment on what is significant and interesting within a text ▶ Use different formats such as role play, recreative writing and critical essays to demonstrate understanding 	<ul style="list-style-type: none"> ▶ Understand how language shapes meaning in a range of texts ▶ Understand how texts are constructed for particular effect

Rich Curriculum Content (with reference to the National Curriculum)

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Reading	<ul style="list-style-type: none"> ▶ High quality contemporary non-fiction ▶ 19th century non-fiction ▶ Close focus on language, grammar, tone and audience ▶ Read texts for challenge, interest and enjoyment ▶ Read critically
Writing	<ul style="list-style-type: none"> ▶ Writing in role ▶ Writing critically ▶ Creative and imaginative writing
Grammar & Vocabulary	<ul style="list-style-type: none"> ▶ Precise and confident use of linguistic and literary terminology ▶ Impact of grammatical features
Speaking & Listening	<ul style="list-style-type: none"> ▶ Use formal and informal discussion to generate ideas ▶ Use improvisation and role play to develop thinking

Suggested Route Through

There are five texts in this unit. Depending on time constraints, it would be possible to cover the curriculum processes while not reading all of them.

Numbers in the left-hand column refer to stages in the learning process, not to lessons.

Activities formatted in green italics are additional to those included in the units in *Non-Fiction Shorts*.

STAGE 1	<p>AUDIENCE, PURPOSE + TONE, PAGES 22-25 + 27-28</p> <p>‘The Rule of Threes’</p> <ul style="list-style-type: none"> ◆ Pupils begin by thinking about audience. Having read ‘The Rule of Threes’, they then consider the relationship of audience to purpose and tone. This is developed further to take in reader responses to the text on page 24. Finally pupils write a blurb for ‘How to Be a World Explorer’ (page 25), drawing on their understanding of audience and purpose.
STAGE 2	<p>TRANSFORMATIVE WRITING, PAGES 25-26 + 27-28</p> <p>‘The Rule of Threes’</p> <ul style="list-style-type: none"> ◆ Pupils remind themselves of ‘The Rule of Threes’ extract by looking at how typical it is of instruction writing. They then explore radically different ways to get across the same message by turning the main points of the instruction writing into a short story. This might need extending into homework, or spreading out over more than one lesson. In reflecting on their story, return to thinking about tone, audience and purpose and the different effects created in the two forms of writing.