| Department | ENGLISH | The Telford Priory School |
|------------|-------------|------------------------------|
| Key Stage | KEY STAGE 3 | Priory School |
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| | | |

| Unit Title | Why This Is Important and Why Is It Taught at This Point? | | | | |
|------------------|--|--|--|--|--|
| The Power of One | Students are introduced to the idea individuals can make a difference in Key Stage Two. We build on this in Key Stage Three, | | | | |
| | looking at how the spoken and written word can make a real difference to the world in which we live in. | | | | |
| | Students study a range of non-fiction persuasive texts and apply what they have learnt to their own writing. | | | | |

| Dates | Unit Title | End Points | Substantive Knowledge | Disciplinary Knowledge | Assessment Method | Key Course Guides & |
|---------------|--------------|----------------------|---|---|------------------------|---------------------|
| Delivered | | | | | | Reading |
| | | | What will they learn about | What subject concepts will be | | |
| | | | in this topic? | developed through this topic? | | |
| Year 7 Spring | The Power of | Students will have a | The art of rhetoric; a study | Extracting information | Substantive | TPS Knowledge |
| 2 | One | clear understanding | of a range of speeches. | from a text | knowledge test at | Organiser |
| | | of rhetoric. | | Inferring information | the end of the unit. | |
| | | | Texts include: | Approaching non-fiction | | TPS Curriculum |
| | | Students will have a | | texts | Skills test at the end | booklets |
| | | clear understanding | Aristotle | Revisiting grammar rules | of the unit. | |
| | | of how writers | • Cicero | and conventions | | |
| | | structure their | Unicef articles | Fluency in writing | | |
| | | ideas. | Climate change | Letter writing | | |
| | | | Education | Writing to persuade | | |
| | | Students will | Child poverty | Use of non-fiction | | |
| | | continue to build | Child marriage | language methods | | |
| | | on their knowledge | Women's issues | Use of structural methods | | |
| | | of English grammar | | Variety of sentence | | |
| | | and improve their | | construction | | |
| | | writing skills. | Literature: | Vocabulary | | |
| | | | | | | |
| | | | Understanding of the | | | |
| | | | power of rhetoric | | | |
| | | | What is a writer's | | | |
| | | | purpose? | | | |
| | | | Transactional writing | | | |
| | | | methods | | | |

| Non-fiction, debate/discussion Themes: struggle, identity, success in face of adversity | | |
|--|--|--|
| Grammar and Writing Tone Persuasive methods | | |