

English - Non-Fiction Anthology

All medium term plans represent an aspirational curriculum. Teachers and support staff may need to adapt the learning according to the class needs. This may include filling gaps in basic learning, preparation for the main curriculum and/or to build relationships between the staff and students.

Key Stage/Year	KS4 (Year 10 and 11)
Approximate Number of Lessons and Term	First Term 30 lessons
Qualification/Exam (if applicable)	Pearson iGCSE

Consideration of prior learning	Students have accessed some more basic non-fiction texts through functional skills assessments and through reading articles from The Day.
How will learners' knowledge, skills and understanding be checked at the start of the unit?	Students have previously been assessed for reading ability and writing ability. After reading the first text, students will be assessed for understanding to gauge how they meet the demands of this level of text.

How will learners' knowledge, skills and understanding be checked at the end of	There will be a mock assessment based on Section A of a past paper. This will be marked using the previous grade boundaries.
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the unit?	
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Learning Outcome	Approx. No. of Lessons	Potential Activities	Behaviour/Safety/Personal Development/SMSC Opportunities
To understand the requirements of the GCSE course.	1	Explanation of coursework and exam. Look at a past paper. Share anthologies.	Students will learn about managing time and working towards a goal.
Reading and Understanding the Texts (Questions 1, 2 and 3)			
To read and understand 'The Danger of a Single Story'.	1	Share photos and short biography of the writer. Establish the text type, audience and purpose. Read the text and play sections of the TED Talk from which it was transcribed. https://www.youtube.com/watch?v=D9lhs241zeg&t=877s Quiz questions on the text assessing retrieval and identification of facts. Extension: Answer the question 'In your own words, describe Ngozi's experiences in the USA'.	Considering and challenging stereotypes. Focus and concentration reading at length. Attention to detail Active listening
To read and understand 'A	1	Share a short biography of the writer and photos of	Understanding other people's feelings and

<p>Passage to Africa’.</p>		<p>the Somalia famine.</p> <p>Establish the text type, audience and purpose.</p> <p>Read the text.</p> <p>Quiz questions on the text assessing retrieval and identification of facts.</p> <p>Extension: Answer the question ‘In your own words, explain how Alagiah feels about his work in war zones’.</p>	<p>emotions.</p> <p>Focus and concentration reading at length.</p> <p>Attention to detail</p> <p>Active listening</p>
<p>To read and understand ‘The Explorer’s Daughter’.</p>	<p>1</p>	<p>Share a short biography of the writer and photos the Arctic Circle</p> <p>Establish the text type, audience and purpose.</p> <p>Watch a short video on narwhal https://www.youtube.com/watch?v=UVwYygnGkPE</p> <p>Short debate on the following topic: ‘Hunting is always wrong.’</p> <p>Read the text.</p> <p>Quiz questions on the text assessing retrieval and identification of facts.</p> <p>Extension: Answer the question ‘Look at lines 51 to 62. Describe Herbert’s thoughts and feelings. You may use brief quotations’.</p>	<p>Debating skills (listening to other opinions and expressing own opinion)</p> <p>Moral dilemma of hunting and survival.</p> <p>Focus and concentration reading at length.</p> <p>Attention to detail</p> <p>Active listening</p>

<p>To read and understand 'Explorers or Boys Messing About?'</p>	<p>1</p>	<p>Share photos of the locations in the texts and the people involved.</p> <p>Explanation of what tax is and how it is used.</p> <p>Establish the text type, audience and purpose.</p> <p>Read the text.</p> <p>Quiz questions on the text assessing retrieval and identification of facts.</p> <p>Extension: Answer the question 'In your own words, explain how the men were rescued'.</p>	<p>Moral dilemma of how taxpayer money should be used.</p> <p>Debating skills (listening to other opinions and expressing own opinion)</p> <p>Focus and concentration reading at length.</p> <p>Attention to detail</p> <p>Active listening</p>
<p>To read and understand 'Between a Rock and a Hard Place'.</p>	<p>1</p>	<p>Share photos of the locations in the texts and the people involved.</p> <p>Establish the text type, audience and purpose.</p> <p>Read the text.</p> <p>Discussion using the question: 'Was what happened his fault?'</p> <p>Quiz questions on the text assessing retrieval and identification of facts.</p> <p>Extension: Answer the question 'Look at lines 43-57. Explain how Ralston reacts to the accident. Use brief quotations'.</p>	<p>Moral dilemma of personal responsibility.</p> <p>Debating skills (listening to other opinions and expressing own opinion)</p> <p>Focus and concentration reading at length.</p> <p>Attention to detail</p> <p>Active listening</p>
<p>To read and understand</p>	<p>1</p>	<p>Share short biography of Benjamin Zephaniah.</p>	<p>Learning about other people's needs and</p>

<p>'Young and Dyslexic? You've Got It Going On'.</p>		<p>Establish the text type, audience and purpose.</p> <p>Use YouTube video to establish what dyslexia is.</p> <p>Read the text.</p> <p>Quiz questions on the text assessing retrieval and identification of facts.</p> <p>Extension: Answer the question 'Look at lines 9-27. Explain what Zephaniah did not like about school. You may use brief quotations'.</p>	<p>differences.</p> <p>Focus and concentration reading at length.</p> <p>Attention to detail</p> <p>Active listening</p>
<p>To read and understand 'A Game of Polo With a Headless Goat'.</p>	<p>1</p>	<p>Share front cover of the book.</p> <p>Establish the text type, audience and purpose.</p> <p>Show video clip of donkey race: https://www.youtube.com/watch?v=fO6nUcqIJ5k</p> <p>Read the text.</p> <p>Quiz questions on the text assessing retrieval and identification of facts.</p> <p>Extension: Answer the question 'Look at lines 14-25. In your own words, describe the donkey race.'</p>	<p>Learning about cultural differences</p> <p>Focus and concentration reading at length.</p> <p>Attention to detail</p> <p>Active listening</p>
<p>To read and understand 'A Journey Into Bhutan'.</p>	<p>1</p>	<p>Share front cover of the book.</p> <p>Establish the text type, audience and purpose.</p>	<p>Learning about cultural differences.</p> <p>Focus and concentration reading at length.</p>

		<p>Show video clip of Bhutan https://www.youtube.com/watch?v=Au3QBbuyc2M</p> <p>Read the text.</p> <p>Quiz questions on the text assessing retrieval and identification of facts.</p> <p>Extension: Answer the question ‘Look at lines 30 - 41 In your own words, describe Thimpu’</p>	<p>Attention to detail</p> <p>Active listening</p>
To read and understand ‘His for Hawk’.	1	<p>Share front cover of the book.</p> <p>Establish the text type, audience and purpose.</p> <p>Watch video clip to establish context: https://www.youtube.com/watch?v=eCcJP8D_mNw</p> <p>Read the text.</p> <p>Quiz questions on the text assessing retrieval and identification of facts.</p> <p>Extension: Answer the question ‘Look at lines 1-10. In your own words, describe how the hawk is prepared for sale’</p>	<p>Learning about grief and etiquette.</p> <p>Focus and concentration reading at length.</p> <p>Attention to detail</p> <p>Active listening</p>
To read and understand ‘Chinese Cinderella’.	1	<p>Share the front cover of the book.</p> <p>Establish the text type, audience and purpose.</p> <p>Read the text.</p>	<p>Learning about ambition and rejection.</p> <p>Focus and concentration reading at length.</p> <p>Attention to detail</p>

		<p>Quiz questions on the text assessing retrieval and identification of facts.</p> <p>Extension: Answer the question ‘Look at lines 1-10. Explain Yen Mah’s experience of boarding school. You may use brief quotations’</p>	Active listening
Analysis of Language and Structure in the Autobiographical Texts (Question 4)			
To understand what is meant by structure.	1	<p>Explanation of the following keywords: <i>withholding information, 1st/2nd/3rd person narrative, short sentences, short paragraphs, repetition, flashbacks, shifts in focus</i></p>	<p>Executive functioning skills of not only understanding a text, but also analysing how the writer creates effect</p> <p>Creativity</p>
To what is meant by language.	1	<p>Explanation of the following keywords: <i>simile, metaphors, personification, alliteration, onomatopoeia, choice of words</i></p>	<p>Executive functioning skills of not only understanding a text, but also analysing how the writer creates effect</p>
To analyse the language and structure in ‘A Passage to Africa’.	1	<p>Students given parts or features of the text that enable deep analysis. E.g. ‘like a drug addict’.</p> <p>Discussion of the effect of these choices.</p> <p>Students given sentence stems to write up what has been discussed.</p> <p>Sentence Stems: <i>The writer chooses/uses... This suggests... It’s almost as if...</i></p>	<p>Development of social skills through investigating how language and structure can have an impact.</p> <p>Thinking beyond the obvious.</p> <p>Organising and communicating ideas</p>
To analyse the language	1	Students given parts or features of the text that	Development of social skills through

<p>and structure in 'The Explorer's Daughter'.</p>		<p>enable deep analysis. E.g. 'spectral play of colour'.</p> <p>Discussion of the effect of these choices.</p> <p>Students given sentence stems to write up what has been discussed.</p> <p>Sentence Stems: <i>The writer chooses/uses... This suggests... It's almost as if...</i></p>	<p>investigating how language and structure can have an impact.</p> <p>Thinking beyond the obvious.</p> <p>Organising and communicating ideas.</p>
<p>To analyse the language and structure in '127 Hours'.</p>	<p>1</p>	<p>Students given parts or features of the text that enable deep analysis. E.g. 'growl'.</p> <p>Discussion of the effect of these choices.</p> <p>Students given sentence stems to write up what has been discussed.</p> <p>Sentence Stems: <i>The writer chooses/uses... This suggests... It's almost as if...</i></p>	<p>Development of social skills through investigating how language and structure can have an impact.</p> <p>Thinking beyond the obvious.</p> <p>Organising and communicating ideas.</p>
<p>To analyse the language and structure in 'A Game of Polo with a Headless Goat'.</p>	<p>1</p>	<p>Students given parts or features of the text that enable deep analysis. E.g. 'long sentence followed by a short sentence'.</p> <p>Discussion of the effect of these choices.</p> <p>Students given sentence stems to write up what has been discussed.</p> <p>Sentence Stems:</p>	<p>Development of social skills through investigating how language and structure can have an impact.</p> <p>Thinking beyond the obvious.</p> <p>Organising and communicating ideas.</p>

		<i>The writer chooses/uses... This suggests... It's almost as if...</i>	
To analyse the language and structure in 'A Journey Into Bhutan'.	1	<p>Students given parts or features of the text that enable deep analysis. E.g. 'the use of facts'.</p> <p>Discussion of the effect of these choices.</p> <p>Students given sentence stems to write up what has been discussed.</p> <p>Sentence Stems: <i>The writer chooses/uses... This suggests... It's almost as if...</i></p>	<p>Development of social skills through investigating how language and structure can have an impact.</p> <p>Thinking beyond the obvious.</p> <p>Organising and communicating ideas.</p>
To analyse the language and structure in 'H is for Hawk'.	1	<p>Students given parts or features of the text that enable deep analysis. E.g. 'lots of similes'.</p> <p>Discussion of the effect of these choices.</p> <p>Students given sentence stems to write up what has been discussed.</p> <p>Sentence Stems: <i>The writer chooses/uses... This suggests... It's almost as if...</i></p>	<p>Development of social skills through investigating how language and structure can have an impact.</p> <p>Thinking beyond the obvious.</p> <p>Organising and communicating ideas.</p>
To analyse the language and structure in 'Chinese Cinderella'.	1	<p>Students given parts or features of the text that enable deep analysis. E.g. 'Use of exclamation marks'.</p> <p>Discussion of the effect of these choices.</p>	<p>Development of social skills through investigating how language and structure can have an impact.</p> <p>Thinking beyond the obvious.</p>

		<p>Students given sentence stems to write up what has been discussed.</p> <p>Sentence Stems: <i>The writer chooses/uses... This suggests... It's almost as if...</i></p>	Organising and communicating ideas.
Analysis of the Language and Structure in the Opinion Pieces (Question 4)			
To analyse the language and structure in 'Young and Dyslexic - You've Got It Going On'.	1	<p>Introduction of new keyword: anecdote</p> <p>Students given parts or features of the text that enable deep analysis. E.g. 'Use of exclamation marks'.</p> <p>Discussion of the effect of these choices.</p> <p>Students to write up what has been discussed with no sentence stems</p>	<p>Development of social skills through investigating how language and structure can have an impact.</p> <p>Thinking beyond the obvious.</p> <p>Organising and communicating ideas.</p> <p>Remembering key information.</p>
To analyse the language and structure in 'The Danger of a Single Story'.	1	<p>Students given parts or features of the text that enable deep analysis. E.g. 'Use of exclamation marks'.</p> <p>Discussion of the effect of these choices.</p> <p>Students to write up what has been discussed with no sentence stems</p>	<p>Development of social skills through investigating how language and structure can have an impact.</p> <p>Thinking beyond the obvious.</p> <p>Organising and communicating ideas.</p> <p>Remembering key information.</p>
Analysis of the Language and Structure in the News Report (Question 4)			

<p>To analyse the language and structure in 'Explorers or Boys Just Messing About?'.</p>	<p>1</p>	<p>Introduction of new keyword: bias</p> <p>Students given parts or features of the text that enable deep analysis. E.g. 'Use of exclamation marks '.</p> <p>Discussion of the effect of these choices.</p> <p>Students to write up what has been discussed with no sentence stems</p>	<p>Development of social skills through investigating how language and structure can have an impact.</p> <p>Thinking beyond the obvious.</p> <p>Organising and communicating ideas.</p> <p>Remembering key information.</p>
<p>Comparison of Ideas and Perspectives (Question 5)</p>			
<p>To compare the ideas and perspectives in Explorers or Boys Messing About and Escape from the Jungle'.</p>	<p>3</p>	<p>Resource used: https://revisionworld.com/sites/revisionworld.com/files/imce/4EA1_01_que_20190605.pdf</p> <p>First lesson: Students to read an unseen text and answer questions on it without any help followed by introduction of question 5 and what it is asking. Analogy used to explain similarities and differences.</p> <p>Second lesson: Student looks for similarities and differences. Modelled first by teacher.</p> <p>Third lesson: Students write a response using sentence stems.</p>	<p>Development of observational skills</p> <p>Empathising with writer's ideas and perspectives</p> <p>Working within time limits</p> <p>Organising and communicating ideas.</p> <p>Working independently.</p> <p>Listening to teacher instruction.</p>
<p>To compare the ideas and perspectives in 'The</p>	<p>3</p>	<p>Resource used: https://revisionworld.com/sites/revisionworld.com/fil</p>	<p>Development of observational skills</p>

<p>Explorer's Daughter' and 'Capture of the Manatee'.</p>		<p>es/imce/4EA1_01_que_20190115.pdf</p> <p>First lesson: Students to read an unseen text and answer questions on it without any help followed by reminder of question 5 and what it is asking.</p> <p>Second lesson: Student looks for similarities and differences.</p> <p>Third lesson: Students write a response without sentence stems.</p>	<p>Empathising with writer's ideas and perspectives</p> <p>Working within time limits</p> <p>Organising and communicating ideas.</p> <p>Working independently.</p> <p>Listening to teacher instruction.</p>
<p>Assessment: Complete Section A of Paper 1.</p>	<p>2</p>	<p>Students given a past paper and need to complete Section A in timed exam conditions, using access arrangements.</p>	<p>Working within time limits</p> <p>Concentrating on a task at length</p> <p>Organising and communicating ideas.</p> <p>Working independently.</p> <p>Listening to teacher instruction.</p> <p>Managing anxiety</p> <p>Prioritising</p>

<p>Possible Adaptations for Higher and</p>	<p>Students who are able to access the retrieval, interpretation and inference questions with</p>
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Lower Achievers	ease will be fast tracked to the questions that analyse language/structure analysis and comparison. Also, resources to help extend thinking will be provided e.g. The Online Governess, Study Rockets on YouTube.
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How will the knowledge, skills and understanding imparted in this topic support them with future learning/qualifications or development?	<p>This course will enable students to demonstrate their ability in English to help gain a college place. If they can achieve a grade 4 plus, they will no longer need to study English, unless they choose to do an A Level in English. Colleges enter students into further GCSE study if they achieve a grade 3, or functional skills if they achieve grade 2 or below.</p> <p>Students will encounter non-fiction texts in adulthood, many of which will be vital to their day to day lives.</p> <p>Study of the nuances of language will help students in social and emotional communication in their personal and professional lives.</p>
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