



Unit	Key Stage 3
5	Summer year 2
	War

Unit Name: War		Recommended Teaching Time:
<p>Textual analysis is a methodology that involves understanding language, symbols, and/or pictures present in texts to gain information regarding how people make sense of and communicate life and life experiences. Visual, written, or spoken messages provide cues to ways through which communication may be understood. Often the messages are understood as influenced by and reflective of larger social structures. For example, messages reflect and/or may challenge historical, cultural, political, ethical contexts for which they exist. Therefore, the analyst must understand the broader social structures that influence the messages present in the text under investigation. This module uses the theme of war to teach children about the wide range of text influence with a predominant focus on world war 1 and world war 2 from an allied perspective.</p>		<p>All pupils will be able to make inferences based on specific themes and ideas</p> <p>Most pupils will understand aspects of genera and will be able to make inferences based on the text identifying specific codes and conventions.</p> <p>Some pupils will identify writing technique, form and structure making inferences based on key narrative features and techniques.</p>
I can statements (star the “essentials”)	Critical Content, Key Words and Additional Notes.	
<ul style="list-style-type: none"> - I can recognise the difference between what the author states directly and what he/she implies in the text. - I can determine if there is sufficient evidence to support what the text says. - I can determine the quality of the evidence used to support what the text says. - I can identify the theme(s) or central idea(s) of a text. - I can explain how a theme is developed by specific details. - I can summarise a text. - I can explain how characters can have multiple or conflicting motivations. - I can identify how characters change or develop over the course of a story. - I can analyse the interactions of characters. - I can explain how the characters advance the plot or develop the theme. - I can identify several types of figurative language in a text. I can identify connotative meanings of certain words in a text. - I can identify how multiple words and phrases influence the meaning of a text. - I can identify how multiple words and phrases influence the tone of a text. - I can identify and show supports for the author’s tone through multiple words and phrases in the text. - I can analyse how an author’s uses structure to create effects such as mystery, tension, or surprise. I can analyse how an author uses events to create effects such as mystery, tension, or surprise. - I can analyse how an author uses time to create effects such as mystery, tension, or surprise. 	<p>Teaching agenda:</p> <p>This week will understand the context of WW1 and WW2. We will look at how it would have felt to be alive during this time and write descriptive pieces of writing describing life in the trenches/on the front line.</p> <p>In week 2 we will look at the use of propaganda in the war and how war was made out to be a ‘game’ in order to recruit soldiers. We will look at an extract and use our inference skills to interpret what the author wants us to think.</p> <p>This week we will study an extract from Michael Morpurgo’s ‘Private Peaceful’. We will focus on how the author uses different literary devices to create effect. We will then use some of these techniques to write our own eye-witness account.</p> <p>This week we will start to study a range of war poetry. We will look at the structure and language used in these.</p> <p>We will continue to study a range of war poetry. We will look at the structure and language used in these. We will also make comparisons between some of the poems we have looked at.</p> <p>This week we look at the battle of Dunkirk, exploring and analysing different sources of information.</p> <p>Framework</p> <p>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.</p> <p>AO2: Demonstrate critical understanding of concepts and issues relevant to language use.</p> <p>AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.</p> <p>AO4: Explore connections across texts, informed by linguistic concepts and methods.</p>	
	<p>Key words and phrases:</p> <p>Alliteration Assonance Colloquial language Dialect Dialogue Dissonance. erie: Enjambment Hyperbole Imagery Irony Metaphor Monologue numinous: occult: Onomatopoeia Oxymoron paranormal: Pathos Personification preternatural Repetition Rhyme Rhythm Simile supernatural Symbolism Tone uncanny: weird: Word choice</p>	

Assessment details			
Assessment Focus	Task		
<p>AF1 – Use a range of strategies including accurate decoding of text, to read for meaning.</p> <p>AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p> <p>AF3 – deduce, infer or interpret information, events or ideas from texts.</p> <p>AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p> <p>AF5 – explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.</p> <p>AF6 – identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.</p> <p>AF7 – Relate texts to their social, cultural and historical contexts and literary traditions.</p>	Write a discursive essay exploring your thought and ideas about the chosen text		
	<p>My responses to the overall effect of the text shows my clear understanding and critical evaluation of the writer's purposes and viewpoints and how these are articulated throughout the text.</p>	<p>I can make sustained critical analysis/evaluation of the text(s) which shows appreciation of how it relates to context(s) and tradition(s) and my analysis explores the meanings produced.</p>	<p>I can sustain a critical analysis/evaluation of the text(s) to show my appreciation of how it relates to context(s) and tradition(s) and explores the meanings produced from it.</p>

Questions

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| 01 | What is the Cirque Du Freak? |
| 02 | What can we infer about each of the given characters? |
| 03 | Why is narrative sequencing important? |
| 04 | What language devices can you use to describe a character? |
| 05 | What is poetic form? |
| 06 | What devices do you use in poetry; what are the codes and the conventions? |
| 07 | What is a comparative study? |
| 08 | What is transactional writing? |
| 09 | How does the writer capture your imagination? |
| 10 | What are the generic features identified in the story? |