

Learning Programme – English

Year 3 War and Conflict Unit

Topic/Content	Objectives/Skills	Homework	Assessment	Success Criteria (for E/S/D at KS3)	Stretch & Challenge (Thirst for Learning)
To read and understand a range of war-themed fiction and non-fiction texts	To identify and interpret explicit and implicit information and ideas	Highlight details of what we learn about the role of a war photographer from 'A War Photographer's Life' article	Information retrieval questions/ true or false statements - peer assessed		<p>Read other war themed literature from reading list provided</p> <p>Visit Imperial War Museum in Manchester</p> <p>Carry out further research, using a range of sources such as learning resources (BBC Bitesize https://www.bbc.co.uk/education/topics/z4crd2p contains 72 clips focusing on a range of topics relating to WW1)</p> <p>Find out more about the experiences of refugees fleeing conflict in their homeland and write a letter to your local MP in support of Amnesty</p>
	To select and synthesise evidence from different texts	Comparative paragraph summarising differences between 'No Trumpets Needed' and 'A War Photographer's Life'	Comparative paragraph summarising differences between two texts		
	To explain, comment on and analyse how writers use language and structure to achieve effects and influence readers	Analysis grid and paragraphs on 'Letter to Daniel'	Features of speech and persuasive techniques activities matching terms with correct definitions terms test (peer marked)		
	To use relevant subject terminology		Documentary scripts (peer-assessed but sampled)		
	To compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	Paragraph comparing views on war/ methods used in Bush's Eve-of-War	End of unit GCSE style reading assessment based on English		

		speech and Vera Brittain diary extract	Language Paper 2, Section A		International's Families Together campaign
	To evaluate texts critically and support this with appropriate textual references		The homework highlighted in red or green will also be used when forming judgements/grades.		Creative writing – write a narrative piece inspired by one of the non-fiction texts (e.g. child soldiers fact sheet)
To write the script for a documentary on child soldiers	To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	Short descriptive task based on image of child in a warzone	The data/grades will NOT be based on the one off end of unit assessment but a combination of all assessed tasks.		
	To organise information and ideas using structural and grammatical features to support coherence and cohesion of texts	Syria fact sheet task requiring students to sequence sections and write suitable sub-headings	Tasks highlighted in green will be teacher assessed with diagnostic feedback given.		
	To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Script for a 30 second teaser trailer for documentary	Tasks highlighted in red will be self or peer assessed with marks recorded.		