

Year 11 English Unit 1: Non-fiction: teenage kicks

Non-fiction: teenage kicks	
Expected Outcomes Learners will: - Read and analyse texts and draw out how attitudes to teenagers have changed over time. - Be able to use titles, context and language to determine the purpose, form and audience of different texts. - Be able to identify linguistic devices in an article. - Analyse expert views and determine which are credible and why. - Create their own credible expert views. - Plan an effective article with an appropriate structure (main argument, clear paragraphs, closing paragraph). - Identify hyperbole, anecdotes and statistics in writing. - Use hyperbole, anecdotes and statistics in their own writing.	
Developmental Focus Opportunities - C&L: Structured speaking and listening activities such as mini debates on teenage stereotypes or peer interviews about generational attitudes. - EAD: Role Play: Learners could adopt the persona of a 1950s teenager vs. a modern teen and respond to media portrayals in character. - PSED: Ask learners to reflect on how they are represented in media and how that affects their self-image. - Mathematics: Numerical Reasoning - Explore how hyperbole and statistics interact—e.g. “90% of teens...” and evaluate their credibility. - EAD: Visual Literacy - Analyse how layout, font, and imagery in articles influence tone and audience.	
Key Learning Points	Powerful Knowledge
- I can explore attitudes towards teenagers over time and write my own article title that reflects current day teenagers. - I can use titles, context and language to determine the purpose, form and audience of different texts. - I can identify and use a range of effective linguistic devices in an article. - I can understand what makes a credible expert view and use this understanding to create my own credible expert views.	Learners will be able to confidently determine the purpose, form and audience of different texts by identifying and analysing key features such as titles, context and linguistic devices. Learners will continue to develop their awareness and scepticism of the credibility of sources and be able to explain why certain views and sources are credible or not. Learners will use their writing skills to plan and create an article using paragraphs, a clear and appropriate structure and techniques such as hyperbole, anecdotes and statistics where appropriate.

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- I can create a main argument as well as ideas for three main paragraphs as a plan for an effective article. - I can use anecdotes, hyperbole and statistics to write an effective article.	
Subject-Specific Vocabulary	Reading Opportunities
Purpose Form Audience Anecdote Parody Counterargument Call to action Credible Persuade Article Argument Alliteration Rhetorical question	A range of non-fiction articles and extracts.
Possible Misconceptions	Cross-Curricular Links
- Discourse around teenagers in the 1950s and 60s would be entirely different to discourse around teenagers nowadays. - Learners sometimes think that a text has a sole purpose e.g. only to persuade or only to argue. - Learners often think that linguistic devices should be used as often as possible. - Learners may think that any expert view adds credibility to their argument. - An argument is a disagreement and something which is confrontational.	History – changes in attitude and society throughout the 20 th century and before. History – link to the credibility of sources.

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