

<p><b>Year 8</b></p> <p><b>Writing Learning Journey</b></p> <p><b>Outcome: Fact page about Australia in the 1930s and the 'stolen generation'</b></p> <p><b>Purpose:</b> inform  <b>Audience:</b> intelligent young readers  <b>Viewpoint:</b> expert  <b>Form:</b> non-fiction text – visual layout on A3</p>	<p><b>Text Driver</b></p> <p>Rabbit Proof Fence (book and film) (Guinness Book of Records)</p> <ul style="list-style-type: none"> <li>• <b>Explore how the context in which a text is set, written and read can bias and influence an audience's understanding of its meaning</b></li> <li>• <b>Apply experience and growing knowledge of the world to understand texts</b></li> </ul>	<p><b>Key Writing Statements:</b></p> <ul style="list-style-type: none"> <li>• <i>Call on a range of sources – generate ideas</i></li> <li>• <i>Accurate factual information – knowledge content</i></li> <li>• <i>Adapt writing for form, purpose and audience e.g. formal register</i></li> <li>• <i>Increasingly complex vocabulary – topic specific vocabulary</i></li> <li>• <i>Make choices about form and presentation to guide and influence the reader</i> <ul style="list-style-type: none"> <li>○ <i>Consistent and appropriate use of tenses for factual and historical information</i></li> <li>○ <i>Spell most words correctly</i></li> <li>○ <i>Use of passive voice</i></li> </ul> </li> </ul> <p><b>Possible Guided Reading Link Texts:</b></p>
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**Overview of Learning Journey**

Stimulate and generate	Capture, sift and sort	Create, refine, evaluate
<p>Understand the context of 1930s Australia – the landscape, social context of colonial rule and culture of aboriginal Australians.</p> <p>Key learning:  <i>Apply own experience and growing knowledge of the world in order to help them understand the text. Recall and skim and scan to extract information about a chosen focus</i></p> <ul style="list-style-type: none"> <li>• Internet research into early 20<sup>th</sup> Century Australia, British Empire, Australian geography, Aboriginal culture etc. – set up clear expectations for research and outcomes e.g. <ul style="list-style-type: none"> <li>○ Model searches e.g. use of advanced search terms, checking facts on more than one source, making notes on where information has been found</li> <li>○ Give suggested weblinks</li> <li>○ Give questions to find the answer to</li> <li>○ Give topics to research – divide up between pupils/pairs</li> <li>○ Model how to skim and scan and use the presentational features of the website</li> <li>○ Template to fill in or offer choice in how to present information</li> <li>○ Pupils create their own quiz questions based on research for other pupils (if creating multiple choice, show how to create plausible distractors)</li> </ul> </li> <li>• Familiarising students with the context and culture of modern Australia to enable comparison with 1930's context</li> </ul> <p>Key learning:  <i>Apply own experience and growing knowledge of the world in order to help them understand the text.</i></p> <ul style="list-style-type: none"> <li>• Look at images and non-fiction tiny texts plus their own notes from research task – 1930s images to show the trends in attitudes</li> <li>• Pupils understand and discuss how prevailing ideas of white supremacy and imperialism became extreme during the early 20<sup>th</sup> century with reference to Nazi Germany, KKK and apartheid or similar systems</li> <li>• Create collage using images presented – link to key words</li> </ul> <p>Key learning:  <i>Explore the context in which texts are set and read can bias and influence an audience's understanding of its meaning</i>  <i>Participate in discussions about texts that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously</i></p> <ul style="list-style-type: none"> <li>• Pupils given images and key points of learning in order to generate discussion</li> <li>• Read first couple of pages of book before the letters</li> <li>• Given intro of the text – look at context of the story and the setting</li> <li>• Pupils discuss the context and events of the time – put themselves into role to make suggested decisions about what to do about the 'problem' (e.g. parents, children, authorities). Inform ideas with information from previous lessons. Give bullet points on how the character would feel/what the character would think</li> <li>• Share key information about the 'stolen generation' and policies/approaches</li> </ul>	<p>Key learning: <i>Apply own experiences and growing knowledge of the world to understand contexts</i></p> <ul style="list-style-type: none"> <li>• Watch documentary clip about the Stolen Generation</li> <li>• Take notes – board rush, post-its</li> <li>• Collate images and articles relating to context</li> <li>• Pupils given images and key points of learning in order to generate discussion</li> <li>• Discuss and decide what information needs to be included in a fact file about the Stolen Generation</li> </ul> <p>Key learning:  <i>Make choices about form and presentation to structure texts and to guide and influence the reader</i></p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• Modelling using good examples e.g. Guinness Book of Records, Dorling Kindersley, Usborne etc. – identify and discuss features of the text type and style of writing</li> <li>• Independent research on the context and Australia with view to share their thought to the class</li> <li>• Sort, categorise and prioritise information gathered ready to put into fact file</li> <li>• Annotate an example based on understanding of intention and effect of key organisational features <ul style="list-style-type: none"> <li>• Sub-headings</li> <li>• Layout</li> <li>• Fonts, colours, italics</li> <li>• Colour connotations</li> <li>• Incorporation of illustrations</li> <li>• Use of boxes and shading</li> <li>• Use of IT</li> </ul> </li> </ul> <p>How does the text make key information stand out?  How do points of information link together?</p> <p>Key learning:  <i>Consistent and appropriate use of tenses for factual and historical information</i></p> <p>Model from factual text the use of tenses – capture different tenses used the way these sequence to show the order of events in the past:</p> <ul style="list-style-type: none"> <li>• present for elements that are still true today e.g. points about landscape and aboriginal culture</li> <li>• past perfect – 'this <b>had happened</b>' before other events in the past</li> <li>• past perfect progressive – 'this <b>had been happening</b>' for a length of time before other events in the past</li> <li>• past continuous – 'this <b>was happening</b>' at the same time in the past as other events</li> <li>• simple past – 'this <b>happened</b>' a one-off or completed action in the past</li> </ul> <p>Learn about the different past tenses and practise writing sentences that show how events in the past relate to each other – modelled and shared practice.</p>	<p>Key learning:  <i>Generate ideas selected from a range of stimuli to inspire and inform thinking sifting out relevant ideas to include in writing</i></p> <ul style="list-style-type: none"> <li>• Discussions with peers to generate ideas and look at content, layout and prioritise important information</li> </ul> <p>Key learning:  <i>Craft writing purpose, audience, form, genre and viewpoint, independently choosing features to include in writing</i></p> <ul style="list-style-type: none"> <li>• Fact sheet</li> <li>• Create a fact sheet with appropriate form, structure, presentation and valid content</li> </ul>

