



	Year 7 Unit 1 Non-Fiction – Bias in the Media
Learning outcome	<p><b>Subject Content: Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>To know the key features of different types of newspapers and newspaper articles.</li> <li>To understand and recognise bias in the media.</li> </ul> <p><b>Skill Set:</b></p> <ul style="list-style-type: none"> <li>❖ <b>Writing:</b> To be able to write in the style of a news report and feature article.</li> <li>❖ <b>Reading:</b> To read news and feature texts critically, identifying and analysing bias.</li> </ul>
Key Question	<p><b>How do I identify and communicate tone in a non-fiction piece of writing?</b></p> <p>Students should be able to answer this by imitating some of the features taught, and by creating tone in their own writing.</p>
Knowledge	<p><b>Knowledge and skills:</b></p> <p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>Know the key features of different types of newspapers and newspaper articles;</li> <li>Know the difference between a broadsheet and tabloid newspaper;</li> <li>Know the biases of major news publications;</li> <li>Know the features of a news/feature article;</li> <li>Know and understand how to spot bias.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><b>Writing:</b> To be able to write in the style of a news report and feature article, to write for purpose and audience;</li> <li><b>Reading:</b> To read news and feature texts critically, identifying and analysing bias and write in a tone/style appropriate for purpose and audience;</li> <li>Organise content and paragraphs for effect;</li> <li>Use ambitious vocabulary;</li> <li>Use varied sentence structure for effect.</li> </ul> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>masthead</li> </ul>



	<ul style="list-style-type: none"> <li>• title piece</li> <li>• standfirst</li> <li>• teaser</li> <li>• caption</li> <li>• tabloid</li> <li>• broadsheet</li> <li>• headline</li> <li>• byline</li> <li>• bias</li> </ul>
Ongoing Assessment	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Assessment: <b>Write either a news or feature article in the style of a broadsheet newspaper.</b> Optional: Include a clear bias.</li> <li>• Assessment throughout: use of mini white boards, hands down questioning, informal assessment of written work etc.</li> </ul> <p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>• That newspapers are to be read by everyone and have no target audience;</li> <li>• That newspapers present objective facts;</li> <li>• Masthead and headline confused;</li> <li>• National and regional/local newspapers confused.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Learning key terms and spellings</li> <li>• Spend 1 hour reading a broadsheet newspaper</li> <li>• Find further examples of political bias in two news reports from different newspapers. Write out a comparison table</li> </ul>
Final Assessment	<p><b>How will we know that pupils can answer the key question?</b></p> <ul style="list-style-type: none"> <li>• <b>End of unit assessment:</b> Marked for writing skills and how well they are able to adapt tone to purpose and audience.</li> </ul>



	<p><b>What formats/methods are you going to use i.e. in class written assessment?</b></p> <ul style="list-style-type: none"> <li>Assessment: <b>Write either a news or feature article in the style of a broadsheet newspaper.</b> Optional: Include a clear bias.</li> </ul>
<b>Clear sequencing of content</b>	<p><b>Sequencing:</b></p> <ul style="list-style-type: none"> <li>This follows on from the induction unit, allowing students to write for purpose and audience, although this time they are writing in a different form (newspaper report as opposed to autobiography).</li> <li>This unit is placed as the first main unit in Year 7 to encourage students to approach things they read critically, and not accept everything they read in the media as objective fact. They learn to identify bias, which will prepare them for later study across Key Stage 3 (also across the curriculum, e.g. History) and beyond, as well as for later life.</li> </ul> <p><b>Key themes/ concepts</b></p> <ul style="list-style-type: none"> <li>Media - students are encouraged to approach things they read critically, and not accept everything in the media/news/social media as objective fact.</li> <li>Politics – students understand that not everyone shares the same political views.</li> </ul> <p><b>How does this unit help students access future learning?</b></p> <ul style="list-style-type: none"> <li>This unit directly links to the campaign literature and debating unit in Year 8, the non-fiction unit in Year 9 and GCSE English Language Paper 2, particularly section B writing.</li> </ul> <p><b>Is there systematic building of vocabulary?</b></p> <ul style="list-style-type: none"> <li>In one of the first lessons, students are taught newspaper-specific vocabulary which is referred back to throughout the unit. This vocabulary is again referred to in Year 8 with the Campaign Literature unit and the non-fiction unit in Year 9, as well as in Paper 2 Section B at GCSE.</li> </ul>
<b>Links to Careers</b>	<ul style="list-style-type: none"> <li>Any career involving writing and the necessity of identifying and communicating tone</li> <li>Specific careers: journalist, news reader, politician.</li> </ul>
<b>Diversity and Inclusion</b>	<ul style="list-style-type: none"> <li>The resources for the lessons include front covers of newspapers that feature people of colour such as Rishi Sunak, Barack Obama and Meghan Markle;</li> </ul>

## NHSG Key Stage 3 Unit Overview for Year 7 Unit 1 Non-fiction – *Bias in the Media*



	<ul style="list-style-type: none"><li>• One of the lessons examines and compares two news reports written by opposing publications (The Sun and The Guardian) on decisions made by Sajid Javid, then Chancellor.</li></ul>
<b>Additional Support</b>	<ul style="list-style-type: none"><li>• Students are provided with an outline Scheme of Work sheet which includes definitions of key terms</li><li>• The PowerPoints and resources are available on SharePoint.</li></ul>
<b>Challenge</b>	<ul style="list-style-type: none"><li>• Debate Club – if students enjoy learning about opposing viewpoints then they are encouraged to join the Junior Debating Society and to consider joining the creative writing club.</li><li>• All student books contain a recommended reading list.</li><li>• All students are encouraged to complete the '13 by 13' reading challenge.</li><li>• Students will be invited to join Help Club if it is felt that they need further support.</li></ul>