



Year 9 Unit 6	Satire and Social Comedy
Learning outcomes	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> How writers use language and structural features to create a satirical tone in their writing <p>Skill set:</p> <ul style="list-style-type: none"> How to use features such as tone and gesture to present effectively to an audience
Key Question	<ul style="list-style-type: none"> How do writers use language and structural techniques to create a satirical tone in their writing?
Knowledge	<p>Knowledge:</p> <ul style="list-style-type: none"> Knowledge of how authors use language and structure to create a satirical tone in their writing Knowledge of how satire is used in television sitcoms, stand-up comedy and other media <p>Skills:</p> <ul style="list-style-type: none"> The ability to write and present a rant using gesture, pace and tone effectively to engage an audience <p>Key Terminology:</p> <ul style="list-style-type: none"> satire spoof parody anecdote power dynamic euphemism sketch incongruity dystopia subvert expectations <p>These terms are pre-taught and provided on the SOW cover sheet given to students.</p> <p>Areas of sensitivity and language to avoid:</p>



	<p>Racism as a topic is explored throughout this unit in a lighthearted way. Gina Yashere's monologue is fairly direct and will need to be discussed sensitively.</p>
<p>1. Ongoing Assessment i.e. formative</p>	<p>Assessment:</p> <p>Perform a rant to the class on a topic of your choice using gestures.</p> <p>Use of mini white boards, hands down questioning, informal assessment of written work through teacher circulation.</p> <p>Key misconceptions:</p> <p>That you cannot joke about racism; this, of course, has to be done in a sensitive way.</p> <p>Homework:</p> <ul style="list-style-type: none"> • Learn key terms and spellings • Write and practise your rant – ongoing homework task
<p>2. End Product Assessment i.e. summative</p>	<p>How will we know that pupils can answer the key question?</p> <ul style="list-style-type: none"> • End of unit assessment: Marked for content and presentation skills using the GCSE spoken language criteria <p>What formats/methods are you going to use i.e. in class written assessment?</p> <p>A speaking and listening assessment in which students write and perform a rant.</p>
<p>Clear sequencing of content Is there systematic building of vocabulary?</p>	<p>Sequencing:</p> <p>This builds on speech writing and performance skills that students have looked at in year 8 and focuses on creating their own 'voice' in writing and performance.</p> <p>Key themes/ concepts:</p> <ul style="list-style-type: none"> • Creating a satirical tone in writing • Presenting in an engaging way • Approaching difficult topics such as racism in a sensitive manner <p>How does this SoL help students access future learning?</p>



	This unit prepares students for GCSE English Language paper 2, section B where they need to write a non-fiction text such as a speech, letter or article. It also prepares them for their speaking and listening presentation in year 10 where they present a topic to an audience.
Links to Careers	Writer, Critic, Actor, Comedian, Historian, Teacher/lecturer, Performer
Diversity and Inclusion	<p>Students study work by and including people of colour, such as:</p> <ul style="list-style-type: none"> • Gina Yashere • Key & Peele • The cast of ‘Goodness Gracious Me’ • Manjula Padmanabhan <p>The topic covers satire of racism in contemporary society and classism, as well as narratives which centre people of colour.</p>
Support	<ul style="list-style-type: none"> • Students are provided with an outline SOW sheet which includes definitions of key terms • The PowerPoints and resources are available on Sharepoint •
Challenge	<ul style="list-style-type: none"> • Join KS3 Creative Writing Club • All student books contain a recommended reading list • All students are encouraged to complete the ‘13 by 13’ reading challenge