

## Then and Now: Learning Checklist

	Red	Amber	Green
<b>Context: Knowledge</b>			
• Slavery abolished in the British Empire (1838)			
• World War One			
• Women gaining the vote (1928)			
• Great Depression (1929)			
• World War Two			
• Rosa Parks and the Civil Rights Movement in the USA			
• Martin Luther King Jr.'s 'March on Washington' (1963)			
• Iraq War (2003-2011)			
• Racial Injustice in the 1930s: Jim Crow Laws			
• President Joe Biden's Inauguration			
• Poverty in Victorian England			
• Modern Poverty in London			
• Global Health Care			
• The Rights of Georgian Women			
• Emmeline Pankhurst and the Suffragette Movement			
• The Victorian Education System			
• Migrant Crisis 2015			
• Immigration of Irish people to Brooklyn, New York			
<b>Context: Skills</b>			
I understand how the above contextual information can influence meaning.			
I can use specific contextual details to track historical and social perspectives over time and understand the relevance of these issues.			
<b>Reading: Skills</b>			
I can identify writer's methods.			
I can explain the ideas and effects created by writer's methods.			
I can offer multiple interpretations of the effects of writer's methods.			
I can find focus points throughout a non-fiction source.			
I can make detailed inferences about a quote.			
I can explain the explicit and implicit meanings of words, phrases and writer's methods.			
I can explain the effects of words, phrases and writer's methods on the reader.			
I can link my analysis to relevant and specific contextual information.			
<b>Writing: Skills</b>			
I can 'Show, not tell' in my creative writing.			
I am selective with my use of language.			
I can create a developed character that is described in detail.			
I can use a variety of sentence structures for specific effects.			
I can use my contextual knowledge to inform my writing.			

I can use discourse markers, including adverbs which indicate time and order.			
I can effectively structure a piece of journalistic writing.			
I can write a brochure/leaflet using appropriate presentational features, such as headings and sub-headings.			
I can create an engaging and developed character voice.			
I can create a well-developed character that is believable.			
I can create subtle effects in my writing through careful verb choice.			
I can create a well-structured piece of writing with clear use of paragraphs.			
I can represent a wider social issue using one of my characters.			
I can use figurative language, such as symbolism and metaphors to reveal information about my character.			