



Year 8 – 19th Century Non-Fiction – Poverty in London			
<b>Key Texts</b>	<b>TAP</b> -When we read non-fiction, it’s important that we work out the TAP of the text so we can understand why and how it was written. For example, an article written for children might have more simple language then one written for adults. Here are <u>some</u> examples:		<b>Features of Argument Writing:</b> <ul style="list-style-type: none"><li>A main argument: something you want your audience to know or understand by the end of the piece.</li><li>A strong introduction where you explain your argument.</li><li>Lots of evidence to prove your points.</li><li>An assertive and confident tone.</li><li>Use of persuasive techniques to engage the reader e.g:<ul style="list-style-type: none"><li>Emotive Language</li><li>Rhetorical Questions</li><li>Facts and Statistics</li><li>Anecdotes</li><li>Expert opinions.</li></ul></li></ul>
<b>Samuel Pepys’ Diary Entry on the Great Fire of London</b> <ul style="list-style-type: none"><li>Records Pepys experience of the Great Fire of London and his attempts to help the King stop the spread of the fire.</li></ul>			
<b>The 1817 Chimney Sweep Report</b> <ul style="list-style-type: none"><li>While it was illegal for children under 8 to work as chimney sweeps, ‘Master Sweeps’ still employed children as young as four.</li><li>The young sweeps suffered from spinal deformities and other illnesses because of their work.</li><li>They were unable to gain an education and therefore had few life chances when they grew too large to climb the chimney flue.</li></ul>	<b>T – Text Type</b>		
	Diary Letter Article	Speech Report Leaflet	
	<b>A - Audience</b>		
<b>London Labour and the London Poor</b> <ul style="list-style-type: none"><li>‘Mudlarks’ earned money by collecting items from the banks of the Thames to sell.</li><li>The writer, Mayhew, describes how dirty and grimy the children are and how they have very few clothes to wear.</li><li>The children go to a Ragged School in the evening but only to spend time with their friends.</li></ul>	Individuals The public A certain group e.g. adults, children, the middle classes, people who live in a certain area or country, etc.		
	<b>P - Purpose</b>		
<b>Dickens’ letter on the Ragged Schools</b> <ul style="list-style-type: none"><li>Ragged Schools educated the poorest children in London.</li><li>The Ragged Schools relied on charity but had very few resources, so the schools were rundown and overcrowded.</li><li>Dickens wanted those with money to do more to help.</li></ul>	To persuade To inform To argue To entertain	To record To describe To advise To request	
	TASK: Can you work out or recall the TAP of each text?		

<b>Key Vocabulary</b>	Final Assessment: ‘Education is vital to eradicate poverty and create a more equal society. The best education possible must be available to every child in the UK.’ Write a speech conveying your opinion on this statement.	 <p><b>Social Responsibility.</b></p> <p><b>Power.</b></p> <p><b>19<sup>th</sup> century society.</b></p> <p><b>Non-fiction writing.</b></p>
<b>Lamentable</b> - if you describe something as lamentable, you mean it is very unfortunate and disappointing.	<u>Assessment Skills:</u>	
<b>Neglect/Neglected</b> - if someone is neglected, it means they aren’t being properly cared for.	<b>P</b> - I have met the purpose of the piece by making my writing persuasive. <b>JO</b> - I have justified my opinion for each point I make by using evidence.	
<b>Wretched</b> - if you are wretched, it means you are in poor or unfortunate circumstances.	<b>AV</b> - I have made my writing interesting by using ambitious and emotive vocabulary.	
<b>Squalor/Squalid</b> - squalor is extreme filth and mess. If somewhere is squalid, it means you would describe it as incredibly dirty.	<u>Self- testing tasks:</u>	
<b>Forlorn</b> - if someone looks forlorn it means they look very unhappy and uncared for.	1. Write example sentences using each of our key vocabulary words.	
<b>Deplorable</b> - if you describe something as deplorable it is shocking and terrible.	2. What does TAP stand for?	
<b>Degradation</b> - this means that a situation or experience is disgusting or shameful.	3. What are some examples of a purpose of a non-fiction text?	
<b>Destitute/ Destitution</b> – if someone is destitute, that means they are living in extreme poverty and have no money or possessions.	4. Look at some non-fiction around you, e.g. a letter, a magazine or news article on your phone. Can you work out the TAP?	
	5. What types of jobs were available to children in the Victorian era?	
	6. Explain what conditions were like for the poor in the Victorian era.	
	7. What education could the poor receive? What was it like?	
	8. Mayhew and Dickens believe the rich in society should be responsible for the poor. Do you agree? Why/ why not?	