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| **English** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT- 1** | **Descriptive/Narrative and Unseen Poetry** | | | | | **Number of lessons in sequence** | **15 weeks of 4-hour lessons** |
| **Overarching Curricular Goals**  (What do you intend students know about and be able to do by the end of the topic, or scheme of learning. Critical knowledge needed to inform later learning and wider contexts.) | | **By the end of this unit students will:**  Over the course of this scheme of work, students will firstly consolidate their understanding of descriptive and narrative writing. As these are skills first utilised in KS2, students will improve by honing their structural skills and developing their vocabulary. Students will be given the opportunity to write creatively about a plethora of topics in a variety of settings, ranging from a street in Liverpool to the Arctic. This will ensure students are comfortable applying their skills to any given situation, which will be a necessary skill for their GCSE English Language examination.  Students will also consider how the theme of Identity is addressed in a variety of literature, such as non-fiction, prose and poetry. They will be given the opportunity to read literature from individual perspectives and learn about how identity impacts us in different ways. The students will be assessed on comparing unseen poetry, and so the emphasis is on reading, analysing and comparing texts. However, the aim of this scheme is to not only bolster their literary knowledge but also their understanding of the wider world through considering aspects of identity they may not have considered before. Ranging from the LGBTQ community to experiencing a dual heritage, from reading of a poet’s pride for the North-West to contemplating the necessity of faith, students will gain emotional and social understanding which will serve them well both in school and their future.  Through the presentation week, students will practise their presentation skills, while presenting on an aspect of their own identity, inspired by the literature they have read in the previous weeks. This will allow students to be both reflective while understanding the relevance literature has in all of our lives.  **Knowledge students will secure:**  Students to understand the necessary components of a piece of descriptive/narrative writing.  They will understand how to incorporate more sophisticated techniques in their writing.  Students will understand how to plan and structure creative writing effectively.  Students to gain a greater understanding of how to engage a reader.  Students will understand how to use punctuation, paragraphing and sentence structure to make their writing more effective.  Students will use Tier Two vocabulary to make their writing more detailed and interesting.  Students to gain a greater understanding of the theme of identity, including knowledge of: the LGBTQ community, the struggle for equality, growing up with a mixed heritage and how struggles can ultimately lead to a stronger identity.  Students to understand how a range of writing can approach a similar topic, or theme.  Students to understand how to compare poems, and how to use the acronym ‘To Smile’ to approach understanding and analysing a poem.  Students will learn high-level vocabulary and apply this to their analysis of the poems.  Students to explain the writer’s possible reasons behind writing certain poems.  They will understand how best to present a speech, and how to effectively engage an audience, using both language choices and body language to present effectively.  **Skills students will develop:**  AO1: Read, understand and respond to texts. Students should be able to:  maintain a critical style and develop an informed personal response  use textual references, including quotations, to support and illustrate interpretations.  AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.  AO3: Show understanding of the relationships between texts and the contexts in which they were written.  AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts  AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation  AO7: Demonstrate presentation skills in a formal setting  AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations  AO9: Use spoken Standard English effectively in speeches and presentations. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | **KS4**   * read easily, fluently and with good understanding * appreciate our rich and varied literary heritage * read a wide range of high-quality, challenging, classic literature * read literature and other writing as a basis for making comparisons * understand and critically evaluate texts * use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. * seek evidence in the text to support a point of view, including justifying inferences with evidence * rehearse and performing poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. * write accurately, fluently, effectively and at length for pleasure and information through: adapting their writing for a wide range of purposes and audiences: to describe and narrate. * consolidate and build on their knowledge of grammar and vocabulary. * Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate * speak confidently, audibly and effectively   **KS3 curriculum links** – Writing creatively: Y7 AP2 and AP3, and Y8 AP2 and AP3.  Analysing language and structure: Y7 AP1 and AP3, and Y8 AP1 and AP2.  Poetry on the theme of identity- Y8 AP1. | | |
| **2/3 tier vocabulary** | | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class and home learning.** | **Opportunities for wider reading/Listening/watching.** | | | |
| [**Descriptive/Narrative Writing KO**](file:///T:\Curriculum%20Planning\2020-21-%205Yr%20plans-%20MTP-SOW-KO-All%20departments\English\Knowledge%20organisers%202020-21\KS4\KO%20AP1%20Y9%20Paper%201%20Writing.pdf)  [**Unseen Poetry KO**](file:///T:\Curriculum%20Planning\2020-21-%205Yr%20plans-%20MTP-SOW-KO-All%20departments\English\Knowledge%20organisers%202020-21\KS4\KO%20AP1%20Y9%20Unseen%20Poetry.pptx) | | **Knowledge support** –  Ensure misconceptions are immediately met through explicit teaching of the meaning of identity. ‘Big Questions’ support students in making links between aspects of the novella and the wider world. Images and opportunities to watch/listen to texts used to allow EAL learners equal opportunity to access the same curriculum.  **Reading support -**  Use the visualiser to read through as a class, ask students to identify any words they don’t know and discuss meanings as a class and annotate. Anticipate misconceptions and arrange for key important words to be taught as key vocabulary over the course of the module.  **Writing support** –  Writing frames for GCSE-style questions slowly reducing support to increase independence throughout the unit. Using the visualiser to model and share good practice, to support students in developing confidence. Shadow papers utilised to encourage students to become more independent before assessments.  **Skill** | **Opportunities for inclusion of challenging content -**  Students to be challenged through incorporating sophisticated techniques in their descriptive/narrative writing, such as stylish structural forms and high-level vocabulary.  Students to be introduced to the concept of a ‘cliché’ and how best to avoid these when writing. This will ensure their writing is of a high-standard, due to the removal of generic figurative language or endings.  Students will engage in a ‘Challenge week’ on the theme of morality and ethics. This is an introduction to ethical and philosophical issues, usually discussed in A-Level but adapted to ensure students can access and secure this knowledge. Students will use their new-found understanding of ethical issues in practice, by applying this to an English Language Paper 2 style question. | **Read** – Students will read poems, non-fiction and prose regularly and this will be interleaved throughout the scheme. Students will read poems on the theme of identity, alongside prose (such as an extract from the novel The Black Flamingo) and non-fiction (such as an article on the concept of Gay Pride events).  When writing creatively, students will read a range of engaging models to ensure they are seeing and mimicking high-quality work.  **Listen –** Select appropriate readings of the poems and podcasts on key extracts. Select appropriate audio-analysis of the poems. Opportunity for students to create their own podcasts as a revision tool.  **Watch** – Students will watch selected clips from Nature Documentaries and other writing stimuli and also have the opportunity for independent study by watching further documentaries, as directed by classroom teacher Select appropriate clips depending on the extract studied. Clips from academics who have alternative interpretations of the poetry. | | | |

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| **Religion, crime and punishment** | **Sequence of learning Lesson title, theme, big question.** | **Key Concepts/outcomes/knowledge and skills.**  **(Could also add lesson vocab here)** | **Assessment/ including specific content/ knowledge/skills tested.**  **Green=assess/Blue=improve** | **HWK. To be in books clearly marked** | **Furthering Cultural Capital.**  **&/or**  **Opportunities for reading/speaking** | | **Recall of prior or future topics –** | **Lesson resources including hyperlink to supporting websites & individual lessons.** |
| **1** | Descriptive/Narrative:  Revisiting the Basics | **Knowledge**   * Students revise how to use the senses, using a variety of sentence structures (simile opener, adverb opener, etc) and advanced adjectives/verbs. * Stimulus image and clips provided. Students create a bank of vocabulary based on this. * Also using the clips and images as inspiration, students to create a plan for their piece of creative writing. * Students to write a description of an Arctic landscape. * Students to apply a checklist and mark scheme to their own, as they are guided through the self-marking process.   **Vocabulary:**  Metaphor, simile, personification, adjectival, adverbial, prepositional, connective, subordinate, simile. | Using a model, students to improve a short description using green pen.  Students to write a more detailed piece of writing on the Arctic, before applying a success criteria checklist and mark scheme to their work, in order to improve their writing independently. | Use the KO to revise the ‘Narrator’ information box.  Use KO to revise the ‘Effect of Figurative Devices’.  *Task: Revise for a test in class the following week.* | Descriptive writing this week to focus on the Arctic. Clips and images will ensure students can envisage a place they have never visited. | Link to KS3 sentence structures (interleaved throughout years).  Link to Y11 revision and interleaved creative writing tasks throughout years 9 and 10. | | [Arctic Model, Scaffold, Task](W1%20Arctic%20Model,%20Scaffold,%20Task.docx)  [Arctic writing ppt](W1%20Introduction%20Arctic.pptx)  [Varying sentence starters sheet](W1%20Varying%20Sentence%20Starters%20Arctic.docx) |
| **2** | Descriptive/Narrative: Planning an effective piece | **Knowledge:**   * Students evaluate the pros and cons of different planning styles. * Students to consider the impact of using sensory juxtaposition (sound vs silence, etc) in their writing. * Students to create a plan for a description, incorporating sound vs silence, movement vs stillness, and light vs darkness. * Students use ‘spiral’ structure to plan a description of an image before completing a ‘commentary’ on the reasoning behind their choices.   **Vocabulary:** justify, adjectival, contrasts, navigate, ominous, shoal, silhouette, billowing, abrupt. | Students to read a model description, noting the writer’s use of sound vs silence.  Sentence starters from the previous week to be revisited here, in order to ensure retention.  Students to write the opening paragraph of description before peer assessing each other’s work.  Students will then continue to write the rest of the description, in timed conditions. Students will peer assess, using their partner’s plan to check whether they have followed a plan or deviated (to be modelled on the visualiser). | Revise the ‘Description’ information box.  *Task: Use the five senses to describe a place you know well.* | Students will have the opportunity to read and share their work on the visualiser.  Students will develop independent planning and evaluation skills through the identification of their work style. | Link to KS3 creative writing- Y7 AP2 and Y8 AP2 and AP3.  Link to Y11 revision and interleaved creative writing tasks throughout years 9 and 10. | | [Fishing Boats- model](W2%20Fishing%20Boats%20Model.docx)  [Planning Descriptive- ppt](W2%20Planning%20Descriptive.pptx)  [Planning a scene- worksheet](W2%20Planning%20Sheet%20Street%20Scene.docx) |
| **3** | Descriptive/Narrative: Developing structure | **Knowledge**   * Students to understand the difference between narrative and descriptive writing. * Students to apply the ‘Who, What, Where, But’ technique to their planning. * Students to read the model narrative, highlighting when the writer has achieved each section of ‘Who, What, Where and But’. * Students to be challenged by incorporating the ‘Drop, Distract, Zoom, Move’ when writing their first paragraph. * Students to write a planned, well-structured piece of writing, using the KO as support and incorporating the ‘Drop, Distract, Zoom, Move’ structure in the opening paragraph.   **Vocabulary**: shoreline, solitary, vast, bracing, vexation, petulant, cerulean, protagonist. | Sentence starters from the previous week to be revisited here, in order to ensure retention.  Students to read a model narrative, highlighting successful aspects of the writing, before attempting their own pieces of writing.  Firstly, students will write an engaging opening, using the success criteria of ‘Drop, Distract, Zoom, Move’ before writing a full length piece incorporating everything they have learned so far. | Read the box on ‘Characters’.  Use KO to revise ‘Indirect Characterisation’.  *Task: Use this box to help you describe a person you know.* | Students given the opportunity to read their writing to the class. | Link to KS3 creative writing- Y7 AP2 and Y8 AP2 and AP3.  Link to Y11 revision and interleaved creative writing tasks throughout years 9 and 10. | | [Isolated Tracks- model](W3%20Isolated%20Tracks%20Model.docx)  [Planning- document](W3%20Planning%20Document.docx)  [Planning narrative ppt](W3%20Planning%20Narrative.pptx) |
| **4** | Descriptive/ Narrative: Character development | **Knowledge**:   * Students consider the impact of punctuation and correct a piece of writing so it is grammatically correct. * Students complete a ‘slow write’, in which they use models and are led by the teacher to write their own character description. * Students to understand the importance of a well-rounded and holistic character description and the impact this has on a reader. * Students practise incorporating their character into different settings, in order to create a convincing character.   **Vocabulary**:  pristine, flamboyant, fuchsia, eddies, excruciating, agonising, debilitating, engulfed, zephyr, mementoes. | Students to complete a ‘slow write’, led by the teacher, which they will consistently redraft and improve through being exposed to high-level models.  Students to improve their description by completing improvements and incorporating a character.  Students to collaboratively ‘green pen’ and improve their incorporation of their devised character into different scenarios, to ensure students are supporting each other and sharing ideas.  Sentence starters from the previous week to be revisited here, in order to ensure retention. | Revise the information box on ‘Paragraphs and Sentences’.  *Task: Read model paragraph and answer questions relating to paragraphs and sentences.* | Students given the opportunity to read their writing to the class.  Students introduced to high-level vocabulary when describing their character.  Students to consider a variety of setting, ranging from a theatre to a circus. | Link to KS3 creative writing- Y7 AP2 and Y8 AP2 and AP3.  Link to Y11 revision and interleaved creative writing tasks throughout years 9 and 10. | | [Character Description ppt](W4%20Character%20Descriptive.pptx) |
| **5** | Descriptive/Narrative: Advanced ideas | **Knowledge**:  Students to understand and apply high-level techniques in their writing, including:   * Foreshadowing * Revisiting motifs * One-line paragraphs for impact. * Avoiding clichés. * Students to consider the lack of impact when using clichés and the negative effect this can have on a reader. * Students revisit the ‘Drop, Distract, Zoom, Move’ structure and apply to a plan of a piece of descriptive writing on a beach. * Students to write the description, after their plan has been peer assessed and improved. * Students to understand the impact of foreshadowing and how to do this in a sophisticated manner. * Students to understand how a repeated motif can contribute to foreshadowing. * Students to use prepared models, by completing a ‘slow write’, in order to write a well-constructed, coherent description. * Students to write a single sentence paragraph to end their writing in a sophisticated way.   **Vocabulary**:  Ominous, gurgling, motif, foreshadow, boisterous, expectantly, glacial, rambunctious, spectacular, spectators, exponentially, bereft, God-like, almighty, massive, huge, gigantic, humungous. | Students to assess their partner’s plan in green pen before improving their partner’s work in purple.  Sentence starters from the previous week to be revisited here, in order to ensure retention.  Students to use a model answer to improve their incorporation of foreshadowing into their own writing.  Students complete a self-assessment sheet on their ‘slow write’ descriptive writing and improve their work independently. | Revise the box on TiPToP paragraphing.  *Task: Use this information to place paragraphs in the correct place in an example description (provided by teacher).* | Students introduced to the challenging concept of avoiding clichés when writing, in order to ensure writing is successful and sophisticated.  Students to share their ideas, to ensure the class is a safe, supportive environment, in which students can support and challenge their peers. | Link to week 3- ‘Drop, Distract, Zoom, Move’.  Link to KS3 creative writing- Y7 AP2 and Y8 AP2 and AP3.  Link to Y11 revision and interleaved creative writing tasks throughout years 9 and 10. | | [Cliches- planning document](W5%20Cliches%20planning%20document.docx)  [Fireworks- model](W5%20Fireworks%20Model.docx)  [Foreshadowing- planning document](W5%20Foreshadowing%20planning%20document.docx)  [Structure and Avoiding Cliches ppt](W5%20Structure%20and%20Avoiding%20Cliches.pptx) |
| **6** | Assessment week | **Knowledge**:   * Assessment preparation (quick practice of necessary skills) before completing a GCSE style assessment. * Students to recap the following techniques from the previous weeks: * Varying sentence starters. * Planning descriptive writing. * Using ‘Drop, Distract, Zoom, Move’ in writing. * Planning narrative writing. * Including an engaging character. * Paragraphing and punctuation.   **Vocabulary**:  *See previous weeks.* | Sentence starters from the previous week to be revisited here, in order to ensure retention.  Students to complete a GCSE style assessment on descriptive writing  Students to recap understanding of techniques from previous weeks and both self and peer assess to ensue retention and understanding. | Use KO to revise Freytag’s Pyramid.  *Task: Read a model narrative and label the 5 parts of the pyramid.* | Opportunity to read writing to peers and discuss collaboratively. | Link to KS3 creative writing- Y7 AP2 and Y8 AP2 and AP3.  Link to Y11 revision and interleaved creative writing tasks throughout years 9 and 10.  Link to previous weeks as students recap skills utilised over the course of the scheme of work. | | [Mid-point Assessment](W6%20AP1%20Mid-Point%20Assessment%20Marketplace.docx)  [Punctuation and Paragraphing Revision](W6%20Punctuation%20and%20Paragraphing%20Revision.docx)  [Revision ppt](W6%20Revision.pptx) |
| **7** | Improvement week | **Knowledge**:   * Students to revisit the GCSE assessment, in which students were tasked with describing a busy market-place. * Students to complete the ‘I do, We do, ‘You do’ sheet. Students to be guided through the opening model, before working collaboratively to continue the answer and, finally, working independently to finish the improvement model. * This model will then be applied to their own writing, in order to improve and address any misconceptions.   **Vocabulary**:  emerald, possession, urgency, boisterous, abrupt, navigate, cerulean, fuchsia | Students to use the ‘I do, We do, You do’ sheet to improve their own assessment. |  | Opportunity to share ideas on the visualiser in order to support and challenge other peers. | Link to KS3 creative writing- Y7 AP2 and Y8 AP2 and AP3.  Link to Y11 revision and interleaved creative writing tasks throughout years 9 and 10.  Link to previous weeks as students recap skills utilised over the course of the scheme of work. | | [Improvement model](W7%20Improvement%20Model%20Q5%20Market.docx) |
| **8** | Communities | **Knowledge:**   * Students to discuss the concept of ‘identity’ and how a person may have different experiences of their identity based on their community, family and personal experiences. * Students to consider the stereotypes of different regions of Britain. Students to read two pieces of non-fiction centred on traumatic events in the North-West: The Hillsborough Disaster and the Manchester Arena attack. Students will evaluate the tone of the article and the message portrayed about the North-West of England. * Students to read, understand and analyse the poem ‘Up’ere’ by Tony Walsh. Students apply the acronym ‘To Smile’ when analysing the poem, led by the teacher. * Students to debate the effect of the poem and poetry as a device to evoke pride in a reader. * Students to discuss a chosen metaphor and discuss the difference in 3 answers, based on their understanding and application of the GCSE mark scheme. * Students to apply this new understanding of metaphors and extended metaphors to effectively analyse a quote from ‘The Colour Purple’ which may have not been addressed fully the lesson before.   **Vocabulary:** accusatory, heart-warming, objective, critical, judgmental, optimistic, humorous, didactic, contemptuous, pessimistic, stereotype, semantic field, tone, metaphor, extended metaphor. | Students complete a poetry terms retention quiz to ensure they can remember key poetic techniques.  Students to answer a GCSE style analytical question on ‘The Colour Purple’ before applying the GCSE mark scheme to self-assess their work. Students will read a model exemplar in order to address any misconceptions. | Revise 10 poetic devices definitions for a test in class. | Reading pieces of non-fiction on traumatic experiences shows students how communities close to them have overcome adversity by coming together.  Exposing students to Alice Walker’s ‘The Colour Purple’ allows students to consider difficult subjects such as: slavery, oppression and inequality.  Introducing students to the musical ‘The Colour Purple’ invites students to consider a form of ‘poetry’ and art they may not have been exposed to previously. | Comparing two pieces of non-fiction links to Y10 AP2 English Language Paper 2. | | [Identity Anthology booklet](Identity%20Anthology.docx)  [Identity- Community ppt](W1,%202-%20Identity%20Poetry-%20Community.pptx) |
| **9** | Communities | **Knowledge:**   * Students to read, understand and analyse a piece of prose entitled ‘The Black Flamingo’, on the topic of LGBTQ rights and the struggle for acceptance. * Students to answer GCSE English Language Paper 1 style questions on ‘The Black Flamingo’ after completing a table in order to prepare. * Students to read a piece of non-fiction on the topic of Gay Pride events around the world. Students will be exposed to the true severity of being oppressed for being part of the LGBTQ community. * Students initial perceptions of Pride to be challenged by reading, understanding and analysing the provocative poem ‘Glitter in my Wounds’. * Students’ understanding to be bolstered through reading a summary of the Orlando shootings, before applying an understanding of violent events against the LGBTQ community to an analysis of the poem ‘Glitter in my Wounds’. * Students to compare the poems ‘Up’ere’ and ‘Glitter in my Wounds’ by writing an effective introduction and applying a prepared mark scheme to ensure students are answering the question appropriately.   **Vocabulary:** prejudice, diversity, discrimination, stereotypes, subvert, norms, values. | Students to complete a knowledge retention check on ‘The Black Flamingo’.  Students to use success criteria and sentence starters to write an answer to an evaluative question. The students will use an ‘I do, We do, You do’ task to ensure they are supported but appropriately challenged.  Students to write a full comparison in timed conditions. Students to read a model answer to check alongside the mark scheme and their own work, in order to improve their writing independently. | Recapping key poetic techniques. 10 questions from week 1 + 5 more. | Students to consider the unfair treatment of those in the LGBTQ community by reading a variety of texts, including fiction, non-fiction and poetry to ensure a well-rounded understanding of the topic.  Students will consider the many inappropriate comments and micro-aggressions which can be made towards people of the LGBTQ community.  Through reading these texts, students will understand the importance of a community in shaping an identity. | Reading prose links to Y9 AP2 English Language Paper 1 and Y11 Revision. | | [Identity Anthology booklet](file:///\\asfa-fs03\StaffShared$\English\2020-2021\Y9%20AP1%20Unseen%20Poetry%20LC\Identity%20Anthology.docx)  [Identity- Community ppt](file:///\\asfa-fs03\StaffShared$\English\2020-2021\Y9%20AP1%20Unseen%20Poetry%20LC\W1,%202-%20Identity%20Poetry-%20Community.pptx)  [The Black Flamingo booklet](W2-%20The%20Black%20Flamingo%20Booklet.docx) |
| **10** | Personal identity | **Knowledge:**   * Students read, understand and analyse the poem ‘Search for my Tongue’. They will also consider the difficulties with having a ‘mother-tongue’ and the consequent impact this has on a poet’s identity. * Students to analyse the poem, using the acronym ‘To Smile’ on their KO to support. * Students to answer an analytical question before sharing ideas on the visualiser to support other students and take on the role of ‘teacher’. * Students to read, understand and analyse the poem ‘Still I Rise’, while also considering the Black Lives Matter movement and racism in today’s society. * *Optional challenge activity* (or extra homework) to write Maya Angelou a letter on their individual thoughts of the poem. * Students to read, understand and analyse the poem ‘Invictus’   **Vocabulary**:  Assonance, anaphora, caesura, epizeuxis, determination. | Students to analyse the poem ‘Search for my Tongue’ before collaborating and sharing ideas to address misconceptions and share ideas.  Students to independently consider key lines of ‘Still I Rise’ before analysing in detail.  Students to analyse ‘Invictus’ in groups, in a Round Robin activity.  Students will be practising the same skill but with varying degrees of support to ensure they are consistently using the acronym ‘To Smile’, and applying this to a range of poems on a similar theme. | Recapping key poetic techniques. 10+5+5. | Students challenged by working collaboratively when studying the poem ‘Invictus’.  Students to be introduced to Maya Angelou’s autobiography and the importance of Black writers, particularly alongside the fight for equality, as highlighted in the Black Lives Matter protests. | The acronym ‘To Smile’ will be revisited in Y10 AP3 (Anthology Poetry) and Y11 AP2 Poetry Revision.  Writing a letter links to Y10 AP2 English Language Paper 2. | | [Identity- Personal ppt](W3-%20Identity%20Poetry-%20Personal.pptx)  [Invictus Round Robin Information sheets A3](W3-%20Invictus%20Round%20Robin%20A3%20Information%20Sheets.pptx)  [Still I Rise- Analysis](W3-%20Still%20I%20Rise%20Analysis.docx)  [Still I Rise- Comprehension](W3-%20Still%20I%20Rise%20Comprehension.docx) |
| **11** | Family identity | **Knowledge:**   * Students to consider the impact structure has on a reader by discussing how three different structural forms could impact meaning. * Students will read, understand and analyse the poem ‘Sleep’ by Roger Robinson, a prominent poet from the Black community, about his father and the sacrifices parents made for their children. * Students will then read, understand and analyse a contrasting poem, still on the topic of parent-child relationships, but from a different perspective. This poem will present the technique of using an image to convey a story. Students will consider the literal meaning before progressing to discussing the poet’s wider message. * Finally, students will read, understand and analyse the poem ‘Presents from my Aunt in Pakistan’ before evaluating the speaker’s perception of the clothes she is sent from a family member. Students will apply this understanding to answering the bigger question of whether dealing with one’s identity is always easy.   **Vocabulary:**  form, rhyme, rhythm, stanza, glistening, embossed, radiant, marvel, juxtaposition. | Students to analyse a poem before comparing with a model and improving their own.  Students to improve their comparison from week 9 before revisiting the poem ‘Search for my Tongue’ from the previous week and comparing with ‘Presents from my Aunts in Pakistan’ to ensure retention and complete understanding.  High-level vocabulary taught the week before will be tested and self-assessed again this week to check retention of knowledge. | Revise To Smile with an unseen poem for practice.  Challenge: Second unseen poem provided to allow students to plan a comparison. | Students challenged through reading poems from another culture (in this case, Pakistan) and learning phrases they may not have read or heard before.  Reading ‘Sleep’ will provide students a chance to empathise and understand the struggle parents experience when working hard to provide for families. | Link to week 10 by revisiting Search for my Tongue.  Link to Y10 Anthology Poetry and Y11 Unseen Poetry Revision. | | [Identity- Family ppt](W4-%20Identity%20Poetry-%20Family.pptx)  [Not Yet my Mother analysis sheet](W4-%20Not%20Yet%20My%20Mother%20Analysis.docx)  [Presents from my Aunt analysis sheet](W4-%20Presents%20Analysis%20sheet.doc) |
| **12** | Assessment | **Knowledge**:   * Students to complete a shadow paper inspired by the AQA examination, in order to practise understanding, analysing and comparing two poems. * Students taken through the exam in the style of a walking-talking mock by discussing the question, answering in timed conditions before immediately using a model answer to spot and correct misconceptions. * They will then complete a GCSE past paper unseen poetry question, which is very similar to the shadow paper completed as a class earlier in the week. * Students informed of presentations due to take place in the final week. ‘Dos and Don’ts’ on this to be relayed to students and preparation to begin. | Students to answer the GCSE style questions in exam conditions before self/peer marking their answers, using a model as a stimulus. | Students prepare for presentations. Students to plan and write a speech on their understanding of their own identity. | Students challenged through completing a shadow paper before being tested in exam conditions. The aim of competing the shadow paper alongside the GCSE assessment question | Link to Y10 AP3 Anthology Poetry and Y11 AP2 Unseen Poetry Revision. | | [Identity Poetry- Assessment ppt](W5-%20Identity%20Poetry-%20Assessment.pptx)  [Mark scheme](W5-%20Mark%20Scheme.pdf)  [Shadow Paper and Models](W5-%20Shadow%20paper%20and%20models.docx)  [Unseen Poetry Assessment- word doc](W5-%20Unseen%20Poetry%20Assessment.docx) |
| **13** | Improvement | **Knowledge:**   * Students revise ‘To a Daughter Leaving Home, concentrating on analysing key quotes, to ensure full understanding. * The class will complete a ‘Misconceptions starter’, which will be specifically tailored to the class needs, based on common mistakes clear in the students’ assessments. * Students read a model comparison, taken from the AQA SAMS and evaluate using a success criteria checklist. * Class to redraft the assessment question collaboratively before finishing independently. * After evaluating another student’s work, class will apply checklist to their own work before improving their writing in lesson.   **Vocabulary**: analyse, structure, language, exemplar, interpretation, extended metaphor. | Misconceptions starter will allow immediate feedback, bespoke to the needs of the class.  Students collaboratively redraft a section of the main body of their essay, using a model answer to support and challenge.  Students peer and self-assess using a checklist comprised of the GCSE assessment objectives. | Students to consider ideas for presentations to be delivered the following week. | Students are challenged to be independent, by improving their work using a check-list and model. | Links back to the assessment and previous learning over the course of the module.  Link to GCSE objectives prepares students for Y11 AP2 when they will revisit and revise Unseen Poetry. | | [Improvement ppt](W6-%20Improvement.pptx)  [AQA Specimen paper models](W6-%20Sample%20answers%20and%20examiner%20commentary.pdf) |
| **14** | Presentations on identity | **Knowledge**:   * Students to understand the necessary components of a good presentation and utilise these skills to create and present their own speech/poem/ on the topic of identity. * Students to listen to and evaluate a young winner of a poetry competition and apply techniques used in her poetry, to their own piece of writing on the topic of identity. * Students will present on their own on the topic of identity, either commenting on how a poem has aided their understanding of their own identity or by reading a poem they have written. * Students will be assessed using the speaking and listening assessment form.   **Vocabulary**:  Identity, imagery, rhyme, half-rhyme, performance, culture, society. | Students to peer and self-assess using the speaking and listening assessment form. Students will also be provided with a teacher assessment form to check alongside their own evaluation of themselves. | Pre-reading: article on morality. | Students will be challenged through incorporating sophisticated techniques such as using half-rhymes and metaphors to create a high-level poem.  Students will present on their own on the topic of identity, either commenting on how a poem has aided their understanding of their own identity or by reading a poem they have written. This task is purposefully broad to allow students opportunity to be self-disciplined. | In Y9 AP2 students presented in groups but they are now challenged to present independently.  Reading and engaging with a poem is a necessary skill for Y10 AP3 Anthology Poetry and Y11 AP2 Literature Revision. | | [Speaking and Listening Assessment form](W7%20S&L%20Assessment%20form.docx)  [Speaking and Listening ppt](W7-%20Speaking%20and%20Listening.pptx)  [Writing Identity Poetry- Teacher’s Resource](W7-%20Writing%20Identity%20Poetry-%20Teacher's%20Resource.pdf) |
| **15** | Introduction to the morality tale | **Knowledge:**   * Students to be introduced to the concepts of morality and ethics by initially considering a number of actions before deciding which are morally and ethically correct. * Students to understand what a conscience is and understand that philosophers such as Aristotle, Kant and Nietzsche have been discussing ethics for thousands of years. * Students to understand the importance of ethics and morality in the role of a Victorian gentleman before evaluating their own ethical values. * Students to read two articles (one from 20th century and one from 19th century) on the topic of capital punishment. Students to apply their understanding of ethics to answering English Language Paper 2 style questions on these articles.   **Vocabulary:**  suppress, ethics, morality, morals, innate, notorious, capital punishment, condemned, chaplain. | Students to assess their understanding of key words and self-mark.  Students to self-mark comprehension questions after watching a clip on ethics in Victorian England.  Students scaffolded when answering key questions based on English Language Paper 2.  Students to share their work on the visualiser in order to collaboratively share and improve their work. |  | Students will watch a clip on Victorian ethics.  Students will read their English Language style answers to the class and collaboratively improve the answers. | Link to Y10 AP2 English Language Paper 2 and Y11 AP2 English Language Revision. | | [Introduction to morality and ethics](W8-%20Introduction%20to%20the%20morality%20tale.pptx)  [Anthology- Right vs Wrong](W8-%20Anthology-%20Right%20vs%20Wrong.docx)  [Table for Q4](W8-%20Table%20for%20Q4.docx) |