

Scheme of Work 2020-21
Subject: English Language GCSE Re-sit
Exam Dates – Nov 2020
Paper 1- Mon 2th Nov + Paper 2 – Wed 4th Nov 20
Results – 14th Jan 21
June dates – TBC

Year Group: 12/13

Specification: 8700 AQA English Language

This scheme is written to support students who did not pass their English Language in Yr 11. The scheme is to make sure that student engagement is upheld during this time by looking at different extracts / papers from previous experience whilst retaining key features and structures from Yr 11 to enhance continuity. The scheme will include a mini unit to support student skills whilst awaiting their results in the November to Jan period. Following this, students who need to stay on the course will prepare on a second round of exam preparation lessons.

This scheme is based around Past Papers so students are aware there is a consistent focus on supporting for the exam and working towards this. Even though some of the papers may be older, they have been selected as ones students did not cover in KS4 to avoid repetition.

Mini SOW based on 'The Lovely Bones' used between Nov Papers + Results to keep up engagement during this transition time.

At the end of each lesson, students should take down the task in flipped learning + leave space to complete this as independent learning.

An additional extended question is set on a 2 weekly basis for students to complete as further external assessment – highlighted in learning plan.

Less on No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
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WC 30 th August 1	Introduction	What is key for our GCSEs?	<ul style="list-style-type: none"> -Re introduce key structures – yellow book, anthology, Blue Book etc. -Go through exam dates with students – think about the benefits of working hard at this time. -Look at what should make 6th form easier – look at the concept of free lessons etc – introduce at end of each lesson will be a slide with what they should do before next lesson / 2 weekly assessments out of lesson/ blue book tracker. -Why should they be aiming to pass in the Nov round? -Recap of papers – take down at front of book -Students to think of their biggest concerns for exam + what they think they should do about these. -Watch clips of students getting their results in previous years – use Thinking Frame to make compare / contrast to this year. -Choice of – write up of compare / contrast or create description based on this. 	Mini Task choice – compare / contrast or description	Start next week	So1, So4, So5, C1,2,3,5 Sp1, 9 M3
2	Dystopian texts	What features of this do we see?	<ul style="list-style-type: none"> -Students to think about what has made their life different over the last number of months. -Evaluate what was the biggest change that they experienced. -Look at Simon Armitage poem – Lockdown – what kind of society does this depict? -Introduce range of terms which link to dystopian / utopian texts – which would they associate? Link to concept of apocalyptic. How does this link to time we are in? -What films / texts associate with this? -Show a list of statements to see which would apply to – pick 2 to write up why. -Watch corresponding link - https://www.youtube.com/watch?v=6a6kbU88wu0 -Read extract from Mockingjay – what features from this make this appear dystopian? -Pick out quotes from this which back this up. 	Quote evaluation + selection	Start next week	So1, So4, So5, C1,2,3,5 Sp3,9,10

3	Creative writing	How can you create a piece of dystopian writing?	<p>-Students to make a list of aspects of this genre. -Think about ways in which they could correlate it to their own experiences. -Let students know they are going to create their first piece of free writing to give teacher an indication as to current standards. -Show some statements / pictures which could be used as stimulus for this. -Give students approx. 5 mins planning time / 35 mins to write up.</p> <p>Students can complete this in Blue Book but not as assessed – just to see what they can do.....</p>	Extended creative piece	Start next week	So1, So4, So5, C1,2,3,5 Sp2,9
WC 7 th Sept - 4	Introduction to 'The Invisible Man' – The Sweet Shop.	What can we learn about the setting and characters?	<p>-Students to list as many different chocolate bars they can think of – rank from most to least favourite. -Watch clip from both original + new 'Charlie and the Chocolate Factory'. Use of Thinking Map to pick out similarities + differences in this. -Display picture of Willy Wonka – students use this to complete mini description. -Introduce that this text focuses on 2 key aspects – description + characterisation. -Read through text together + student own read to now focus on these 2 aspects. -Students to create a table with 3 columns – description of location, description of male character, description of female character. This will then be filled with approx. 3 quotes for each.</p>	<p>-Compare + contrast task. -Quote identification table.</p>	Pick out language features which they see for setting + characters.	So1, So4, So5, C1,2,3,5 Sp9

5	Language Q2 in 'The Invisible Man.'	What language features are used to demonstrate the shop?	<ul style="list-style-type: none"> -Show students a variety of pictures of shop windows – which do they find appealing / would be more likely to shop in? Why? -Come up with suggestions they would give a retail outlet to have to entice consumers in. -Show a picture/ video clip of the outside of the Chocolate Factory from yesterday. Discuss first impressions of this + create own mini description based on this. -Remind students that they will be given an extract for this question – read this through together. -Look at question + identify the focus – what makes the window attractive? Students to pick out 3-4 quotes from this. -Model through a quote to students to show inclusion of language feature + what we learn. -Students to take 10 mins to write up 2 quotes independently. -Reflect on if they used a language feature in this. 	<ul style="list-style-type: none"> -Mini description of Chocolate Factory. <p>Timed Question -</p> <ul style="list-style-type: none"> -Language Q2 write up. 	Write a Language Based answer for 'How does the writer use language to create our first impressions of the female character?'	So1, So4, So5, C1,2,3,5 Sp9
6	Structure Q3 in 'The Invisible Man'.	How is structure used effectively within this piece?	<ul style="list-style-type: none"> -Remind students of the table completed on Monday - what 3 features did we fill in? What order did we meet each of them in the text? This gives us a really clear example of the movement/ progression of text. -Students should come up with why they think the writer should have opened with each of these in turn. -Write a mini justification about why description of shop best opening. -Looking at end – students should think about different ways in which you could propose to someone – what are the best and worst they come up with? Why? Write a justification for one of these. -Discuss the end of the text – why was this an unexpected ending? -Modelled write together about how the writer has created the end of the extract. 	<p>Justification about why description best opening.</p> <p>Guided writing about end of piece.</p>	Write up full answer to Question 3.	So1, So4, So5, C1,2,3,5 Sp9

7	Blue Book – How does the writer bring the characters to life?	How is characterisation used effectively?	<p>-Watch a clip of an artist putting together a description of a criminal to see this being brought to life with words.</p> <p>-Students to look back again at the quotes they selected on Monday for each character.</p> <p>-If they had to summarise each character in one word, what would it be?</p> <p>-Introduce Q4 today – let students know this has been selected as a difficult one as a baseline for how they get on with this.</p> <p>-Model through a quote together to remind students of the use of first person narrative / evaluative vocab to include in their answer.</p> <p>-Students given 20 mins in their Blue Book to complete their answer.</p> <p>Reflection – pick out use of first person + evaluative vocab.</p>	<p>Independent Write Up</p> <p>Blue Book Question P1 Q4</p> <p>How does the writer bring to life the two characters, making the reader interested in them and their story?</p>	<p>Complete an additional Q4 based on – ‘I feel the writer has made this extract really intriguing’. To what extent do you agree?</p>	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp9</p>
8	The Sweetshop – Creating an effective description.	How can we use hyperbolic language in our description?	<p>-Students to watch clip from Cadbury World in Birmingham. In what ways is it similar / different to what they were expecting?</p> <p>-What differences again do they see between this and the fictional factory from earlier in the week using Thinking Frame.</p> <p>-Write up mini compare / contrast based on this.</p> <p>-Recap of hyperbolic language – ask students to think of some one who is like this.</p> <p>-Model a few sentences to look at how could make these more hyperbolic.</p> <p>-Introduce picture + pick out features from it which could be used.</p> <p>-Remind students that although descriptive, can bring in other relevant features which could be there – what could these be?</p> <p>-Show students a model description based on this – students to be given approx. 10 mins to create their own description.</p>	<p>-Mini compare / contrast</p> <p>-10 min Description</p>	<p>Students to take picture based on Willy Wonka’s chocolate factory + use as stimulus for their own description.</p>	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp9</p>

			-Go through piece + select 2-3 examples of hyperbolic language used.			
WC 14 th Sept 9	Saving Public Buildings	What is needed in our society today?	<ul style="list-style-type: none"> -Show students a selection of pictures of libraries from around the world – can they identify what they are? -Look at a picture of a very modern library compared to one from 19th century. Use of thinking map to look at similarities + differences – write up mini compare / contrast based on images. -Students to make a table to think about -the purposes of libraries -reasons why libraries may face decline -Complete first read through each text + summarise what their opinion is on libraries. 	<p>Compare / contrast of libraries based on images.</p> <p>Justification table.</p>	Write up into paragraph forms the information identified in table.	So1, So4, So5, C1,2,3,5 Sp9
10	Creating a Summary – P2 Q2.	How can we make links between the views in the texts?	<ul style="list-style-type: none"> -Students to create a list of reasons why libraries may not be used as much anymore. -Recap the opinion of libraries which was shared in each text in last lesson. -Students should independently read through both texts again with this in mind. - Discuss what both pieces have in common – what are they both trying to do? -Introduce the Summary question + pick out steer from this. -Create a table for each library + identify the quotes which do show us what the libraries are like. -Model an explanation of the difference between these with class. -Students should then complete 2 further quote pair write up to summarise the difference independently. -Reflection – highlight words which show they have moved onto the other text. 	Timed Question Write up of P2 Q2 Summary	Attempt the same style of question thinking about the similarities.	So1, So4, So5, C1,2,3,5 Sp1,9

11	Planning Our Linking Answer	How do we effectively make links between sources?	<ul style="list-style-type: none"> -Show students again a picture of a modern library and a 19th century library. -Use a Description Thinking Map to come up with words they associate with either. -Give students 3-4 mins to create their own mini description on each picture. -Students should then select 2 quotes from their own descriptions and now use these to complete their own compare/ contrast – 6 mins. -Remind students they have just completed exactly what they need to do for Question 4 with their own work. -Look at Question which students will answer tomorrow in Blue Book. -Work together as a class to select 4 quotes which could be used in their answer for this and identify methods as part of this. 	<p>Description of 2 pictures.</p> <p>Compare / Contrast based on this.</p>	Students to take one of these pictures to use as basis for narrative.	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp3, 9</p>
12	Blue Book – P2 Q4	Completing our connecting answer.	<ul style="list-style-type: none"> -Students to look at the list of quotes which were produced as a class yesterday. -Select the 3 from each text which they feel most confident in using. -Show a model of a different set of quotes from what used in last lesson – use this to decide the success criteria of this answer. -Give students 20 mins to write up this answer independently. -Students to go through their answer to check -methods used -draw a box around links/connections they have made 	<p>Independent Write up</p> <p>Blue Book P2 Q4</p> <p>Compare and contrast how the writers convey their attitudes to libraries.</p>	Students to take on the first person narrative of one of the supportive figures in Source A + write their thoughts.	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp9</p>

13	The Role of Libraries today	How can we share a point of view?	<p>-Students to identify routes they have today to access information compared to 19th century. -From this, justify positives + negatives from both sides. Decide what was best from each era. -Introduce students to accompanying Q5 –</p> <p>‘Libraries are a thing of the past. You can get all the information you need from the internet at home. People who like books can buy them or download them. There are much more important things to spend public money on’. Write an article for a broadsheet newspaper in which you explain your point of view on this statement.</p> <p>-Students to look at table they have already completed – which aspects from this already could they link to areas of this statement to create paragraph focuses? -Zoom in on statement re ‘public money’ – what else should money be spent on? What is public money spent on which believe to be a waste? Why could libraries be better? -Students to look at a model intro + conclusion for each side – how do they know the view? -Students to write own intro + conclusion + bullet point out what they would include as points for 3 paragraphs.</p>	<p>Justification regarding access.</p> <p>Intro, 3 para focuses, con write up.</p>	<p>Select at least one of these bullet points.</p>	<p>So1, So4, So5, C1,2,3,5 Sp9</p>
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WC 21 st Sept 14	Role of Entertainment	What do people recognise as forms of entertainment?	<ul style="list-style-type: none"> -Students should make a list of what people do for entertainment in today's society – sporting events, gym, cinema, music gigs etc. -How did COVID19 impact this – make a contrast for each of these. -Write up a mini evaluation to show the impact COVID19 had on the entertainment industry. -Think about what previous eras would have used prior to the popularity of above – what do students recall from their Literature studies? Could use pictures of bear baiting etc. -Introduce concept of today's text – crowd watching a Strong Man for entertainment – complete first read through of text. -Students to read through text independently with focus for how people responded to this. -Identify <ul style="list-style-type: none"> -what we are told about Velisarios to show his strength -reactions of the crowd 	<p>Mini justification – entertainment + COVID 19.</p> <p>Identification of key points.</p>	Write up a character analysis of Velisarios	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp1,2,6, 9, 10</p>
15	The progression of the extract – P1 Q3	How does the writer structure this extract?	<ul style="list-style-type: none"> -Students should re-read through the extract again + break this down into key stages of action. -Help students summarise this down to start / pivotal shift / end sections – remind of importance of looking at these stages. -Discuss + collect ideas – Thinking Map – why included. -Print selection of sample Structure Answers from Pixl Curve booklet + set around class for students to move around and read. To what extent are they seeing these sample answers look at the 3 key areas. -Select 2-3 of these answers to look at together. -Students given 10 minute to write up own independent answer with use of sentence starters. -Reflection – draw box around each of the 3 sections. 	Timed question – Structure – P1 Q3	Students to write up analysis of reaction of crowd (based on quotes from Monday's lesson)	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp9</p>

16	Supporting with Sample Answers	How can we use sample answers to support our writing?	<p>-Students to complete P1 Q1 first - List four things from this part of the source about the strong man, Megalo Velisarios. – Lines 1-18.</p> <p>-Make a table to look at similarities + differences between Q2 and Q4 on Paper 1.</p> <p>-Students to list out what they recall from memory re Velisarios from later in the source.</p> <p>-Introduce Q2 + Q4 to students together – what are the focuses for each?</p> <p>-Students to briefly select quotes which they could use for both answers first.</p> <p>-Students to be given selection of sample answers from each + use the marks given to rank them in order of achievement. Read through these + select 2 – what does one do better than the other?</p> <p>-Look at a ‘good’ answer for Language to discuss together as a class.</p>	<p>Quote selection for Q2 + Q4.</p> <p>Justification of why one piece is awarded higher than other.</p>	Complete P1 Q2 Language.	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp9</p>
17	The Role of the Villagers	How do we see the writer share the reactions of the crowd?	<p>-Students to identify actions we use to show our enjoyment / appreciation at entertainment today.</p> <p>-Show a clip from crowd at football match – create a mini description based on this.</p> <p>-Ensure everyone has selected 4-5 quotes which could be used for this answer today.</p> <p>-Show students approx. 2 good examples from Sample Answers yesterday.</p> <p>-Students to be given 20 mins to write up independently answer to P1 Q4.</p> <p>-Students to pick out methods they have brought in – if they are lacking, use star to add these in before collection.</p>	<p>Independent Write up</p> <p>Blue Book – P1 Q4</p> <p>A student, having read this section of the text, said: ‘The villagers are clearly entertained by the event. The writer really brings the scene to life for the reader.’</p> <p>To what extent do you agree?</p>	Complete additional Q4 ‘We see that Velisarios acts very differently from his character’. To what extent do you agree?	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp1, 9, 10</p>

18	Developing our hyperbolic language – Paper 1 Q5.	How successful do we feel other students have been answering this question?	<ul style="list-style-type: none"> -Recap the term ‘hyperbolic language’ from previous descriptive writing lessons. -Students should think about outfits/ looks which could fall into this ‘over the top’ category. -Introduce students to picture from this exam set – what are the first aspects they feel they could include which would make for an interesting description eg contrast in colours. -Students to think about other aspects which they could realistically bring into this piece even though not in the picture. -Create a selection of answers from Sample Answer pack (take out the narrative options to avoid confusion) -Students to move around the class to read these + select which they think is the best – regardless of the mark awarded. Give a reason why they picked this / think it got the marks. -Look at any common misconceptions students have made eg ‘In this image’ – use to create a Do and Don’t list for this style of writing. -Students to complete this task independently but should complete 5 mins free writing based on this picture to get them started. 	<p>Justification of best answer.</p> <p>Free writing based on picture.</p>	Students should now complete their full answer to this picture independently.	So1, So4, So5, C1,2,3,5 Sp9
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<p>WC 28th Sept 19</p>	<p>The Role of Holidays</p>	<p>Why do people enjoy this opportunity?</p>	<p>-Create an overview of countries students may have visited. -Create a Thinking Map with reasons why people find it important to go on holiday – also consider why some people may not -Create a mini factual paragraph about the impact COVID 19 had on travel / holidays. -introduce both texts today will look at writers travelling / abroad – explain difficult but better looking at difficult now! -Full read through of each text followed by a break down of key meaning per paragraph. Once annotated what happening in each paragraph, select 1 quote from paragraph which links to this. -Create an overview of the view of each writer.</p>	<p>Factual paragraph – impact of COVID19 on travel industry. Summary of viewpoint of each writer.</p>	<p>Select 6 of the quotes from Source A to write up an analysis of.</p>	<p>So1, So4, So5, C1,2,3,5 Sp1,2,9</p>
<p>20</p>	<p>Creating a positive experience</p>	<p>How can we use our language to convey our positive emotions?</p>	<p>-Show students a selection of postcards from various places. Students to identify what each of these have in common – all show the place in a positive way. Give reason for this! -Create an initial vocab bank of descriptive words based on these postcard images. -Look at Q3 – How see enjoyment – Lines 1-14. -Read through + pick out best quotes to use + identify device to go with these. -Select 2-3 sample answers to show from Pixl Curve booklet – where have they used quotes + methods? -Students to write up independently in 10 mins their full answer to question. Reflection – pick out methods they have used.</p>	<p>Vocab bank Timed Question P1 Q3</p>	<p>Take an image from a postcard to write up their own description based on this.</p>	<p>So1, So4, So5, C1,2,3,5 Sp1,2,9, 10</p>

21	Creating connections	What links do we see between the two holidays?	<p>-Show a clip to students from 'Holidays from Hell'. Create a vocab list of words which could be used to describe these holidays in contrast to yesterday's vocab bank.</p> <p>-Students to look at the answer which they wrote yesterday about a positive experience.</p> <p>-Based on this students to write up a mini compare / contrast between the source + video links.</p> <p>-Introduce students to Q4 which they will be writing up tomorrow and Q2. Briefly discuss how these 2 questions are different.</p> <p>-Students to briefly identify some differences between the pieces in line with Q2.</p> <p>-Show students range of answers from Q2 + Q4 from Pixl Pack.</p> <p>-Students to take one set of quotes to write up based on one difference.</p>	<p>Vocab bank.</p> <p>Mini Compare / Contrast.</p> <p>One quote pairing.</p>	Complete P2 Q2 summary with 2 more pairs of quotes.	So1, So4, So5, C1,2,3,5 Sp9
22	Completing our Blue Book	How do we see the writers present their views?	<p>-Students to write down what points they remember from previous lessons which they can use in this piece.</p> <p>Create a clear planning table with Quote from A, Quote from B, method, method, what saying about links</p> <p>To make sure students are fully planned.</p> <p>-Recap 1 -2 strong Q4 answers from last lesson for students to re-read before starting write up.</p> <p>-Students given 20 mins independently to complete Blue Book piece.</p> <p>-Reflection – students to highlight where they have used methods in their piece.</p>	<p>Independent write up</p> <p>Blue Book – P2 Q2 Compare how the writers have conveyed their different experiences and views of travel.</p>	Create a narrative based on a terrible holiday experience.	So1, So4, So5, C1,2,3,5 Sp9

23	A Travel Education	Developing a viewpoint regarding these themes.	<p>-Show a news report about fines during school term time. What are the reasons that fines are handed out? Create 2 opposing speech bubbles -A parent who has been fined -A local authority who has set this policy. What valid points have both made. -Ask students what they imagine the holiday policy will be like when they start employment – what they think they are entitled to? What might stop them taking the times which they want?</p> <p>Introduce the Factual writing question for this paper. -Break down different aspects of the statement to show students how can develop these. -‘Travel has limited benefits’ – ideas for + against -‘Should parents be able to take children out’ – ideas for + against – ways this can hinder + help them -Think about who else needs to be considered in this. -Remind students in last Factual lesson, they created intro/con + bullet pointed ideas. -They are going to reverse this to create 2 full paragraphs on each aspect of the statement. What else will they need to include in this to meet factual requirements? -10 mins to complete.</p>	<p>Planning table. 10 min paragraph write up.</p>	<p>Complete introduction + conclusion for answer to share overall view point.</p>	<p>So1, So4, So5, C1,2,3,5 Sp1,2,3,9</p>
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<p>WC 5th Oct 24</p>	<p>The impact of disasters</p>	<p>How can disasters have severe consequences?</p>	<p>-Ask students to make a list of disasters/ tragedies they can think of from the news from around the world – use pictures as visual aids if needed. Divide these down into natural + man made – what is the difference? -look at introduction from Source A + watch video link - https://www.youtube.com/watch?v=MVtYZdzjmMQ Write down what we learn about this disaster from the video. Create a mini narrative from an eyewitness account / someone reflecting back after time to what happened. -look at the introduction from Source B + watch video link - https://www.youtube.com/watch?v=Wc9DbviTGqA What again do we learn + create a mini narrative account from this. Which of the categories from the beginning of the lesson do these fit into? -Complete a first read through both of these articles + create a brief summary of what has happened in both. Evaluate which has had a greater impact.</p>	<p>2 mini narrative / descriptive accounts. Summary/ evaluation.</p>	<p>Students should pick one of their mini descriptive accounts to develop.</p>	<p>So1, So4, So5, C1,2,3,5 Sp9,10</p>
<p>25</p>	<p>Differences in Disasters</p>	<p>What can we identify makes these disasters different?</p>	<p>-Students should recall the 2 disasters looked at in previous lesson. -Complete initial similarities /differences Thinking Frame without looking at texts. -Read through articles again independently + add 2 additional points. -Show students a picture of a rural and urban setting to practice inference of difference + model how they need to explain differences. -Introduce Q2 – summary of differences in towns – remind students we are looking at the towns, not the disasters. What can we say for this? -Quote hunt to ensure have evidence to back these up -Model through one pair of quotes together as a class.</p>	<p>Timed Write up. P2 Q2 – Summary of differences.</p>	<p>Complete P2 Q3 Language.</p>	<p>So1, So4, So5, C1,2,3,5 Sp9</p>

			<p>-Students to complete timed 10 mins question to write up 2 further differences – check which students which differences they are using.</p> <p>-Reflection – have they made sure they did not cover methods? Draw a box around inference.</p>			
26	Blue Book – Factual Write up	How can we show our views regarding disaster	<p>-Students to think about what often they see on social media, news etc when there has been a natural disaster. Why is this?</p> <p>-Students to think about what ways people need help in these times.</p> <p>-Introduce this factual writing question:</p> <p>‘Natural disasters have a long lasting impact on those who are impacted. It is the responsibility of everyone to support those in need following these’.</p> <p>-How do the ideas above link to this? Assist students to plan 3-4 paragraph ideas to use in this.</p> <p>-Students should be given approx. 35 mins to complete this piece independently.</p> <p>-Students to self assess piece and look for forms of punctuation used.</p>	<p>Independent write up – Blue Book P2 Q5</p> <p>Natural disasters have a long lasting impact on those who are impacted. It is the responsibility of everyone to support those in need following these’.</p>	Write a speech which persuades people to support those in another country who have faced a disaster.	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp1,2,6, 9,10</p>
27	How are our disasters portrayed?	How can we see the points of view of the writers in these extracts?	<p>-Students should complete the P2 Q1 True / False questions from Source A.</p> <p>-Students should then create their own True/False to test their teacher from Lines 1-9 in Source B.</p> <p>-Recap what it would have been like to watch the disaster linked to the coal mines- what description were we given about this – what quotes can you identify?</p> <p>-Create a Define Thinking Frame for what students remember about the 9/11 attacks. Think back to start of week – are these natural or man made?</p> <p>-Show students visuals of the plumes of smoke in the city – how would this connect to the extract? + video link of this eg https://www.youtube.com/watch?v=4yWONIKTvL4 to 1 min 20 seconds.</p>	<p>Mini Narrative write up.</p> <p>Quote write up from Sources with pre-selected quotes.</p>	Select 2 more pairs of quotes from extracts to add to P2 Q4.	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp3, 6, 9,10</p>

			<p>-Think about various narrative viewpoints could use – what could be personified to make this more interesting? Complete this mini narrative.</p> <p>-Ask students what they know about the 7/7 attacks on London. Watch a video link on these + give students a factual table on both attacks. Use this to create a Thinking Frame for similarities + differences.</p> <p>-Teacher select 2 quotes which could be used for Q4 for students to write up what we learn from the methods used in these.</p>			
28	The darker side of disaster ...	How is a darker tone created in this piece?	<p>-Show students an image of a building site – what hazards can they identify which could cause danger? Why would someone also find it appealing to explore here?</p> <p>-Look at the title + contextual information – create a few lines at how this could link to the theme we have been looking at this week.</p> <p>-Read through extract as class.</p> <p>-Students to read this through independently + identify the stages of the text to support structure question.</p> <p>- Introduce P1 Q4 statement A reviewer wrote: ‘This end part of the extract where the boy’s game comes to life takes a darker and more chilling tone.’</p> <p>-Select key words from this + quote hunt for what could use with this (use full extract for practice)</p> <p>-Model class writing of one quote before students select 2 independently to write up.</p>	Quote evaluation write up – 2 quotes.	Write up a P1 Q2 answer – Lines 5 – 15 – to show the boy playing.	So1, So4, So5, C1,2,3,5 Sp9

<p>WC 12th Oct 29</p>	<p>Upholding Strong views</p>	<p>How do people convey their strong feelings?</p>	<p>-Ask students what issues people feel passionately about + how they often demonstrate this passion. Use visuals of protests etc to support. -Discuss the Environmental Protests in London in Easter 2019 – create a Thinking Map about their concerns. Watch clip – (3 mins) https://www.youtube.com/watch?v=onloEzLg4wA -Make notes on – concerns/viewpoints, why acting in way they are, positives + negatives of their actions. Time dependent – watch rest of see remainder of views. -Watch clip / have transcript of Leonardo DiCaprio’s speech on Climate Control -Identify key features from this for language + structure. -Show statement – ‘This is a convincing speech which makes his views clear’. Select 2 quotes could use towards this for students to write up including devices.</p>	<p>Quote write up from Climate Change speech</p>	<p>Use speech to write up a Structure answer – P1 Q3.</p>	<p>So1, So4, So5, C1,2,3,5 Sp1-3,9,10 M3</p>
<p>30</p>	<p>Caring for our climate</p>	<p>How else can we support our planet?</p>	<p>-Show students visuals of police removing + arresting protestors from yesterday’s lesson. Come up with arguments for and against their actions. Create an overall view to evaluate this. -Start to create a list of other ways which we could look after the planet which would be more peaceful. -Use visuals + images to support to create a list of ideas - https://www.youtube.com/watch?v=gUhxcdzRgLQ -Remind students of use of hyperbolic language we discussed for descriptive – can this also be used for factual? How can emotive / descriptive language also be used? Watch this video + look at transcript – Dear Future Generations https://www.youtube.com/watch?v=eRLJscAlk1M -Students to use transcript to select strong vocab choices, use of contrasts + repetition.</p>	<p>Mini factual evaluative piece. Timed Question – 10 mins for P1 Q4</p>	<p>Complete a further write up for P1 Q4 to include at least 3 more quotes.</p>	<p>So1, So4, So5, C1,2,3,5 Sp1-3,9,10 M3</p>

			<p>-Introduce evaluative statement - A student stated It is clear that the writer feels very passionate about this topic and wants people to think seriously about this topic.' To what extent do you agree with this? Select 2 quotes to use in a 10 mins timed write up for this.</p>			
31	Creating our Factual Blue Book	How can we show views on environment in our piece?	<p>-Ask students to think of a forceful and peaceful way to promote importance of environment – which is more effective? -Introduce Blue Book question</p> <p>The current generation are taking the world around them for granted. Our planet is being destroyed and people are not giving enough thoughts to the consequences of these actions. Write a speech to a group of young people sharing your views on this statement.</p> <p>-Share 3 sample answers for students to read through 1- Write a speech 2- Write a letter.... 3- Pensioners Pollute</p> <p>-Annotate statement with students to break down aspects which they could address. -Students given 35 mins to create their own Blue Book piece + proof read this.</p>	<p>Independent write up – Blue Book P2 Q5</p> <p>See full question in lesson</p>	<p>Re –read the sample answers provided in the lesson + annotate these for language methods.</p>	<p>So1, So4, So5, C1,2,3,5 Sp1-3,9,10 M3</p>

32	Describing our Planet	How can we use our Descriptive Language to display our planet?	<p>-Ask students to think of 3 words they associate with beauty and 3 associate with ugly. Watch clip with Prince William interview David Attenborough at World Economic Forum – what points are raised – make a vocab list. - https://www.youtube.com/watch?v=X_SD9VtQeyo -Show clip from ‘Our Planet’ – students to look out for descriptive features from this. https://www.youtube.com/watch?v=aETNYyrgNYE Look through visual stills + sample answers which go with these – match up of sample to picture. -Select own picture to create own mini description based on this. -Remind students how Dear Future Generations used contrasts – show visuals of destruction of planet + come up with associated vocab for each to add. -Students to use visual of contrasts of planet to describe both sides of this – pick out where they have used vocab from the lesson.</p>	<p>Vocab bank Mini animal description Description based on contrasts</p>	<p>Take one of the negative pictures to create description for.</p>	<p>So1, So4, So5, C1,2,3,5 Sp1-3,9, 10 M3</p>
33	Protecting our planet	How can we look at ways we are doing this?	<p>-Ask students for -3 reasons we should look after our planet -3 ways we should look after our planet Watch this longer speech of David Attenborough on the launch of Our Planet – select 5 strong vocab choices / ideas used throughout https://www.youtube.com/watch?v=X3stk6Gd5ss -Remind students yesterday we looked at contrasts – read through ‘Climate Change’ article and look for examples of both factual and informal language. -Write a justification about why both types of language used. -Recap what we need to include for a narrative which we would not include in a description. -Show clip + linking visual of some one being arrested https://www.youtube.com/watch?v=UJtsP0ovw-w Think of differing perspectives this could be told from. https://www.youtube.com/watch?v=0BeMjLi83Fc</p>	<p>Language selection from sources. Story sequencing plan</p>	<p>Write up full narrative based on ‘The Arrest’</p>	<p>So1, So4, So5, C1,2,3,5 Sp1,3,9 M3</p>

			-Students should create plan for a story based around this – use Sequencing Frame for stages – how open, develop, use flashback, close. -Time dependent – pick an aspect of this to write up.			
WC 18 th Oct 34	Lesson 34-38 Walking Talking Mocks – see Yr 11 lessons					
October Half Term						
WC 2 nd Nov 39	EXAM Paper 1					
40	Paper 2 Prep					So1, So4, So5, C1,2,3,5 Sp9
41	Exam Paper 2					