

Scheme of Work 2020 - 2021

Subject: English Language

Year Group: 10

Specification: AQA English Language

This scheme of work is intended to prepare students for the AQA English Language exam by:

- Understanding implicit and explicit information in texts
- Explaining how writers use language and structure to achieve purpose and influence readers
- Identify different writers' ideas and perspectives
- Critically evaluating a wide range of texts
- Writing clearly and imaginatively
- Use a wide range of sentence structures and vocabulary so that writing is clear and purposeful
- Write accurately with attention to spelling, punctuation and grammar

Lesson 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
1	<p>Death & Loss</p> <p>Loss of a mother</p>	<p>Identify and analyse language that conveys loss</p> <p>Evaluate how language helps to form opinions</p>	<ul style="list-style-type: none"> • Do now task • Key vocab • Discuss theme + how language lessons will look • Watch clip – Mum's list https://www.youtube.com/watch?v=hcrlU1r-7Es • Use thinking frame to show difficulties a father alone might face – discuss • Read through extract – Shadow of the wind • Students create an opinion based on questions - What makes you feel sad when reading this piece? What is it 	<p>Questioning</p> <p>Quote explode</p> <p>Mini write up</p>	<p>GCSE POD</p> <p>Doddle</p> <p>Out of hours booklet</p>	<p>So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10</p>

			<p>that makes it emotional? And outline reasons</p> <ul style="list-style-type: none"> • Read text independently and find quotes that show struggle • Discuss choices made • Link quotes to writers methods + quote explode • Students select two quotes and bullet point what they can say • Write up one quote • Plenary – highlight where linked to method 			
2	<p>Death & Loss</p> <p>City of Beasts</p>	To <u>identify</u> deeper meanings within texts	<ul style="list-style-type: none"> • Key Vocab • Silent settler – reading • Watch clip – Rio Ferdinand – being Mum and Dad • https://www.youtube.com/watch?v=8ZwmEGXvfKE – discuss thoughts/feelings • Thinking frame – compare + Contrast texts • Discuss similarities/differences • Use text to write mini description • Plenary – Grammar check 	<p>Questioning</p> <p>Mini write</p>	<p>GCSE POD</p> <p>Doddle</p> <p>Out of hours booklet</p>	<p>So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10</p>
3	<p>Death & Loss</p> <p>City of Beasts</p>	To <u>analyse</u> sample answers showing use of language	<ul style="list-style-type: none"> • Key Vocab • Silent settler – • Making links between texts – compare/contrast thinking frame – discuss • Read City of Beasts – refresh knowledge through questioning • Introduce structure • Answer questions regarding how text is structured • Question 4 – reading sample answers • Answer question 4 – using just one quote 	<p>Questioning</p> <p>Mini write up</p>	<p>GCSE POD</p> <p>Doddle</p> <p>Out of hours booklet</p>	<p>So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10</p>

			<ul style="list-style-type: none"> Plenary – highlight explanation 			
4	Death & Loss BB Paper 1 Q5	To <u>understand</u> how to create a descriptive piece of writing	<ul style="list-style-type: none"> Key Vocab Thinking frame – celebrations Questions/discussion Linking celebration to death/loss Show image of The Day of The Dead Watch clips - https://www.youtube.com/watch?v=sSawpU81cl Use language to describe image Make plan for description Plenary – Check SPaG 	Questioning Write up Blue Book	GCSE POD Doodle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
5	Death & Loss Lion King Structure	To <u>identify</u> features of structure	<ul style="list-style-type: none"> Key Vocab Silent settler – identify features of structure Introduce Lion King + structure Watch the opening - https://www.youtube.com/watch?v=GibiNy4d4gc Create table start/shift/end – what happens & why Sample answer – structure – identify explanations about structure Watch further scenes – use thinking frames to show how scene develops https://www.youtube.com/watch?v=5IFLz4CETj4 https://www.youtube.com/watch?v=VUM9qkHn5u0 Write exam type question using sentence stems – structure Plenary – self assess use of key terms 	Questioning Exam type question write up	GCSE POD Doodle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10

6	Death & Loss Links to Eva Smith	To make <u>comparisons and link</u> texts	<ul style="list-style-type: none"> • Key Vocab • Silent settler – important person task • Read through articles – Arthur C Brookes + Fyodor Dostoev - discuss • Summarise differences in articles • Mini summary write up • Thinking frame – links to Eva Smith • Write up – Values + Eva Smith 	Questioning Summary write up How do articles link to Eva Smith	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
7	Death & Loss Contrasting reactions to Eva Smith Death AIC	<u>Understand</u> how others react to death Make <u>links</u> to AIC	<ul style="list-style-type: none"> • Key Vocab • Images + Language associated with death • Thinking frame – how AIC characters responded to Eva Smith death • Discuss different reactions + what we learn about characters • Choose AIC character to write narrative from that perspective • Plan using four step plan • Plenary – Self assess SPaG 	Questioning Character write up	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
8	Death & Loss Song lyrics- language	To <u>identify</u> how death and loss is portrayed in society	<ul style="list-style-type: none"> • Key Vocab • Begin connecting ideas from resources and key texts • Discuss tone – Good grief https://www.youtube.com/watch?v=wj0y5GbCA0I – link title to death • Choose quotes from song that show tone • Listen – 59 Sound - https://www.youtube.com/watch?v=G1lq40tR72Q • Questions - How does the mood and tone of this song present the speaker's feelings? 	Questioning Linking language to represent	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10

			<ul style="list-style-type: none"> • What do you think has happened to the person in this song? • What evidence can you use to show this? • Pick evidence from lyrics to answer questions • Listen to Local Boy in the Photograph - https://www.youtube.com/watch?v=6VqFXyv_go • Select quotes linking to meaning • Listen Supermarket Flowers - https://www.youtube.com/watch?v=3Mk0F6mLKik • Thinking frame – make connections between all songs/lyrics • Select word or phrase writing up meaning using sentence stems • Plenary – link learning to exam 	Write up		
9	Equality & Slavery The Help	<u>Understanding</u> the idea of inequality	<ul style="list-style-type: none"> • Key Vocab • Thinking frame – what is inequality – discuss • Introduce American Civil Rights Movement – Watch video https://www.youtube.com/watch?v=URxwe6LPvkM • Discuss resistance & advocating • Introduce The Help – watch clips https://www.youtube.com/watch?v=XOTkNsxhECY • https://www.youtube.com/watch?v=Cwm71n1iXLY&feature=youtu.be – link to inequality • Read through extract 1- The Help • Link to exam questions Q2 + Q3 • Identify language that shows Mother/child relationship • Write up – using two quotes 	Questioning Class discussion Write up exam type question	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10

			<ul style="list-style-type: none"> • Read extract 2 – link to Q3 structure • Use sequences map to understand structure - discuss • Write up full structure answer – using sentence stems • Plenary – differences between Q2 + Q3 			
10	Equality & Slavery The Help Paper 1 Q4	How to <u>evaluate</u> a statement	<ul style="list-style-type: none"> • Key vocab • What does it mean to be fearful – watch clips https://www.youtube.com/watch?v=iMGBtEWMkF4 • https://www.youtube.com/watch?v=WuyPuH9ojCE – discuss • Q4 statement – read extract 3 • Evaluate extract in relation to statement • Identify – 1. What are your own impressions of the characters' emotions? • 2. What language methods have been used? Verbs, repetition, adjectives, metaphor • 3. How do these methods show the fear and unease of the Aibileen, Minny and her family? • Discuss • 20 minute write up – using sentence stems • List requirements for Q4 	<p>Questioning</p> <p>Write up</p>	<p>GCSE POD</p> <p>Doddle</p> <p>Out of hours booklet</p>	<p>So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10</p>
11	Equality & Slavery The Help Narrative/Descriptive Writing	<u>Identifying</u> how change happens	<ul style="list-style-type: none"> • Key vocab • Introduce paper 1 Q5 – go through requirements of exam • Discuss key aspects of narration/descriptive • Discuss example Q5 questions – share ideas 	<p>Class discussion</p> <p>Write up</p>	<p>GCSE POD</p> <p>Doddle</p>	<p>So1, So2, So8, M3, C1, C2, C3, C5, Sp1,</p>

			<ul style="list-style-type: none"> • Give out image – protest with key questions • Watch clips – on PowerPoint – choose relevant clips for class • Use sequence frame to plan answer • Write up 2 paragraphs adding detailed description • Plenary – check structure 		Out of hours booklet	Sp2, Sp3, Sp5, Sp9, Sp10
12	Equality & Slavery Equality in society AIC Links	To <u>make links</u> between inequality and language in AIC	<ul style="list-style-type: none"> • Key vocab • Recap AIC – plot summary cards • Students highlight where inequality is shown • Students closely analyse key AIC quotes and link to inequality • Analyse - pronouns – derogatory language – verbs – reactions to individual impact – tone – stage directions • Chose two quotes write up how inequality is shown • Plenary – highlight extended analysis 	Analysis of key quotes Write up	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
13	Equality & Slavery Introduction to Slavery	<u>How do we define slavery?</u>	<ul style="list-style-type: none"> • Key vocab • Frame of reference – how is slavery defined? • Class discussion 1. What do we normally associate with slavery? 2. Why would someone enslave another person? 3. Does slavery still exist now? Does it come under a different form? • Discuss paper 2 and exam requirements • Read source A – Complete true/false to show understanding • Watch video – slave auction https://www.youtube.com/watch?v=EYNN7fo-fiA 	Questioning Analysing language Summarising differences Write up	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10

			<ul style="list-style-type: none"> • Read source B – summarising key differences using thinking frame - discuss • Introduce paper 2 Q2 – summary • Write up 2 differences • Plenary – antonyms of slavery 			
14	Equality & Slavery Slavery Sources A & B Paper 2 Q3 & Q4	To <u>identify</u> how the writer's viewpoint is portrayed?	<ul style="list-style-type: none"> • Key vocab • True/false task • Paper 2 Q3 requirements • Give question - How does the writer use language to describe the emotions of the mother, Eliza? • Analyse text – focusing on language/methods • Choose 2 words/phrases link to methods write up – quote explode using sentence stems • Plenary – Highlight methods used 		GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
15	Equality & Slavery Slavery sources C & D Paper 2 Q1 & Q3	<u>Comparing</u> views and perspectives	<ul style="list-style-type: none"> • Key vocab • Modern slavery v Historic slavery - discuss • Watch clips modern slavery • https://www.youtube.com/watch?v=0RNeGX_0Njl • https://www.youtube.com/watch?v=59KGc6UyjAw • https://www.youtube.com/watch?v=87eVOpbc0Vo • Read extract C • True/false task – self access • Read extract D – identify main ideas in source - discuss • Annotate extract showing hardships of children – explaining how language emphasises the suffering • Task – write up showing hardships of children 	Questioning	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10

			<ul style="list-style-type: none"> Plenary – discuss if child slavery exists now 			
16	Equality & Slavery Slavery sources C & D Paper 2 Q2 & Q4	<u>Comparing</u> writers viewpoints	<ul style="list-style-type: none"> Re read extracts C & D Summarise key differences Find quotes to back up key differences Exam type question 2 – full write up Q4 analysis – comparing ideas/perspectives in pairs/use thinking frame Class discussion Write up using sentence stems Plenary – proof read answers + use of connectives 	Write up exam style questions	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
17	Equality & Slavery Paper 2 Q5 example 1	To <u>evaluate</u> if slavery still exists Understand how to write a speech	<ul style="list-style-type: none"> Key vocab Thinking frame – how do we define slavery today Discuss Paper 2 Q5 – giving example questions – unpick the questions Discuss writing a speech Using extracts already analysed students find evidence/facts/opinions to support argument for speech Students write up introduction to speech Plenary – create topic sentences for each paragraph 		GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
18	Equality & Slavery Paper 2 Q5 example 2	<u>Understand</u> how to write an article	<ul style="list-style-type: none"> Key vocab Recap question 5 criteria Give statement - 'It is hard to express your opinion on equality, feminism, racism or any other 'ism' nowadays as somewhere, someone is going to attack you for your beliefs.' 	Questioning Creating topic sentences	GCSE POD Doddle	So1, So2, So8, M3, C1, C2, C3, C5, Sp1,

			<ul style="list-style-type: none"> • Write a broadsheet article in which you explain your thoughts on the above statement. • Students list points for/against – class discussion • Watch clips - https://www.youtube.com/watch?v=xfpHrQTMqck • https://www.youtube.com/watch?v=gEOhG8I-Bu4 • Features of article writing – list • Paired work – headline for article • Summarise points to make • Plenary –create topic sentences 		Out of hours booklet	Sp2, Sp3, Sp5, Sp9, Sp10
19	Equality & Slavery BB Paper 2 Q5		<ul style="list-style-type: none"> • Key Vocab • Students choose blue book question • Make plan for blue book using ideas and topic sentences • Write up • Self-assess writing using SPaG checklist 	Blue Book write up	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
21	The Unnatural Woman In Black	<u>Identify</u> how a writer creates atmosphere	<ul style="list-style-type: none"> • Key Vocab • Thinking frame – woman in black – what do you already know? • Watch clip - https://www.youtube.com/watch?v=nY0fEV30Wk – how do we see fear/tension building • What are the advantages of both the • Film and Stage genre? • Contrasting genres – categorising frame 		GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10

			<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=eu2RxLOzgkc • https://www.youtube.com/watch?v=KkLaY1DLTJc • Read Woman in Black extract – focus creating a fearful atmosphere • Analyse key phrases and discuss how atmosphere is created • Link extract to structure – building of tension • Plenary – explain in 5 lines if the writer has been successful in creating a fearful atmosphere 			
22	<p>The Unnatural</p> <p>Descriptive writing</p>	To <u>understand</u> how to produce a descriptive writing piece	<ul style="list-style-type: none"> • Key Vocab • Introduce descriptive writing Paper 1 Q5 – explain exam requirements • Features of description • Show images – eerie/unnatural/ghostly • What would you zoom into task • Choose elements of images and students come up with alliteration phrases/verb phrases/adjectives to describe the atmosphere • Pull all elements of image together and create a descriptive introduction for the image • Write topic descriptive sentences for each element/paragraph • Plenary – using a model paragraph highlight effective vocab 	<p>Questioning</p> <p>Choosing vocab</p> <p>Write up</p>	<p>GCSE POD</p> <p>Doddle</p> <p>Out of hours booklet</p>	<p>So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10</p>
23	<p>The Unnatural</p> <p>Blue Book</p> <p>Paper 1 Q5 Descriptive</p>	To write descriptively creating atmosphere using language	<ul style="list-style-type: none"> • Key Vocab • Analyse image – zoom in • Read sample description • Choose vocab • Write up descriptive piece in blue book 	Blue Book	<p>GCSE POD</p> <p>Doddle</p>	<p>So1, So2, So8, M3, C1, C2, C3, C5, Sp1,</p>

			<ul style="list-style-type: none"> Plenary – highlight most effective vocab 		Out of hours booklet	Sp2, Sp3, Sp5, Sp9, Sp10
24	The Unnatural Paper 2 Ghosts	<u>Understanding views</u> of the supernatural	<ul style="list-style-type: none"> Key vocab Watch clips showing opposing views https://www.youtube.com/watch?v=LFMuLgZ1zaU https://www.youtube.com/watch?v=oJSZ2ovPYDk Write up comparisons between clips Read source A/B identifying writers POV Find evidence to back up POV Thinking frame – comparing/contrasting sources Write up connections between the sources Give factual writing statement – discuss with questioning to help form opinions on statement Write up introduction showing POV using quotes showing what ‘we learn’ Plenary – underline language to show POV 	Questioning Thinking frame Write up	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
25	The Unnatural Paper 2 Ghosts	<u>Understanding different</u> experiences of the Supernatural	<ul style="list-style-type: none"> Key Vocab Watch City of Angels clip https://www.youtube.com/watch?v=6zSG_oVliis Create table For/Against if decisions made is the right one Watch clips on ghost hunting https://www.youtube.com/watch?v=84irnIMrPhw https://www.youtube.com/watch?v=dIOw44340j0 	Questioning Exam style write up	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10

			<ul style="list-style-type: none"> • Questions – why would people choose to go on these shows? Why might it be a controversial topic? • Discuss Paper 2 Q2 • Using source A + B come up with 2 differences • Create table showing key differences • Exam type question + write up • Introducing Paper 2 Q4 – link to POV • Answer questions - Who is telling each piece – what impact this have? • What kinds of incidents do we hear about? • How does one have a more rational tone and one more emotive? • What approach does the first take to explain / investigate? How is this different from the second? • Write up 2 comparative quotes • Plenary – Highlight in different colours where each text has been discussed 			
26	The Unnatural Environments	To identify environments that are unnatural + reasons why they are	<ul style="list-style-type: none"> • Key Vocab • Show various images and clips • https://www.youtube.com/watch?v=Q6VlrVdc-40 • https://www.youtube.com/watch?v=7f6UxrW4gx8 • https://www.youtube.com/watch?v=s9APLXM9Ei8 • https://www.youtube.com/watch?v=z3D8twcaJJ0 • https://www.youtube.com/watch?v=449ZOWbUkf0 • Students come up with vocabulary from the week to describe these places 	<p>Questioning</p> <p>Write up</p> <p>Self assessment</p>	<p>GCSE POD</p> <p>Doddle</p> <p>Out of hours booklet</p>	<p>So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10</p>

			<ul style="list-style-type: none"> Evaluate the places – what makes them eerie Create a table + identify top 3 Creating descriptive narrative writing plan using thinking frame Write 5 line introduction describing setting Pick one aspect of story to write up Highlight most effective vocab 			
27	The Unnatural Supernatural Macbeth	To <u>identify</u> the supernatural in Macbeth	<ul style="list-style-type: none"> Key Vocab Thinking frame – supernatural Reflective lens – How is the supernatural shown in Macbeth Plot summary – where is supernatural shown in Macbeth Read article on demonology + witchcraft https://www.bl.uk/shakespeare/articles/witchcraft-in-shakespeares-england Analyse scenes and language used in Macbeth showing supernatural elements – link to methods and context Link to female characters – how do they show supernatural elements Quote analysis + write up Plenary – write 3 points from article to incorporate into own writing of Macbeth 	<p>Questioning</p> <p>Showing understanding of plot</p> <p>Identifying key scenes in plot</p>	<p>GCSE POD</p> <p>Doddle</p> <p>Out of hours booklet</p>	<p>So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10</p>
28	The Unnatural Subverting supernatural in Macbeth	To <u>understand</u> how Shakespeare subverted the supernatural in Macbeth	<ul style="list-style-type: none"> Key vocab Recap key scenes + language in Macbeth linking supernatural Plot summary – where is the supernatural subverted – Link to structure Read article Divine Right – how does this subvert supernatural https://www.bl.uk/collection-items/the- 	<p>Questioning</p> <p>Showing understanding of plot</p> <p>Identifying key scenes in plot</p>	<p>GCSE POD</p> <p>Doddle</p> <p>Out of hours booklet</p>	<p>So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3,</p>

			true-law-of-free-monarchies-by-king-james-vi-and-i <ul style="list-style-type: none"> Analyse key scenes - Link to King James Quote analysis + write up Plenary - 3 points from article to incorporate into own writing 			Sp5, Sp9, Sp10
29	Homelessness Reasons	To <u>identify</u> the reasons for homelessness	<ul style="list-style-type: none"> Key vocab Key question – How do you view homelessness – show images Thinking frame – What leads to homelessness Is it their own fault? Watch clips - https://www.youtube.com/watch?v=BuMPN5Steo https://www.youtube.com/watch?v=PINUxyCwV_A Write up Point of view on homelessness Thinking frame – dangers of homelessness https://www.bbc.co.uk/news/av/uk-northern-ireland-27507151/homelessness-the-dangers-of-life-on-the-streets Plenary – write opinion on how homelessness can be resolved 	Questioning Thinking frames Mini write up	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
30	Homelessness Sources & Questions	To <u>understand</u> what it means to have privilege	<ul style="list-style-type: none"> Key vocab Create a table advantages/disadvantages in life Watch clip – American Camp https://www.youtube.com/watch?v=FBQx8FmOT_0 What point are they trying to make? Is there any truth in this point? To what extent do you agree / disagree with what they are doing? 	Questioning Create table Comparison write up	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3,

			<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=hD5f8GuNuGQ • Make links between both videos – create table • Write up view point in response to questions • What point raised in videos? • How did they do this? • Did they approach it in same / different ways? • To what extent do you agree / disagree with what they are doing? • How do you feel this would impact YOU? • Is this fair? Do you agree? Do you disagree? • To what extend is life about privilege or choice? • Read source A + B • How do people treat their privilege? • Who is more aware of this? • Who is more judgemental? • Plenary – watch interview – how does it connect to privilege 			Sp5, Sp9, Sp10
31	Homelessness Q2	To <u>analyse</u> society's view on homelessness	<ul style="list-style-type: none"> • Key vocab • Question - Is it insensitive of those who have never been homeless to provide assistance to those who are? – create a viewpoint • Issues of homelessness - https://www.youtube.com/watch?v=aj7QGF76foQ • Create a table advantages/disadvantages - discuss • Extract re-cap – similarities + differences 	Questioning Write up Self assess	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10

			<ul style="list-style-type: none"> • True/false task • Paper 2 Q2 – question • Writing up differences • Plenary - Box where differences are evident in writing 			
32	Homelessness Blue Book Paper 2 Q4	To <u>compare</u> sources for paper 2	<ul style="list-style-type: none"> • Key Vocab • Requirements of Paper 2 Q4 • Recap sources • Students select quotes to back up point of view • Q4 write up • Plenary – highlight connectives used 	Blue Book	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
33	Homelessness Personal Experience	<u>Identify</u> how homeless people convey their plight	<ul style="list-style-type: none"> • Key vocab • Experiences - https://www.youtube.com/watch?v=J5djHKXkc6E • https://www.youtube.com/watch?v=luK55xEiCrQ • Write up mini description of experiences • Understanding contrasting experiences • https://www.youtube.com/watch?v=k7dAHzHm9w • https://www.youtube.com/watch?v=WNkDB6DdUVk • Create table showing different experiences • Write up comparing/contrasting differences using connectives • Highlight where each source has been analysed 	Questioning Write up Using connectives	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10

34	Homelessness Sources - London	<u>Understanding</u> the London Poor	<ul style="list-style-type: none"> • Key vocab • Read extract 73 source A + B – what are the views on poor people? Do they agree or disagree? • Bullet point views of both sources • Q1 True/false task for both sources • How big is the problem of eviction in England? Watch clips • https://www.youtube.com/watch?v=3JGkTM03Q9A • https://www.youtube.com/watch?v=ND_d7v11DU • Questions - How do you feel towards these people? • What can the government do to help? Make 2 points supporting your argument as a mini write up 	Questioning Reading	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
35	Homelessness Q2 & Q3	<u>Identifying</u> issues single parents have	<ul style="list-style-type: none"> • Key vocab • Question – what problems do single parents face? Discuss • Watch clip • https://www.youtube.com/watch?v=RTwXMd53Bqc • Why are there no repercussions for the father? • Is this the norm in society? • Re read extracts identifying key differences • Find evidence to support differences • Give sample write up – identify language used to compare • Paper 2 Q3 – question - How does the writer use language to convey his view of the London Poor? Using source B • Students to – Identify WHAT VIEW OF THE LONDON POOR IS FIRST • QUOTES WHICH SHOW THIS 	Questioning Identifying ideas Write up	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10

			<ul style="list-style-type: none"> • WHAT METHODS ARE USED? • Choose a quote to write up views 			
36	Homelessness Differing views Link to song lyrics	<u>Identify</u> differing views towards homelessness	<ul style="list-style-type: none"> • Key vocab • Questions - Do you think you have to be living on the streets to be homeless? • Why do you think this? • Watch clip – add to views • https://www.youtube.com/watch?v=m-7JDJeMip0 • Students to create a flashback of a memory a homeless girl has • Watch music videos – respond to questions • https://www.youtube.com/watch?v=Nz22j_pZYUw 1. What is this song about? 2. Why give it this title? (Think about what we discussed about privilege?) 3. How does this highlight the contrasts in society? • https://www.youtube.com/watch?v=gFC-oNq-LpU - what meaning do you think he is trying to convey? • Plenary – does being homeless mean you have to live on the streets? Give a viewpoint 	Analysis of language Questioning	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
37	Childhood Stuart Heritage & Boy Lost	To <u>analyse</u> thoughts and feeling about growing up	<ul style="list-style-type: none"> • Key vocab • Discuss theme of growing up • Watch music video – safe inside • https://www.youtube.com/watch?v=2TtgkKZNTa8 1. What do we see about parenting and raising children in this video? 2. How is a cyclical structure used in this? 	Questioning Reading Identifying language	GCSE POD Doddle	So1, So2, So8, M3, C1, C2, C3, C5, Sp1,

			<ul style="list-style-type: none"> • <u>Using symbols</u> <ol style="list-style-type: none"> 1. Using recurring items in your writing is really important... 2. What item associated with birthdays is used to show the passing of time? 3. What other items are used to connect between childhood + getting older? <ul style="list-style-type: none"> • https://www.metrolyrics.com/safe-inside-james-arthur-ml-video-giu.html • Listen to writer explaining word choices – what words link to responsibility • Task • Select a quote to write up the meaning behind. This must be at least 4 lines. • Link this to another quote to strengthen your meaning? • Read Article – How can my son be one already <ol style="list-style-type: none"> 1. What could the use of the question show he feels? 2. What does he mean in the subheading? <ul style="list-style-type: none"> • Read through article • Analyse each paragraph – give questions • Does he feel proud of his son? 	Write up	Out of hours booklet	Sp2, Sp3, Sp5, Sp9, Sp10
			<ul style="list-style-type: none"> • Read article 2 – Boy Lost - What do you think the writer might mean in this title? <ol style="list-style-type: none"> 1. Why use past tense in the opening of the article? 2. Why use single line paragraph? 3. In what way has the speaker's house changed? 4. How does her son now look? 		GCSE POD Doddle Out of hours booklet	

			<p>5. What does she wish about when her son was young?</p> <ul style="list-style-type: none"> Plenary - What is the key difference between these articles? Create a thinking frame showing key differences 			
38	<p>Childhood</p> <p>Over protective parents</p> <p>Sample answers Q5</p>	<p>To <u>analyse</u> ways to prepare children for the world</p>	<ul style="list-style-type: none"> Key Vocab Thinking frame – why do parents worry about their children Task - Pick your top 3. Write your evaluation about why you picked these 3. Recap sources - What was the key concern in the James Arthur music video for the parent? Source A – What was the view of the parent in this piece? What was he aware was happening? Source B – What concerns did she have when her son was younger? What was her key wish? Discuss - What is the symbolic connotations behind the phrase ‘helicopter parent’? Consequences of these actions... - thinking frame – discuss The opposite effect – discuss https://www.youtube.com/watch?v=5byksJ5VHXg Give Q5 – parenting – discuss how to approach question Plenary - Read sample answers 	<p>Questioning</p> <p>Evaluation of sources</p> <p>Discussion</p>	<p>GCSE POD</p> <p>Doddle</p> <p>Out of hours booklet</p>	<p>So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10</p>

39	Childhood Articles Q4	<u>Analysing</u> writer point of view	<ul style="list-style-type: none"> • Key vocab • Recap articles on parenting • True/false task • Breakdown article B paragraph by paragraph – create table answering set questions • Compare/contrast thinking frame identifying key similarities + differences between both articles – discuss • Give Q 4 - How can you sum up in one line for each what their feelings are about their children growing up? • Read sample answers 1 + 2 – discuss • Plenary – identify methods used to get POV across 	True/false task Discussion Questioning	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
40	Childhood memories	To <u>identify</u> language used to create memories	<ul style="list-style-type: none"> • Key Vocab • Living alone – watch clip – discuss/evaluate when people are ready to live alone https://www.youtube.com/watch?v=NFkIKI4cHc • Thoughts on leaving home - https://www.youtube.com/watch?v=t4Hz6Z98nX8 • Write up point of view using sentence stems • Read extract – returning back... 1. How has this location she is returning to had a significant impact on her? • Find examples of hyperbolic language • Discuss structure – create table identifying beginning/shift/end Plenary – Write a description about a place that was once part of life 	Questioning Evaluating language Reading identifying elements of structure	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10

41	Childhood Parenting styles	<u>To understand/identify the importance of role models</u>	<ul style="list-style-type: none"> • Key vocab • Write a brief summary - To what extent do you think adults are responsible for their child's behaviour? • Adults as role models – watch clip https://www.youtube.com/watch?v=wbTZvzxRZGI 1. What is this clip showing us about children so far? 2. What are they doing to the adults or how they are behaving? • Evaluate - To what extent do you agree with the message the director is portraying in this advertisement? • Write up views - discuss • List top priority of parents – discussion • Contrasting parenting style – watch clips https://www.youtube.com/watch?v=DrdXPNoXqh0 • https://www.youtube.com/watch?v=q1qH3cRlfg • Summarise key points from both in thinking frame – discuss • Plenary – write up summary of differences 	Class discussion Questioning Mini write up	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
42	Childhood Title & Tone	<u>Identifying/understanding tone in articles</u>	<ul style="list-style-type: none"> • Key Vocab • Re read parenting articles – discuss POV of writer • Discuss tone humour/serious/sadness etc • Contrasting tones – find evidence in both articles that reflect tone – discuss • Link tone to both articles – 1. What connotations do each of these have? 		GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9,

			<p>2. How can you link this back to what we have just discussed about tone?</p> <ul style="list-style-type: none"> Plenary – write up views in preparation for blue book 			Sp10
43	<p>Childhood</p> <p>Blue Book</p> <p>Factual - Rules</p>	To develop article writing skills	<ul style="list-style-type: none"> Key vocab Blue Book task - “Parents today are too lenient on their children making them far less respectful to members of the public. They need to develop the aspects which will help them in life.” Write an article for your local newspaper sharing your views. Give examples – pick out key skills Spend 5 minutes planning – using ideas from week Write up 	Blue Book	<p>GCSE POD</p> <p>Doddle</p> <p>Out of hours booklet</p>	<p>So1,</p> <p>So2,</p> <p>So8,</p> <p>M3,</p> <p>C1, C2,</p> <p>C3, C5,</p> <p>Sp1,</p> <p>Sp2,</p> <p>Sp3,</p> <p>Sp5,</p> <p>Sp9,</p> <p>Sp10</p>
44	<p>Childhood</p> <p>Articles Q4</p>	Show <u>understanding</u> of writers opinions	<ul style="list-style-type: none"> Key Vocab Watch clip – family home https://www.youtube.com/watch?v=x yzo0Jkaz8w Discuss information given about family Create short descriptive piece based on what has been learned about family Read 2 parenting articles – give overall views – choose 5 quotes to show views Discuss evidence – link methods – analyse methods Plenary – Short write up comparing views 	<p>Identifying methods</p> <p>Analysing methods</p>	<p>GCSE POD</p> <p>Doddle</p> <p>Out of hours booklet</p>	
45	<p>Childhood</p> <p>Songs</p>	Show <u>understanding</u> of language and growing up in song lyrics	<ul style="list-style-type: none"> Key vocab Thinking frame – impact on upbringing Rank most important and why Write paragraph explaining who has the most impact 	<p>Questioning</p> <p>Discussion</p> <p>Write up</p>	<p>GCSE POD</p> <p>Doddle</p>	<p>So1,</p> <p>So2,</p> <p>So8,</p> <p>M3,</p> <p>C1, C2,</p> <p>C3, C5,</p>

			<ul style="list-style-type: none"> • Listen – Because of You - https://www.youtube.com/watch?v=Ra-Om7UMSjc • Discuss questions 1. Who do you think this piece is about? 2. What do you think happened? 3. What impact has this had on the writer? • Find evidence to support in lyrics • Select 2 quotes from song and write up what is learned about writer • Listen – Piece by Piece https://www.youtube.com/watch?v=tuunqfdz388 • Answer questions - Who could she be referring to at the start? Can you link this to the previous piece? • Who could she be referring to in this piece? • What do we learn about this person? • Compare/contrast both songs – thinking frame • Write up Paper 2 Q2 Summary 		Out of hours booklet	Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
46	Travel Blackpool & Verona	To <u>understand/identify</u> differences between sources	<ul style="list-style-type: none"> • Key vocab • Watch clips – vacation/Staycation • https://www.youtube.com/watch?v=OHAWwaYu2H0 • https://www.youtube.com/watch?v=hbQbaUeOkDQ • Read Blackpool+ Italy Sources • Source A true/false • Thinking frame – describe Verona • Paper 2 Q2 Summary of differences between sources • Find evidence to show differences • Write up summary of differences on the attractions 	Questioning Write up	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10

			<ul style="list-style-type: none"> Use sentence stems <p>The attractions in Source A This is shown through..’..’</p> <p>However, the places of allure in Source B.. This is stated in ‘..’</p> <p>The reader can evidently see that in Source A..... but in Source B.....</p>			
47	Travel Paper 2 Q3	To analyse language in travel extracts	<ul style="list-style-type: none"> Key Vocab Give paper 2 Q3 question - How does Dickens use language to describe his impressions of the Roman Amphitheatre? Find 3-5 quotes that describe and link to methods Discuss language used Write up full answer Plenary – highlight methods used 	Exam style question	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
48	Travel Blue Book Paper 2 Q4	To <u>analyse</u> language to compare and contrast point of view	<ul style="list-style-type: none"> Key vocab Give question - Compare how the two writers convey their different attitudes to the places they have visited. Read extracts again Compare/contrast thinking frame Choose quotes and link to methods Full write up of Q4 Plenary – Highlight methods used 	Blue book Q4	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
49	Travel Italy	To <u>summarise</u> the differences between texts	<ul style="list-style-type: none"> Key Vocab Read texts extract 65 Bullet point views – discuss Source A true/false task Question 2 - <u>Conflict</u> is described in both pieces. 	True/false task Write up	GCSE POD Doddle	So1, So2, So8, M3, C1, C2, C3, C5,

			<ul style="list-style-type: none"> • Use the details from BOTH sources to write a summary of the differences. • Go through steps to follow • Select quotes to evidence differences • Give sample answer • Putting it together – write up summary of differences • Plenary – highlight summarising 		Out of hours booklet	Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
50	Travel Paper 2 Q3	To <u>analyse</u> language used in a text to answer Q3	<ul style="list-style-type: none"> • Key vocab • Source B – Question 3 - How does the writer use language to convey his view of tourism in Florence? • Write up answer • Show clips of Verona - https://www.youtube.com/watch?v=3KQ-gldJmF4 • https://www.youtube.com/watch?v=Nsgm_Aw-ca8 • Discuss Verona and the senses • Write a descriptive paragraph of Verona based on extract and videos 	Language analysis - discussion	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
51	Travel Paper 2 Q4	To analyse language to show writers viewpoint	<ul style="list-style-type: none"> • Key vocab • Recap of sources on Florence • Source B task - True/False • Q4 Question - Compare how the two writers convey their different views and attitudes towards the City of Florence. • Choose quotes from each source that shows view of Florence – discuss • Link to methods • Sample answer- analyse • Write up • Highlight methods explained/connecting words 	True/false task Q4 write up	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10

52	Travel Trips	To compete paper 2 Q2 summary	<ul style="list-style-type: none"> • Key vocab • Watch clips – when trips turn bad • https://www.youtube.com/watch?v=mxGq7CuYmXg • https://www.youtube.com/watch?v=sv7WxdHauQQ • Create table expectation/reality – discuss • Read extract 66 – Trips both sources • Source A true/false task • Give question - The writers of these pieces have very different experiences of their trips. • <u>Use details</u> from both sources to write a summary of the differences. • Students find 3 differences weather/activities/surroundings – and find quotes as evidence • Explaining differences task • Show examples of work – analyse • Write up one difference 	True/false task Write up	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
53	Travel Description of nature	To <u>understand</u> how to write descriptively	<ul style="list-style-type: none"> • Key vocab • Watch clip - https://www.youtube.com/watch?v=6lt2JfJdGSY- write 3 descriptions as you watch. • Describing think map – How is nature described in source A – use adjectives • Give Q3 - Within Source A, how does the writer use language to convey nature? • Pick out quotes that show nature – Quote explode task • Link to methods • Write up how nature is viewed in source A 	Discussion Questioning Linking language + methods Write up	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10

54	Travel Paper 2 Q4	To <u>apply</u> knowledge of writers views	<ul style="list-style-type: none"> • Key Vocab • Task B – True/false task • Discuss mark scheme • Q4 - Compare how the two writers convey their different views and attitudes towards their trips. • Discuss steps to take in answering question • Write brief introduction to question • Find quotes to back up points • Write up full answer • Highlight connecting words 	True/false task Write up full answer	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
55	Travel Inspiration from movies	To apply factual writing knowledge	<ul style="list-style-type: none"> • Key vocab • Give task - 'These days, there is no point in travelling to see the world: we can see it all on TV or on the Internet.' • Write an article for a teenage magazine in which you explain your point of view on this statement. • Create for and against table for travelling • Watch movie clips - https://www.youtube.com/watch?v=RW3h1o_AoS8 • Discuss how clips inspire us to travel • Create expert quotes • Write introduction for article which shows point of view 	Questioning Write up	GCSE POD Doddle Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10