

## 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><b>Death &amp; Loss</b></p> <p><b>Loss of a mother</b></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"> <li>• Do now task</li> <li>• Key vocab</li> <li>• Discuss theme + how language lessons will look</li> <li>• Watch clip – Mum's list <a href="https://www.youtube.com/watch?v=hcrlU1r-7Es">https://www.youtube.com/watch?v=hcrlU1r-7Es</a></li> <li>• Use thinking frame to show difficulties a father alone might face – discuss</li> <li>• Read through extract – Shadow of the wind</li> <li>• Students create an opinion based on questions - What makes you feel sad when reading this piece? What is it</li> </ul>	<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"> <li>• Read text independently and find quotes that show struggle</li> <li>• Discuss choices made</li> <li>• Link quotes to writers methods + quote explode</li> <li>• Students select two quotes and bullet point what they can say</li> <li>• Write up one quote</li> <li>• Plenary – highlight where linked to method</li> </ul>			
2	<p><b>Death &amp; Loss</b></p> <p><b>City of Beasts</b></p>	<p>To <u>identify</u> deeper meanings within texts</p>	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Silent settler – reading</li> <li>• Watch clip – Rio Ferdinand – being Mum and Dad</li> <li>• <a href="https://www.youtube.com/watch?v=8ZwmEGXvfKE">https://www.youtube.com/watch?v=8ZwmEGXvfKE</a> – discuss thoughts/feelings</li> <li>• Thinking frame – compare + Contrast texts</li> <li>• Discuss similarities/differences</li> <li>• Use text to write mini description</li> <li>• Plenary – Grammar check</li> </ul>	<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><b>Death &amp; Loss</b></p> <p><b>City of Beasts</b></p>	<p>To <u>analyse</u> sample answers showing use of language</p>	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Silent settler –</li> <li>• Making links between texts – compare/contrast thinking frame – discuss</li> <li>• Read City of Beasts – refresh knowledge through questioning</li> <li>• Introduce structure</li> <li>• Answer questions regarding how text is structured</li> <li>• Question 4 – reading sample answers</li> <li>• Answer question 4 – using just one quote</li> </ul>	<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"> <li>Plenary – highlight explanation</li> </ul>			
4	<b>Death &amp; Loss</b> <b>BB</b> <b>Paper 1 Q5</b>	To <u>understand</u> how to create a descriptive piece of writing	<ul style="list-style-type: none"> <li>Key Vocab</li> <li>Thinking frame – celebrations</li> <li>Questions/discussion</li> <li>Linking celebration to death/loss</li> <li>Show image of <b>The Day of The Dead</b></li> <li>Watch clips - <a href="https://www.youtube.com/watch?v=sSawpU81cl">https://www.youtube.com/watch?v=sSawpU81cl</a></li> <li>Use language to describe image</li> <li>Make plan for description</li> <li>Plenary – Check SPaG</li> </ul>	Questioning  <b>Write up Blue Book</b>	GCSE POD  Doodle  Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
5	<b>Death &amp; Loss</b>  <b>Lion King</b>  <b>Structure</b>	To <u>identify</u> features of structure	<ul style="list-style-type: none"> <li>Key Vocab</li> <li>Silent settler – identify features of structure</li> <li>Introduce Lion King + structure</li> <li>Watch the opening - <a href="https://www.youtube.com/watch?v=GibiNy4d4gc">https://www.youtube.com/watch?v=GibiNy4d4gc</a></li> <li>Create table start/shift/end – what happens &amp; why</li> <li>Sample answer – structure – identify explanations about structure</li> <li>Watch further scenes – use thinking frames to show how scene develops</li> <li><a href="https://www.youtube.com/watch?v=5IFLz4CETj4">https://www.youtube.com/watch?v=5IFLz4CETj4</a></li> <li><a href="https://www.youtube.com/watch?v=VUM9qkHn5u0">https://www.youtube.com/watch?v=VUM9qkHn5u0</a></li> <li>Write exam type question using sentence stems – structure</li> <li>Plenary – self assess use of key terms</li> </ul>	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	<b>Death &amp; Loss</b>  <b>Links to Eva Smith</b>	To make <u>comparisons and link</u> texts	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Silent settler – important person task</li> <li>• Read through articles – Arthur C Brookes + Fyodor Dostoev - discuss</li> <li>• Summarise differences in articles</li> <li>• Mini summary write up</li> <li>• Thinking frame – links to Eva Smith</li> <li>• Write up – Values + Eva Smith</li> </ul>	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	<b>Death &amp; Loss</b>  <b>Contrasting reactions to Eva Smith Death AIC</b>	<u>Understand</u> how others react to death  Make <u>links</u> to AIC	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Images + Language associated with death</li> <li>• Thinking frame – how AIC characters responded to Eva Smith death</li> <li>• Discuss different reactions + what we learn about characters</li> <li>• Choose AIC character to write narrative from that perspective</li> <li>• Plan using four step plan</li> <li>• Plenary – Self assess SPaG</li> </ul>	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	<b>Death &amp; Loss</b>  <b>Song lyrics- language</b>	To <u>identify</u> how death and loss is portrayed in society	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Begin connecting ideas from resources and key texts</li> <li>• Discuss tone – Good grief <a href="https://www.youtube.com/watch?v=wj0y5GbCA0I">https://www.youtube.com/watch?v=wj0y5GbCA0I</a> – link title to death</li> <li>• Choose quotes from song that show tone</li> <li>• Listen – 59 Sound - <a href="https://www.youtube.com/watch?v=G1lq40tR72Q">https://www.youtube.com/watch?v=G1lq40tR72Q</a></li> <li>• Questions - How does the mood and tone of this song present the speaker's feelings?</li> </ul>	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"> <li>• What do you think has happened to the person in this song?</li> <li>• What evidence can you use to show this?</li> <li>• Pick evidence from lyrics to answer questions</li> <li>• Listen to Local Boy in the Photograph - <a href="https://www.youtube.com/watch?v=6VqFXyv_go">https://www.youtube.com/watch?v=6VqFXyv_go</a></li> <li>• Select quotes linking to meaning</li> <li>• Listen Supermarket Flowers - <a href="https://www.youtube.com/watch?v=3Mk0F6mLKik">https://www.youtube.com/watch?v=3Mk0F6mLKik</a></li> <li>• Thinking frame – make connections between all songs/lyrics</li> <li>• Select word or phrase writing up meaning using sentence stems</li> <li>• Plenary – link learning to exam</li> </ul>	Write up		
9	<b>Equality &amp; Slavery</b>  <b>The Help</b>	<u>Understanding</u> the idea of inequality	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Thinking frame – what is inequality – discuss</li> <li>• Introduce American Civil Rights Movement – Watch video <a href="https://www.youtube.com/watch?v=URxwe6LPvkM">https://www.youtube.com/watch?v=URxwe6LPvkM</a></li> <li>• Discuss resistance &amp; advocating</li> <li>• Introduce The Help – watch clips <a href="https://www.youtube.com/watch?v=XOTkNsxhECY">https://www.youtube.com/watch?v=XOTkNsxhECY</a></li> <li>• <a href="https://www.youtube.com/watch?v=Cwm71n1iXLY&amp;feature=youtu.be">https://www.youtube.com/watch?v=Cwm71n1iXLY&amp;feature=youtu.be</a> – link to inequality</li> <li>• Read through extract 1- The Help</li> <li>• Link to exam questions Q2 + Q3</li> <li>• Identify language that shows Mother/child relationship</li> <li>• Write up – using two quotes</li> </ul>	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"> <li>• Read extract 2 – link to Q3 structure</li> <li>• Use sequences map to understand structure - discuss</li> <li>• Write up full structure answer – using sentence stems</li> <li>• Plenary – differences between Q2 + Q3</li> </ul>			
10	<b>Equality &amp; Slavery</b>  <b>The Help</b> <b>Paper 1 Q4</b>	How to <u>evaluate</u> a statement	<ul style="list-style-type: none"> <li>• Key vocab</li> <li>• What does it mean to be fearful – watch clips <a href="https://www.youtube.com/watch?v=iMGBtEWMkF4">https://www.youtube.com/watch?v=iMGBtEWMkF4</a></li> <li>• <a href="https://www.youtube.com/watch?v=WuyPuH9ojCE">https://www.youtube.com/watch?v=WuyPuH9ojCE</a> – discuss</li> <li>• Q4 statement – read extract 3</li> <li>• Evaluate extract in relation to statement</li> <li>• Identify – 1. What are your own impressions of the characters' emotions?</li> <li>• 2. What language methods have been used? Verbs, repetition, adjectives, metaphor</li> <li>• 3. How do these methods show the fear and unease of the Aibileen, Minny and her family?</li> <li>• Discuss</li> <li>• 20 minute write up – using sentence stems</li> <li>• List requirements for Q4</li> </ul>	<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	<b>Equality &amp; Slavery</b>  <b>The Help</b> <b>Narrative/Descriptive</b> <b>Writing</b>	<u>Identifying</u> how change happens	<ul style="list-style-type: none"> <li>• Key vocab</li> <li>• Introduce paper 1 Q5 – go through requirements of exam</li> <li>• Discuss key aspects of narration/descriptive</li> <li>• Discuss example Q5 questions – share ideas</li> </ul>	<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"> <li>• Give out image – protest with key questions</li> <li>• Watch clips – on PowerPoint – choose relevant clips for class</li> <li>• Use sequence frame to plan answer</li> <li>• Write up 2 paragraphs adding detailed description</li> <li>• Plenary – check structure</li> </ul>		Out of hours booklet	Sp2, Sp3, Sp5, Sp9, Sp10
12	<b>Equality &amp; Slavery</b>  <b>Equality in society</b>  <b>AIC Links</b>	To <u>make links</u> between inequality and language in AIC	<ul style="list-style-type: none"> <li>• Key vocab</li> <li>• Recap AIC – plot summary cards</li> <li>• Students highlight where inequality is shown</li> <li>• Students closely analyse key AIC quotes and link to inequality</li> <li>• Analyse - pronouns – derogatory language – verbs – reactions to individual impact – tone – stage directions</li> <li>• Chose two quotes write up how inequality is shown</li> <li>• Plenary – highlight extended analysis</li> </ul>	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	<b>Equality &amp; Slavery</b>  <b>Introduction to Slavery</b>	<u>How do we define slavery?</u>	<ul style="list-style-type: none"> <li>• Key vocab</li> <li>• Frame of reference – how is slavery defined?</li> <li>• Class discussion</li> <li>1. What do we normally associate with slavery?</li> <li>2. Why would someone enslave another person?</li> <li>3. Does slavery still exist now? Does it come under a different form?</li> <li>• Discuss paper 2 and exam requirements</li> <li>• Read source A – Complete true/false to show understanding</li> <li>• Watch video – slave auction <a href="https://www.youtube.com/watch?v=EYNN7fo-fiA">https://www.youtube.com/watch?v=EYNN7fo-fiA</a></li> </ul>	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"> <li>• Read source B – summarising key differences using thinking frame - discuss</li> <li>• Introduce paper 2 Q2 – summary</li> <li>• Write up 2 differences</li> <li>• Plenary – antonyms of slavery</li> </ul>			
14	<b>Equality &amp; Slavery</b> <b>Slavery Sources A &amp; B</b> <b>Paper 2</b> <b>Q3 &amp; Q4</b>	To <u>identify</u> how the writer's viewpoint is portrayed?	<ul style="list-style-type: none"> <li>• Key vocab</li> <li>• True/false task</li> <li>• Paper 2 Q3 requirements</li> <li>• Give question - How does the writer use language to describe the emotions of the mother, Eliza?</li> <li>• Analyse text – focusing on language/methods</li> <li>• Choose 2 words/phrases link to methods write up – quote explode using sentence stems</li> <li>• Plenary – Highlight methods used</li> </ul>		GCSE POD  Doddle  Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
15	<b>Equality &amp; Slavery</b> <b>Slavery sources C &amp; D</b> <b>Paper 2</b> <b>Q1 &amp; Q3</b>	<u>Comparing</u> views and perspectives	<ul style="list-style-type: none"> <li>• Key vocab</li> <li>• Modern slavery v Historic slavery - discuss</li> <li>• Watch clips modern slavery</li> <li>• <a href="https://www.youtube.com/watch?v=0RNeGX_0Njl">https://www.youtube.com/watch?v=0RNeGX_0Njl</a></li> <li>• <a href="https://www.youtube.com/watch?v=59KGc6UyjAw">https://www.youtube.com/watch?v=59KGc6UyjAw</a></li> <li>• <a href="https://www.youtube.com/watch?v=87eVOpbcov0">https://www.youtube.com/watch?v=87eVOpbcov0</a></li> <li>• Read extract C</li> <li>• True/false task – self access</li> <li>• Read extract D – identify main ideas in source - discuss</li> <li>• Annotate extract showing hardships of children – explaining how language emphasises the suffering</li> <li>• Task – write up showing hardships of children</li> </ul>	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"> <li>Plenary – discuss if child slavery exists now</li> </ul>			
16	<b>Equality &amp; Slavery</b> <b>Slavery sources C &amp; D</b> <b>Paper 2</b> <b>Q2 &amp; Q4</b>	<u>Comparing</u> writers viewpoints	<ul style="list-style-type: none"> <li>Re read extracts C &amp; D</li> <li>Summarise key differences</li> <li>Find quotes to back up key differences</li> <li>Exam type question 2 – full write up</li> <li>Q4 analysis – comparing ideas/perspectives in pairs/use thinking frame</li> <li>Class discussion</li> <li>Write up using sentence stems</li> <li>Plenary – proof read answers + use of connectives</li> </ul>	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	<b>Equality &amp; Slavery</b> <b>Paper 2</b> <b>Q5 example 1</b>	To <u>evaluate</u> if slavery still exists  Understand how to write a speech	<ul style="list-style-type: none"> <li>Key vocab</li> <li>Thinking frame – how do we define slavery today</li> <li>Discuss Paper 2 Q5 – giving example questions – unpick the questions</li> <li>Discuss writing a speech</li> <li>Using extracts already analysed students find evidence/facts/opinions to support argument for speech</li> <li>Students write up introduction to speech</li> <li>Plenary – create topic sentences for each paragraph</li> </ul>		GCSE POD  Doddle  Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
18	<b>Equality &amp; Slavery</b> <b>Paper 2</b> <b>Q5 example 2</b>	<u>Understand</u> how to write an article	<ul style="list-style-type: none"> <li>Key vocab</li> <li>Recap question 5 criteria</li> <li>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.'</li> </ul>	Questioning  Creating topic sentences	GCSE POD  Doddle	So1, So2, So8, M3, C1, C2, C3, C5, Sp1,

			<ul style="list-style-type: none"> <li>• Write a broadsheet article in which you explain your thoughts on the above statement.</li> <li>• Students list points for/against – class discussion</li> <li>• Watch clips - <a href="https://www.youtube.com/watch?v=xfpHrQTMqck">https://www.youtube.com/watch?v=xfpHrQTMqck</a></li> <li>• <a href="https://www.youtube.com/watch?v=gEOhG8I-Bu4">https://www.youtube.com/watch?v=gEOhG8I-Bu4</a></li> <li>• Features of article writing – list</li> <li>• Paired work – headline for article</li> <li>• Summarise points to make</li> <li>• Plenary –create topic sentences</li> </ul>		Out of hours booklet	Sp2, Sp3, Sp5, Sp9, Sp10
19	<b>Equality &amp; Slavery</b> <b>BB</b> <b>Paper 2 Q5</b>		<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Students choose blue book question</li> <li>• Make plan for blue book using ideas and topic sentences</li> <li>• Write up</li> <li>• Self-assess writing using SPaG checklist</li> </ul>	<b>Blue Book write up</b>	GCSE POD  Doddle  Out of hours booklet	So1, So2, So8, M3, C1, C2, C3, C5, Sp1, Sp2, Sp3, Sp5, Sp9, Sp10
21	<b>The Unnatural</b> <b>Woman In Black</b>	<u>Identify</u> how a writer creates atmosphere	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Thinking frame – woman in black – what do you already know?</li> <li>• Watch clip - <a href="https://www.youtube.com/watch?v=nYOfEV30Wk">https://www.youtube.com/watch?v=nYOfEV30Wk</a> – how do we see fear/tension building</li> <li>• What are the advantages of both the</li> <li>• Film and Stage genre?</li> <li>• Contrasting genres – categorising frame</li> </ul>		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"> <li>• <a href="https://www.youtube.com/watch?v=eu2RxLOzgkc">https://www.youtube.com/watch?v=eu2RxLOzgkc</a></li> <li>• <a href="https://www.youtube.com/watch?v=KkLaY1DLTJc">https://www.youtube.com/watch?v=KkLaY1DLTJc</a></li> <li>• Read Woman in Black extract – focus creating a fearful atmosphere</li> <li>• Analyse key phrases and discuss how atmosphere is created</li> <li>• Link extract to structure – building of tension</li> <li>• Plenary – explain in 5 lines if the writer has been successful in creating a fearful atmosphere</li> </ul>			
22	<p><b>The Unnatural</b></p> <p><b>Descriptive writing</b></p>	To <u>understand</u> how to produce a descriptive writing piece	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Introduce descriptive writing Paper 1 Q5 – explain exam requirements</li> <li>• Features of description</li> <li>• Show images – eerie/unnatural/ghostly</li> <li>• What would you zoom into task</li> <li>• Choose elements of images and students come up with alliteration phrases/verb phrases/adjectives to describe the atmosphere</li> <li>• Pull all elements of image together and create a descriptive introduction for the image</li> <li>• Write topic descriptive sentences for each element/paragraph</li> <li>• Plenary – using a model paragraph highlight effective vocab</li> </ul>	<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><b>The Unnatural</b></p> <p><b>Blue Book</b></p> <p><b>Paper 1 Q5 Descriptive</b></p>	To write descriptively creating atmosphere using language	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Analyse image – zoom in</li> <li>• Read sample description</li> <li>• Choose vocab</li> <li>• Write up descriptive piece in blue book</li> </ul>	<b>Blue Book</b>	<p>GCSE POD</p> <p>Doddle</p>	<p>So1, So2, So8, M3, C1, C2, C3, C5, Sp1,</p>

			<ul style="list-style-type: none"> <li>Plenary – highlight most effective vocab</li> </ul>		Out of hours booklet	Sp2, Sp3, Sp5, Sp9, Sp10
24	<b>The Unnatural</b> <b>Paper 2 Ghosts</b>	<u>Understanding views</u> of the supernatural	<ul style="list-style-type: none"> <li>Key vocab</li> <li>Watch clips showing opposing views</li> <li><a href="https://www.youtube.com/watch?v=LFMuLqZ1zaU">https://www.youtube.com/watch?v=LFMuLqZ1zaU</a></li> <li><a href="https://www.youtube.com/watch?v=oJSZ2ovPYDk">https://www.youtube.com/watch?v=oJSZ2ovPYDk</a></li> <li>Write up comparisons between clips</li> <li>Read source A/B identifying writers POV</li> <li>Find evidence to back up POV</li> <li>Thinking frame – comparing/contrasting sources</li> <li>Write up connections between the sources</li> <li>Give factual writing statement – discuss with questioning to help form opinions on statement</li> <li>Write up introduction showing POV using quotes showing what ‘we learn’</li> <li>Plenary – underline language to show POV</li> </ul>	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	<b>The Unnatural</b> <b>Paper 2 Ghosts</b>	<u>Understanding different</u> experiences of the Supernatural	<ul style="list-style-type: none"> <li>Key Vocab</li> <li>Watch City of Angels clip</li> <li><a href="https://www.youtube.com/watch?v=6zSG_oVliis">https://www.youtube.com/watch?v=6zSG_oVliis</a></li> <li>Create table For/Against if decisions made is the right one</li> <li>Watch clips on ghost hunting</li> <li><a href="https://www.youtube.com/watch?v=84irnIMrPhw">https://www.youtube.com/watch?v=84irnIMrPhw</a></li> <li><a href="https://www.youtube.com/watch?v=dIOw44340j0">https://www.youtube.com/watch?v=dIOw44340j0</a></li> </ul>	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"> <li>• Questions – why would people choose to go on these shows? Why might it be a controversial topic?</li> <li>• Discuss Paper 2 Q2</li> <li>• Using source A + B come up with 2 differences</li> <li>• Create table showing key differences</li> <li>• Exam type question + write up</li> <li>• Introducing Paper 2 Q4 – link to POV</li> <li>• Answer questions - Who is telling each piece – what impact this have?</li> <li>• What kinds of incidents do we hear about?</li> <li>• How does one have a more rational tone and one more emotive?</li> <li>• What approach does the first take to explain / investigate? How is this different from the second?</li> <li>• Write up 2 comparative quotes</li> <li>• Plenary – Highlight in different colours where each text has been discussed</li> </ul>			
26	<b>The Unnatural Environments</b>	To identify environments that are unnatural + reasons why they are	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Show various images and clips</li> <li>• <a href="https://www.youtube.com/watch?v=Q6VlrVdc-40">https://www.youtube.com/watch?v=Q6VlrVdc-40</a></li> <li>• <a href="https://www.youtube.com/watch?v=7f6UxrW4gx8">https://www.youtube.com/watch?v=7f6UxrW4gx8</a></li> <li>• <a href="https://www.youtube.com/watch?v=s9APLXM9Ei8">https://www.youtube.com/watch?v=s9APLXM9Ei8</a></li> <li>• <a href="https://www.youtube.com/watch?v=z3D8twcaJJ0">https://www.youtube.com/watch?v=z3D8twcaJJ0</a></li> <li>• <a href="https://www.youtube.com/watch?v=449ZOWbUkf0">https://www.youtube.com/watch?v=449ZOWbUkf0</a></li> <li>• Students come up with vocabulary from the week to describe these places</li> </ul>	Questioning  Write up  Self assessment	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"> <li>Evaluate the places – what makes them eerie</li> <li>Create a table + identify top 3</li> <li>Creating descriptive narrative writing plan using thinking frame</li> <li>Write 5 line introduction describing setting</li> <li>Pick one aspect of story to write up</li> <li>Highlight most effective vocab</li> </ul>			
27	<b>The Unnatural Supernatural Macbeth</b>	To <u>identify</u> the supernatural in Macbeth	<ul style="list-style-type: none"> <li>Key Vocab</li> <li>Thinking frame – supernatural</li> <li>Reflective lens – How is the supernatural shown in Macbeth</li> <li>Plot summary – where is supernatural shown in Macbeth</li> <li>Read article on demonology + witchcraft <a href="https://www.bl.uk/shakespeare/articles/witchcraft-in-shakespeares-england">https://www.bl.uk/shakespeare/articles/witchcraft-in-shakespeares-england</a></li> <li>Analyse scenes and language used in Macbeth showing supernatural elements – link to methods and context</li> <li>Link to female characters – how do they show supernatural elements</li> <li>Quote analysis + write up</li> <li>Plenary – write 3 points from article to incorporate into own writing of Macbeth</li> </ul>	<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	<b>The Unnatural Subverting supernatural in Macbeth</b>	To <u>understand</u> how Shakespeare subverted the supernatural in Macbeth	<ul style="list-style-type: none"> <li>Key vocab</li> <li>Recap key scenes + language in Macbeth linking supernatural</li> <li>Plot summary – where is the supernatural subverted – Link to structure</li> <li>Read article Divine Right – how does this subvert supernatural <a href="https://www.bl.uk/collection-items/the-">https://www.bl.uk/collection-items/the-</a></li> </ul>	<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>

			<p><a href="#">true-law-of-free-monarchies-by-king-james-vi-and-i</a></p> <ul style="list-style-type: none"><li>• Analyse key scenes - Link to King James</li><li>• Quote analysis + write up</li><li>• Plenary - 3 points from article to incorporate into own writing</li></ul>			Sp5, Sp9, Sp10
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