

**Scheme of Work 2020-21**  
**Subject: English Language GCSE Re-sit**  
**Exam Dates – Nov 2020**  
**Paper 1- Mon 2th Nov + Paper 2 – Wed 4<sup>th</sup> Nov 20**  
**Results – 14<sup>th</sup> 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 <sup>th</sup> August 1	Introduction	What is key for our GCSEs?	<ul style="list-style-type: none"> <li>-Re introduce key structures – yellow book, anthology, Blue Book etc.</li> <li>-Go through exam dates with students – think about the benefits of working hard at this time.</li> <li>-Look at what should make 6<sup>th</sup> 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.</li> <li>-Why should they be aiming to pass in the Nov round?</li> <li>-Recap of papers – take down at front of book</li> <li>-Students to think of their biggest concerns for exam + what they think they should do about these.</li> <li>-Watch clips of students getting their results in previous years – use Thinking Frame to make compare / contrast to this year.</li> <li>-Choice of – write up of compare / contrast or create description based on this.</li> </ul>	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"> <li>-Students to think about what has made their life different over the last number of months.</li> <li>-Evaluate what was the biggest change that they experienced.</li> <li>-Look at Simon Armitage poem – Lockdown – what kind of society does this depict?</li> <li>-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?</li> <li>-What films / texts associate with this?</li> <li>-Show a list of statements to see which would apply to – pick 2 to write up why.</li> <li>-Watch corresponding link - <a href="https://www.youtube.com/watch?v=6a6kbU88wu0">https://www.youtube.com/watch?v=6a6kbU88wu0</a></li> <li>-Read extract from Mockingjay – what features from this make this appear dystopian?</li> <li>-Pick out quotes from this which back this up.</li> </ul>	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 <sup>th</sup> 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"> <li>-Show students a variety of pictures of shop windows – which do they find appealing / would be more likely to shop in? Why?</li> <li>-Come up with suggestions they would give a retail outlet to have to entice consumers in.</li> <li>-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.</li> <li>-Remind students that they will be given an extract for this question – read this through together.</li> <li>-Look at question + identify the focus – what makes the window attractive? Students to pick out 3-4 quotes from this.</li> <li>-Model through a quote to students to show inclusion of language feature + what we learn.</li> <li>-Students to take 10 mins to write up 2 quotes independently.</li> <li>-Reflect on if they used a language feature in this.</li> </ul>	<ul style="list-style-type: none"> <li>-Mini description of Chocolate Factory.</li> </ul> <p>Timed Question -</p> <ul style="list-style-type: none"> <li>-Language Q2 write up.</li> </ul>	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"> <li>-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.</li> <li>-Students should come up with why they think the writer should have opened with each of these in turn.</li> <li>-Write a mini justification about why description of shop best opening.</li> <li>-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.</li> <li>-Discuss the end of the text – why was this an unexpected ending?</li> <li>-Modelled write together about how the writer has created the end of the extract.</li> </ul>	<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 <sup>th</sup> Sept 9	Saving Public Buildings	What is needed in our society today?	<ul style="list-style-type: none"> <li>-Show students a selection of pictures of libraries from around the world – can they identify what they are?</li> <li>-Look at a picture of a very modern library compared to one from 19<sup>th</sup> century.</li> <li>Use of thinking map to look at similarities + differences – write up mini compare / contrast based on images.</li> <li>-Students to make a table to think about</li> <li>-the purposes of libraries</li> <li>-reasons why libraries may face decline</li> <li>-Complete first read through each text + summarise what their opinion is on libraries.</li> </ul>	<p>Compare / contrast of libraries based on images.</p> <p>Justification table.</p>	Write up into paragraph forms the information identified in table.	<p>So1, So4, So5, C1,2,3,5 Sp9</p>
10	Creating a Summary – P2 Q2.	How can we make links between the views in the texts?	<ul style="list-style-type: none"> <li>-Students to create a list of reasons why libraries may not be used as much anymore.</li> <li>-Recap the opinion of libraries which was shared in each text in last lesson.</li> <li>-Students should independently read through both texts again with this in mind.</li> <li>- Discuss what both pieces have in common – what are they both trying to do?</li> <li>-Introduce the Summary question + pick out steer from this.</li> <li>-Create a table for each library + identify the quotes which do show us what the libraries are like.</li> <li>-Model an explanation of the difference between these with class.</li> <li>-Students should then complete 2 further quote pair write up to summarise the difference independently.</li> <li>-Reflection – highlight words which show they have moved onto the other text.</li> </ul>	<p>Timed Question</p> <p>Write up of P2 Q2 Summary</p>	Attempt the same style of question thinking about the similarities.	<p>So1, So4, So5, C1,2,3,5 Sp1,9</p>

11	Planning Our Linking Answer	How do we effectively make links between sources?	<ul style="list-style-type: none"> <li>-Show students again a picture of a modern library and a 19<sup>th</sup> century library.</li> <li>-Use a Description Thinking Map to come up with words they associate with either.</li> <li>-Give students 3-4 mins to create their own mini description on each picture.</li> <li>-Students should then select 2 quotes from their own descriptions and now use these to complete their own compare/ contrast – 6 mins.</li> <li>-Remind students they have just completed exactly what they need to do for Question 4 with their own work.</li> <li>-Look at Question which students will answer tomorrow in Blue Book.</li> <li>-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.</li> </ul>	<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"> <li>-Students to look at the list of quotes which were produced as a class yesterday.</li> <li>-Select the 3 from each text which they feel most confident in using.</li> <li>-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.</li> <li>-Give students 20 mins to write up this answer independently.</li> <li>-Students to go through their answer to check</li> <li>-methods used</li> <li>-draw a box around links/connections they have made</li> </ul>	<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 19<sup>th</sup> 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 <sup>st</sup> Sept 14	Role of Entertainment	What do people recognise as forms of entertainment?	<ul style="list-style-type: none"> <li>-Students should make a list of what people do for entertainment in today's society – sporting events, gym, cinema, music gigs etc.</li> <li>-How did COVID19 impact this – make a contrast for each of these.</li> <li>-Write up a mini evaluation to show the impact COVID19 had on the entertainment industry.</li> <li>-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.</li> <li>-Introduce concept of today's text – crowd watching a Strong Man for entertainment – complete first read through of text.</li> <li>-Students to read through text independently with focus for how people responded to this.</li> <li>-Identify <ul style="list-style-type: none"> <li>-what we are told about Velisarios to show his strength</li> <li>-reactions of the crowd</li> </ul> </li> </ul>	<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"> <li>-Students should re-read through the extract again + break this down into key stages of action.</li> <li>-Help students summarise this down to start / pivotal shift / end sections – remind of importance of looking at these stages.</li> <li>-Discuss + collect ideas – Thinking Map – why included.</li> <li>-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.</li> <li>-Select 2-3 of these answers to look at together.</li> <li>-Students given 10 minute to write up own independent answer with use of sentence starters.</li> <li>-Reflection – draw box around each of the 3 sections.</li> </ul>	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?	<ul style="list-style-type: none"> <li>-Students to complete P1 Q1 first -</li> <li>List four things from this part of the source about the strong man, Megalo Velisarios. – Lines 1-18.</li> <li>-Make a table to look at similarities + differences between Q2 and Q4 on Paper 1.</li> <li>-Students to list out what they recall from memory re Velisarios from later in the source.</li> <li>-Introduce Q2 + Q4 to students together – what are the focuses for each?</li> <li>-Students to briefly select quotes which they could use for both answers first.</li> <li>-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?</li> <li>-Look at a ‘good’ answer for Language to discuss together as a class.</li> </ul>	<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?	<ul style="list-style-type: none"> <li>-Students to identify actions we use to show our enjoyment / appreciation at entertainment today.</li> <li>-Show a clip from crowd at football match – create a mini description based on this.</li> <li>-Ensure everyone has selected 4-5 quotes which could be used for this answer today.</li> <li>-Show students approx. 2 good examples from Sample Answers yesterday.</li> <li>-Students to be given 20 mins to write up independently answer to P1 Q4.</li> <li>-Students to pick out methods they have brought in – if they are lacking, use star to add these in before collection.</li> </ul>	<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"> <li>-Recap the term ‘hyperbolic language’ from previous descriptive writing lessons.</li> <li>-Students should think about outfits/ looks which could fall into this ‘over the top’ category.</li> <li>-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.</li> <li>-Students to think about other aspects which they could realistically bring into this piece even though not in the picture.</li> <li>-Create a selection of answers from Sample Answer pack (take out the narrative options to avoid confusion)</li> <li>-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.</li> <li>-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.</li> <li>-Students to complete this task independently but should complete 5 mins free writing based on this picture to get them started.</li> </ul>	<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 28<sup>th</sup> 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 5<sup>th</sup> 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 - <a href="https://www.youtube.com/watch?v=MVtYZdzjmMQ">https://www.youtube.com/watch?v=MVtYZdzjmMQ</a> 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 - <a href="https://www.youtube.com/watch?v=Wc9DbviTGqA">https://www.youtube.com/watch?v=Wc9DbviTGqA</a> 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 <a href="https://www.youtube.com/watch?v=4yWONIKTvL4">https://www.youtube.com/watch?v=4yWONIKTvL4</a> 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>

			<ul style="list-style-type: none"> <li>-Think about various narrative viewpoints could use – what could be personified to make this more interesting? Complete this mini narrative.</li> <li>-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.</li> <li>-Teacher select 2 quotes which could be used for Q4 for students to write up what we learn from the methods used in these.</li> </ul>			
28	The darker side of disaster ...	How is a darker tone created in this piece?	<ul style="list-style-type: none"> <li>-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?</li> <li>-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.</li> <li>-Read through extract as class.</li> <li>-Students to read this through independently + identify the stages of the text to support structure question.</li> <li>- Introduce P1 Q4 statement</li> <li>A reviewer wrote: ‘This end part of the extract where the boy’s game comes to life takes a darker and more chilling tone.’</li> <li>-Select key words from this + quote hunt for what could use with this (use full extract for practice)</li> <li>-Model class writing of one quote before students select 2 independently to write up.</li> </ul>	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 12<sup>th</sup> 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) <a href="https://www.youtube.com/watch?v=onloEzLg4wA">https://www.youtube.com/watch?v=onloEzLg4wA</a> -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 - <a href="https://www.youtube.com/watch?v=gUhxcdzRgLQ">https://www.youtube.com/watch?v=gUhxcdzRgLQ</a> -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 <a href="https://www.youtube.com/watch?v=eRLJscAlk1M">https://www.youtube.com/watch?v=eRLJscAlk1M</a> -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 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. -  <a href="https://www.youtube.com/watch?v=X_SD9VtQeyo">https://www.youtube.com/watch?v=X_SD9VtQeyo</a>          -Show clip from ‘Our Planet’ – students to look out for descriptive features from this.  <a href="https://www.youtube.com/watch?v=aETNYyrgNYE">https://www.youtube.com/watch?v=aETNYyrgNYE</a>          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  <a href="https://www.youtube.com/watch?v=X3stk6Gd5ss">https://www.youtube.com/watch?v=X3stk6Gd5ss</a>          -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  <a href="https://www.youtube.com/watch?v=UJtsP0ovw-w">https://www.youtube.com/watch?v=UJtsP0ovw-w</a>          Think of differing perspectives this could be told from.  <a href="https://www.youtube.com/watch?v=0BeMjLi83Fc">https://www.youtube.com/watch?v=0BeMjLi83Fc</a></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 <sup>th</sup> Oct 34	Lesson 34-38 Walking Talking Mocks – see Yr 11 lessons					
<b>October Half Term</b>						
WC 2 <sup>nd</sup> Nov 39	EXAM Paper 1					
40	Paper 2 Prep					So1, So4, So5,  C1,2,3,5  Sp9
41	Exam Paper 2					

42	Documentary – Paper 2 Support					
43	Documentary – Paper 2 Support					
WC 9 <sup>th</sup> Nov 44						
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WC 16 <sup>th</sup> Nov 49						
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WC 23 <sup>rd</sup> Nov 54						
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WC 4 <sup>th</sup> Jan 68						
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WC 11 <sup>th</sup> Jan 72						
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WC 18 <sup>th</sup> Jan	Plan of Action	What do we need to know about our exam results?	-This will be students first lesson back following receiving their exam results. -Hand out QLA students to students so they are aware of what they got in each section.	Bullet points of plot summary	Students to write a first person narrative of someone watching	So1, So4, So5, C1,2,3,5

LESS ONS STAR T 77			<p>-Are they surprised by any of these? Which paper did they perform best and worst in? Where could they have found the marks they needed for a pass? Discuss plans moving forwards – returning to exam papers so each week are completing mocks from these to prepare + importance of completing flipped learning.</p> <p>-Ask students to think of features that are often run on radios / TV entertainment programmes as competitions to win money. Why do people enter these competitions? -Introduce that in this extract, we are going to see the person they need to find to win. -Complete first read through Brighton Rock + bullet point 4-5 aspects of the plot line.</p>		Hale from a distance.	Sp1,3,9  M3
78	The Use of Cyclical Structures	Why could a cyclical structure be used?	<p>-Get students to think about the symbolism behind a circle – look at a wheel, wedding ring etc. Think about why in a lesson we link back to key points at end. -Show a picture of a cage – how could this also link to idea of cyclical – idea of entrapment, not being able to escape etc. -Re-write Brighton Rock- remind students we know that he is there about a competition but look for darker, more sinister undertones. -Look at start + end – why might cyclical structure be effective here? -Students to look at sample answers to go with Q3 to see how these have been put together. -Timed write up to focus on the start + end of the piece.</p>	Timed Write Up P1 Q3 – focus on start + end.	Students should write up a paragraph based on the pivotal shift to complete their answer.	So1, So4, So5,  C1,2,3,5  Sp9
79	Blue Book – Using a cyclical Structure in own writing.	How can we provide links between the start and end of our pieces?	<p>-Show students a picture of a sun rising and setting. Even though these are at different times of the day, in what way could it link to a cyclical structure? -Show students picture they will be writing up today – how could they apply the concept from the starter to this picture? Get students to think about how intro could look at beach in am + pm.</p>	Independent Write Up – Blue Book – P1 Q5  The Beach Picture	Create a narrative based on a family at the beach for the day with a convincing twist....	So1, So4, So5,  C1,2,3,5  Sp9

			<p>-Students to identify the other features from the picture which they are going to use – pick 2-3 of these which they are going to use appropriate personification for – model what this could look like.</p> <p>-Give students 4 mins to think about their introduction + create this.</p> <p>30 mins to complete the body of their description.</p> <p>Stop students before they write their conclusion – they must go back to the introduction to see how they will mirror this through to conclusion.</p> <p>Reflection – bullet point 2 ways they have made connections between start + end.</p> <p>DO NOT COLLECT IN BLUE BOOKS – STUDENTS TO KEEP THESE FOR TOMORROW’S TASK</p>			
80	Evaluating Your Piece	How well did you do in your Blue Book piece compared to others?	<p>-Students to start by reading through their Blue Book piece from their last lesson. Pick out 3 features they are pleased with.</p> <p>Inform students that today they will be looking at their piece in relation to other students nationwide who had previously written this piece.</p> <p>-If possible, show the video on E-AQA, Mark Scheme Engagement Materials, P1 Q5.</p> <p>-Share other sample answers with students to reflect on what they like / dislike about them.</p> <p>-Students should pick a sample answer that they feel is not as strong as theirs and see if they can find one which they think is stronger.</p> <p>-Based on this, students should be given an additional 5 mins to add another paragraph to their Blue Book.</p>	Ranking of sample answers	Take away one of the sample answers from the lesson – use this to look at re-writing it to improve it. Keep the original ideas etc but what would you change?	So1, So4, So5, C1,2,3,5 Sp9
81	Conveying Emotions	How do we show emotions in our Language effectively?	<p>-Remind students of the phrase ‘Show not tell’ – what do they think it means?</p> <p>-Ask students to come up with a list of actions which people do when they are nervous + uneasy.</p> <p>Contrast this with how we could tell that someone feels the opposite.</p> <p>-Link this back to Brighton Rock – what do we know about how Hale is feeling and why?</p>	Quote selection. 2 quote write up for P1 Q4.	Write up the remaining quotes to complete this Q4.	So1, So4, So5, C1,2,3,5 Sp2,3,9

			<p>-Students to look at Q4. Discuss with students the significance of adding in 'it reminds me of the first line'. Even though we are given line references, method is a structure so could make a point about how the start and end have a connection.</p> <p>-Students to pull out the quotes which they would use for this answer to convey him seeming unsafe.</p> <p>-Take feedback on this to model how would link this to method.</p> <p>-If possible, show the video on E-AQA, Mark Scheme Engagement Materials, P1 Q4 and look at a couple of sample answers.</p> <p>-Students to select 2 quotes which they will write up in response to the statement.</p>			
WC 25 <sup>th</sup> Jan 82	Festivals	What features would we expect to see at a festival?	<p>-Students should list festivals which they are aware of.</p> <p>-Create a list of why people enjoy going to festivals – fill in contrasts to this – why do some people oppose them?</p> <p>-Create own mini justification to back up their opinion on festivals.</p> <p>-Students to see what they know about Glastonbury festival – give facts re location, history etc – inc news report. What do they think they would enjoy / dislike about this? Keep idea of point of view in mind.</p> <p>-First read through Source A – what was the writer expecting + how was this different in reality?</p> <p>-Look back to list of festivals from beginning -what would make a 19<sup>th</sup> century event both similar + different?</p> <p>-Read through Source B – write down aspects which are at this fair.</p>	Mini evaluation on opinion of festivals	Imagine a band on stage looking out across Glastonbury – write a description of their experience.	So1, So4, So5,  C1,2,3,5  Sp1,9,10
83	Securing our Summary	How can we ensure our summary provides detail?	<p>-Students to imagine they are at Glastonbury - is the focus simply the music? Make a list of what else they would expect to see there. Collate class list.</p> <p>-Red or green which of these would be found at a 19<sup>th</sup> Century fair.</p>	Timed P2 Q2 Summary	Students to complete a question in a flipped way – can they write about similarities about	So1, So4, So5,  C1,2,3,5  Sp2,9

			<p>--If possible, show the video on E-AQA, Mark Scheme Engagement Materials, P1 Q4 and look at a couple of sample answers.</p> <p>-Introduce question 2- 'things to see and do are different'. Students to come up with 3 -4 aspects based on this of what made the pieces different. Remind students it is not differences about the festivals – need to stick to the question.</p> <p>-Collate class ideas – students to now identify quotes which link to this.</p> <p>-Show sample answer from material.</p> <p>-Students to take 10 mins to write up 2 of their own differences – draw a box around the summary aspect where they explain these differences.</p>		the events in the same structure?	
84	Creating the connections – Blue Book	What links do we have between our pieces?	<p>-Students to read back through their answer from yesterday + their flipped learning task.</p> <p>-Introduce today's Blue Book question.</p> <p>-Help students come up with the 3 points which they feel they can say the most about + ensure everyone then has associated quotes.</p> <p>-Show 2 sample answers to students + ensure clear on points they want to make.</p> <p>-Students should be given 20 mins to complete their answer.</p> <p>-Reflection – go through answer + add in a star + method where they can see they have missed an opportunity.</p>	Independent Write Up – Blue Book – P2 Q4	Write up to P2 Q3 – how could some of the same points be re-used in this?	So1, So4, So5, C1,2,3,5  Sp9
85	Advantages + Disadvantages	Developing a full point of view	<p>-Show students image of the location of a festival after – in what ways does this contrast way imagine it would have been when festival on?</p> <p>-Ask students to look back to their introduction notes from Monday's lesson – why do people enjoy going to festivals + why do some people oppose them?</p> <p>Look at these now and rank them from the strongest to weakest arguments on both sides.</p> <p>-Get students to now zoom in on these even further</p>	Factual Writing Introduction 1 paragraph	Complete 2 more paragraphs of answer + conclusion to create full answer.	So1, So4, So5, C1,2,3,5  Sp1-3,9  M3

			<p>-which groups of people / companies will encourage festivals to take place? Which groups will oppose them?</p> <p>-Show students factual writing question from paper.</p> <p>-Summarise down 3 paragraph focuses they could use for each.</p> <p>-Recap with students how they could use a counter argument to strengthen their view – model one with class to convey not show both, but use opposing view to strengthen their own.</p> <p>-Show class 2 different introductions – how is the point of view made clear?</p> <p>-Students to create their own introduction + one full paragraph based on ideas above.</p>			
86	Bringing the festival to life	How can we use our language to create atmosphere....	<p>-Show students a variety of pictures from festivals – what do they all seem to have in common?</p> <p>-Ask students to think of some aspects which will have an impact on enjoyment at a festival eg weather!</p> <p>-Show students a selection of images + ask them to find a quote which they could use to go with each. (select some quotes prior + look for related images)</p> <p>This will help students draw out vocab choices from the extracts to assist them.</p> <p>For each, see what other words could associate with to create a vocab bank. Re-cover the contrast of Source A – change in view of experience.</p> <p>-Watch clip from festivals – think about sensory language could use with this + link back to previous ‘show not tell’ regarding Hale in Brighton Rock.</p> <p>-Students to select their own picture from selection given to complete 10 min write up.</p>	Selection of descriptive picture	Use a selection of the pictures to create a narrative based on these.	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp1-3, 9</p> <p>M3</p>
WC 1 <sup>st</sup> Feb 87	Contrasting the Classes	How do we see contrasts used within their text?	<p>-Show a picture of a ‘Higher class’ woman and ‘lower class’ woman from modern times. What inferences can they make from these?</p> <p>-Show woman from higher / lower from Edwardian times.</p>	3 Mini Compare / Contrasts.	Complete a full Paper 2 Question 2 to summarise differences between the 2 characters.	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp9</p>

			<ul style="list-style-type: none"> <li>-Select one set of images to create mini Compare/Contrast for.</li> <li>-Link back to An Inspector Calls – what do they remember about Sheila + Eva?</li> <li>-Show students clip from BBC An Inspector Calls of Sheila visiting the dress shop.</li> <li>-Read through ‘Rosabel’ text – Use a thinking map to create comparisons + contrasts between these 2 sources.</li> <li>-Write up this comparison</li> <li>-Students should look at Para 1 to see what information they can gather about Rosabel. Students should then look at second half of piece to gather quotes on the wealthy customer.</li> <li>-Make a list of differences – link to how this is what they do in Paper 2 Question 2.</li> <li>-Select 1 pair of quotes to write up.</li> </ul>			
88	Forms of Transportation	How is transport shown in this extract?	<ul style="list-style-type: none"> <li>-Ask students to collate a range of forms of transportation across eras. Which do they wish were still in use now?</li> <li>-Students to describe what form of transport they imagine will be used in the future.</li> <li>-Show students pictures of London Underground at peak times + during COVID-19 – what changes do they see? How did this time impact transport?</li> <li>-Students to create own mini description based on one of the London Underground pictures.</li> <li>-Think about what different people are thinking about when sitting on public transport getting home after a day’s work.</li> <li>-Re-read first 3 paragraphs + link to what have already discussed.</li> <li>-Zoom in on extract provided for Q2 – read through this looking for quotes which contrast each other.</li> <li>-Select out the best quotes to use.</li> <li>-Complete Timed Write up on Paper 1 Question 2 Language – at end pick out the language features used.</li> </ul>	<p>Mini description – London Underground.</p> <p>Timed Paper 1 Question 2 Language</p>	Take other picture from London Underground not picked in lesson to create description around.	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp9,10</p>

89	Contrast in Structure	How do we see this technique used as part of structure?	<ul style="list-style-type: none"> <li>-Students should see how much they can remember from memory about Rosabel + the wealthy customer.</li> <li>-Remind for P2 Q2 that differences come first followed by evidence.</li> <li>-Give students various ways in which text could be organised eg</li> <li>-Present, description, flashforward, return to present.</li> <li>-How many different ways could there be + which one links most to this text?</li> <li>-Look at what would say for start / pivotal shift / end.</li> <li>-Students to select their quote for each.</li> <li>-Verbal discussion about why writer made choices he did – how is contrast a key element within this?</li> <li>-Introduce students briefly to Q4 statement for tomorrow’s lesson – how can structure be used as a method within this answer tomorrow? Even though using end, how can they use contrast as a method?</li> <li>-Students to write up either mini paragraph about why piece opens way it does or pivotal shift of flashback to day to explain these.</li> </ul>	P1 Q3 Structure write up of start or end	Write up of other 2 structural aspects between start/ shift / end.	So1, So4, So5,  C1,2,3,5  Sp9,10  M3
90	Portraying Advantages	How do we see the differing lifestyles conveyed?	<ul style="list-style-type: none"> <li>-Students to be shown image of home or a wealthy person vs a contrasting image.</li> <li>-In what ways might person in poorer environment feel angry? Why might they also not?</li> <li>-Introduce students to statement today – what 2 aspects of this will they need to cover?</li> <li>-Students to select the top quotes they will use for first part – advantages in life. Look in this at how she treats Rosabel.</li> <li>-Quote re anger – how do we see this but what does she do with this emotion?</li> <li>-Students to be given approx. 20 mins to write up their answer – have they looked at contrast + structure as part of their methods?</li> </ul>	Independent Write Up – Blue Book – P1 Q4	Students to continue this answer on for other quotes they did not use as extension.	So1, So4, So5,  C1,2,3,5  Sp9
91	Contrasting Narratives	How can we portray the views of each character?	-Students to look back over notes from the week – what different contrasts have we looked at both within the texts + within our other activities.	Planning table	Continue chosen narrative further or	So1, So4, So5,

			<ul style="list-style-type: none"> <li>-Re-watch clip from Milwards Scene from An Inspector Calls.</li> <li>-Explain that we are going to create a narrative based on the details we are told but from first person of the girls based on the shop.</li> <li>-Create a quote table for key quotes we could try to include from Rosabel. What is her day like, emotions, descriptions of the other girl? How could a flashforward or flashback be used?</li> <li>-Create a quote table for key quotes from the wealthy customer. Based on this, what else could we bring in – to what extent does she acknowledge Rosabel in her piece? What is her reactions towards her? Can we take this further to portray any insecurities / vulnerabilities in her character? Flashforward/ flashback.</li> <li>-Create a sequencing map for the one you would find it more interesting to plan further.</li> <li>-Write one of the paragraphs based on this, bringing in planning ideas above.</li> </ul>	P1 Q5 Narrative Paragraph	from the girl not picked.	<p>C1,2,3,5</p> <p>Sp9</p> <p>M3</p>
WC 8 <sup>th</sup> Feb 92	Being an entrepreneur	What does this term mean?	<ul style="list-style-type: none"> <li>-Show students examples of clips from Dragons Den. Why have each of the people entered this show? Come up with what you think you should do ahead of appearing on the show – what questions etc would you need to prepare for?</li> <li>-If you had to come up with an idea to take to the show, do you have any ideas?</li> <li>-Create a mini advice based paragraph for someone about to appear.</li> <li>-Link this to concept of an ‘entrepreneur’ – check meaning of term + how it applies.</li> <li>-Create a Thinking Map to show advantages + disadvantages of being self employed/ running own business.</li> <li>-Discuss how COVID 19 would have impacted you more in this case.....</li> <li>-Which has more positives – write up mini factual writing to explain your views.</li> </ul>	<p>Advice Factual Paragraph.</p> <p>Mini Factual writing on views of being self-employed.</p>	Write up in more detail advantages / disadvantages of differing ages of entrepreneurs.	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp1-3,9, 10</p> <p>M3</p>

			<p>-Ask students what is the best age to set up own business – advantages + disadvantages of older vs younger.</p> <p>-Read through both articles as introduction – write a brief summary how these texts link to discussion.</p>			
93	Forms of Support	What will you need to be successful in work?	<p>-What jobs do they remember from pieces from yesterday – read back through both sources.</p> <p>-Students to think about how easy it would be to set up a business in isolation – what further support will you rely on? Evaluate which will need the most.</p> <p><a href="https://www.youtube.com/watch?v=HNHUBrVcpRA">https://www.youtube.com/watch?v=HNHUBrVcpRA</a> – what can we take from this clip (Entrepreneurs born or made) –What is your view on this statement? Write this up.</p> <p>-Introduce P2 Q2 Summary question about role of parents. What immediate thoughts can we say?</p> <p>-Select quotes for this + verbally discuss how to develop this for ‘what we learn’.</p> <p>-Students to be given 10 mins to complete Timed Write up of question – draw a box around ‘what we learn’ section.</p>	<p>Mini Factual View point on video clip.</p> <p>Timed Paper 2 Question 2 Summary.</p>	Identify similarities between the 3 pieces – select quotes + write up 2 points for this.	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp1-3,9, 10</p> <p>M3</p>
94	Enjoyment in Jobs	How does your emotions help your work ethic?	<p>-Ask students if any have a part time job, where this is, what experience have they had in work place?</p> <p>-Students to reflect on what career path they would like – what do they think differences are between job + career? Think about worst jobs/stressful jobs/ rewarding jobs/ jobs which earn the most -</p> <p><a href="https://www.youtube.com/watch?v=177_bWiz7Q">https://www.youtube.com/watch?v=177_bWiz7Q</a></p> <p>Write up a mini justification why you are interested in a particular job.</p> <p>-Why is it nice to do a job you enjoy vs a job you do not enjoy?</p> <p>-What evidence do we see that the Speaker in A enjoys what she does?</p> <p>-How do we see this contrasted in the 2 sources in Extract B – which one has more enjoyment – how do we know?</p>	Mini factual piece x2	Research a job you have in mind. What would you enjoy about this + what will you need to adapt to be successful/ confident with it?	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp1-3,9</p> <p>M3</p>

			-Create a mini factual paragraph about what aspects will help you find a job more enjoyable based on this.			
95	Blue Book – P2 Q4 Importance of our Attitudes	To what extent is mindset + attitude important for success?	<ul style="list-style-type: none"> <li>-Students to give their initial answers to big question – how will their mindset help them in employment? What changes will there be in a work place from a school setting? Which enjoy / struggle to adapt to?</li> <li>-Introduce P2 Q4 question – what words out of this do we need to pick up on?</li> <li>-Give students time to select the points they are going to make in this – check all on track.</li> <li>-Give students time to select quotes to use in this – check on track. Remind them to bring in their methods.</li> <li>-Students to be given approx. 20 mins to complete this piece – reflect on where they have used single word analysis.</li> </ul>	Independent Write Up – Blue Book – P2 Q4  Compare how Lisa Goodwin and the nut seller convey their attitudes to work and childhood.	Complete a compare + contrast based on the 2 sources in Extract B.	So1, So4, So5,  C1,2,3,5  Sp1-3,9  M3
96	Views on Employment	Shaping Your Viewpoint	<ul style="list-style-type: none"> <li>-Watch opening titles of ‘The Apprentice’.</li> <li>What differing reasons do people have for going on this show? What should the best reasons be? Do you think peoples’ reasons have changed over time?</li> <li>-Show students visuals from London skyline – create mini description based on these.</li> <li>-Introduce the Factual Writing Question from Exam paper – what aspects of the question will they need to break down to consider?</li> <li>-Advantages + disadvantages of Part Time Job</li> <li>-What can they learn from this which not learn in school?</li> <li>-What changes should be made to the curriculum? What other ideas do students have?</li> <li>Show students a selection of possible introductions to discuss which are strongest + weakest + a model paragraph.</li> <li>-Students to complete a paragraph independently based on one of these thoughts.</li> </ul>	Mini Descriptive piece of London.  Factual Writing Paragraph	Create an additional paragraph and conclusion based on question.	So1, So4, So5,  C1,2,3,5  Sp1-3,9  M3

<p>WC 22<sup>nd</sup> Feb 97</p>	<p>Impacts of Weather in Transport</p>	<p>How can the weather have an impact on our journey?</p>	<ul style="list-style-type: none"> <li>-Ask students to think back to the various forms of transport we looked at a couple of weeks ago.</li> <li>-Ask students to imagine they were travelling in a storm – which would be the best and worst forms of transport and why?</li> <li>-Show students picture of horse drawn carriage which will feature in this extract – what would they like/ not like about travelling in this?</li> <li>-What impact would the weather have on this?</li> <li>-Read through extract together – look for references of weather.</li> <li>-Students to read through independently – what characters do they pick up on.</li> <li>-Students to complete P1 Q1 from extract.</li> </ul>	<p>Mini evaluation of different forms of travel.</p> <p>P1 Q1.</p>	<p>Take on another form of transport discussed + create a description</p>	<p>So1, So4, So5,  C1,2,3,5  Sp9</p>
<p>98</p>	<p>Progression of Structure</p>	<p>How do we see the text moving forwards</p>	<ul style="list-style-type: none"> <li>-Give students a range of pictures + ask them to pick out what the key focus is in each of the pictures (look for ones with a vocal point eg a building, a person)</li> <li>-Read back through extract thinking about focuses</li> <li>-Students to identify what the key focus is at the differing stages. Think about does any feature re-appear again eg weather is focus at beginning but does it impact anywhere else?</li> <li>-Look at ways in which we see a contrast used between start + end + how we could also use a cyclical element in this.</li> <li>-Use information from historical WTM lesson to show students a sample answer from this.</li> <li>-Give students timed 10 mins to complete their own structure answer.</li> </ul>	<p>Timed P1 Q3 Structure question</p>	<p>Write up a description based on one of the pictures from starter</p>	<p>So1, So4, So5,  C1,2,3,5  Sp9</p>
<p>99</p>	<p>Describing The Weather</p>	<p>How can language be used effectively to show weather impacts?</p>	<ul style="list-style-type: none"> <li>-Students to watch clip from ‘The Perfect Storm’.</li> <li>-Use this to create a vocab bank of words based on this.</li> <li>-Re-read through first part of text to pick out vocab which links to weather.</li> <li>-Students to write mini description based on drawing both sources.</li> </ul>	<p>Mini description task – Weather</p> <p>P1 Q2 Write Up</p>	<p>Take on another form of transport eg plane + create narrative from a storm.</p>	<p>So1, So4, So5,  C1,2,3,5  Sp9</p>

			<p>-Introduce the Q2 Language with this – pick out that it is asking about impact of weather – what is the consequences of the weather.</p> <p>-Model one quote with students + show sample answer (use of previous WTM material can support)</p> <p>-students to take on one quote which they will now write up + ensure they have included a language feature in.</p>			
100	Analysing The Characters	How does the write portray the characters?	<p>-Remind students of the structure task from Tuesday – we focused on Mary at the end but we did see that other characters were used.</p> <p>-Introduce students to the Blue Book Question.</p> <p>-Pick up that they need to look at characters – so bring in others. Link lesson back to previous work on contrasts – how does that link here?</p> <p>-Go through each character to select relevant quotes for each + what this shows about them.</p> <p>-Show students sample answer (WTM resource)</p> <p>-Give students approx. 20 mins to complete Blue Book answer independently – reflection – pick out how many quotes they have used.</p>	<p>Independent Write Up – Blue Book – P1 Q4</p> <p>A student, having read this section of the text said: “The writer brings the very different characters to life for the reader. It is as if you are inside the coach with them.”</p>	<p>Re-create the narrative from the point of view of one of the other passengers.</p>	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp9</p>
101	Using Imagery in Our Description	How can we use specific imagery in our work?	<p>-Ask students to think back to Wednesday task when they looked at how different forms of transport impacted by weather.</p> <p>-Show clips of extreme weather – why do some people like / dislike this kind of weather? Write up evaluation of personal views.</p> <p>-Show students train image with picture + what immediate features they would use that they both can + can’t see.</p> <p>-Remind students of concept of imagery – can’t be as vague as saying a writer / they have used imagery – what kind of imagery could this be?</p> <p>-Think of words which would link with battle imagery – how could these be used here?</p> <p>-Consider if intro is the extreme weather, how could this be contrasted for the conclusion?</p>	<p>Mini Evaluation of weather.</p> <p>Mini description using battle imagery.</p>	<p>Develop description of picture based on planning.</p>	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp9</p>

			<p>-Watch this online tutorial - <a href="https://www.youtube.com/watch?v=rwYmKhyGx10">https://www.youtube.com/watch?v=rwYmKhyGx10</a></p> <p>-Create own mini description based on battle/war imagery – feedback on what language choices used within this.</p>			
WC 1 <sup>st</sup> March 102	Change in Education	How do we see education has changed over time?	<p>-Students to make a list of ways they think school has changed over generations. Use of Thinking Map</p> <p>-Could use visual images to show Victorian classrooms.</p> <p>-Write up mini description of these – evaluate what the greatest change has been.</p> <p>-Think about the way in which schooling was changed during Covid-19. What advantages + disadvantages did we have during this time? How did this impact communication + contact with teachers / classmates – what was good and bad about this?</p> <p>-Write up mini factual piece which would provide future generations information on education during COVID-19.</p> <p>-Read through both texts – summarise their experiences of education.</p>	<p>Mini compare / contrast based on education.</p> <p>Mini factual piece – education during COVID-19.</p>	Imagine students did not return to school – create a narrative based around how education might look.	So1, So4, So5,  C1,2,3,5  Sp9,10  M3
103	Communication with Parents	How has the way we communicate with parents changed over time?	<p>-We know that the way in which we communicate has changed greatly but do children respond/ communicate with their parents in different ways now?</p> <p>-Locate clips of child being given freedom to speak as wish eg Feral Families. How do children react differently towards adults today than they may have in previous generations? What are the advantages + disadvantages of this?</p> <p>-Mini write up based on this – evaluation of what should be.</p> <p>-Introduce P2 Q2 – remind students that they are not looking for all the differences – just between characters (link that this what also looking at last week)</p>	<p>Mini factual write up based on children/parent communication.</p> <p>Timed P2 Q2 Summary</p>	Write additional summary question to look at links between the boys' fathers.	So1, So4, So5,  C1,2,3,5  Sp1-3,9  M3

			<p>-Students to skim through extracts to think about what they learn about the 2 boys – first impressions – similar /different?</p> <p>-Show students quotes which could be used for these (use of historic WTM to support) + model the explanation part of answer together.</p> <p>-Students given timed 10 mins to create own answer – reflection – check that point + explanation is not closely repeated.</p>			
104	Blue Book – The Role of Homework	How can we convey our views on homework?	<p>-Students to reflect back to points from Monday’s lesson – what did they say about how homework has changed over time.</p> <p>-Introduce today’s Blue Book Factual Statement.</p> <p>-Remind students of importance of not just sticking too rigidly to the statement – what deeper ideas can they bring in? What about counter arguments? Model idea with students for this (WTM material)</p> <p>-Students to complete piece for approx. 40 mins – reflect based on what they know is a weak element.</p>	<p>Independent Blue Book – P2 Question 5 Factual Writing.</p> <p>‘Homework has no value. Some students get it done for them; some don’t do it at all. Students should be relaxing in their free time.’</p> <p>Write an article for a broadsheet newspaper in which you explain your point of view on this statement.</p>	<p>Write up an article about ways in which homework policies should be improved + how this would support students.</p>	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp9</p> <p>M3</p>
105	Getting Our Own Way	How can we use language to persuade?	<p>-What tasks can we often not be bothered doing that we often want someone else to do for us?</p> <p>-Look at Obama speech – how does he make it clear what he wants done – what techniques do we see within this?</p> <p>-Read back over Source B – what is it that the boy wants and why?</p> <p>-Introduce the P2 Q3 Language – remind students of importance of actually answering this question. Can’t simply keep saying ‘persuade’ – persuade to do what?</p>	<p>Mini evaluation based on best reason given.</p> <p>P2 Q3 Language Quote Analysis</p>	<p>Write up of 2 more quotes to show how they are used to persuade.</p>	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp9</p>

			<p>-Discuss together the range of points which he puts forward to try to convince his dad – which do you think are the most convincing? Create a mini evaluation based on this.</p> <p>-Look for quotes to back up each of the son's reasons – what is the language feature we can use from this?</p> <p>-Write up one of these together + one independently (Previous WTM)</p>			
106	Highlighting differences	How are the different views clear in these pieces?	<p>-Students to read back through both sources as reminder.</p> <p>-Students to fill in True/False statements based on Source A – justify why ones are false.</p> <p>-Students to create their own 8 statements (4 true/ 4 false) based on the dad's letter to test teacher/peer with. They need to know why their statements are false.</p> <p>-Introduce students to the Q4 – what are their immediate thoughts they can use. Remind students that although there is a different focus from Q2, what could they still re-use from this?</p> <p>-Show sample answer to go with this – ask students to take one pair of quotes from this to write up themselves. (historic WTM material)</p>	Pair of quotes to explain differences.	Students to write up 2 further pairs of quotes from the articles.	So1, So4, So5, C1,2,3,5 Sp9
WC 8 <sup>th</sup> March 107	Dealing with Disaster	How do we respond to emergency situations?	<p>-Students to make a list of the way in which their life was altered during COVID 19.</p> <p>-Show students information about life during War Times.</p> <p>-Use of Thinking Map to look at similarities and differences within these.</p> <p>-Use this as basis for compare + contrast write up including evaluation of which was worse and why.</p> <p>-Look further at evacuation of children – what were the advantages + disadvantages of this? What would you have done if you had to do this?</p> <p>-What different reactions do you imagine people had about having to take in other children during these times?</p> <p>-Read through Extract – write brief summary on</p>	Compare/Contrast/ Evaluation based on COVID19/War	Look up further information on life in War Time Britain.	So1, So4, So5, C1,2,3,5 Sp1-3, 6,9, 10 M3

			-how the children + host reacting to change			
108	Facing Our Fears	What way can we express aspects which cause us fear?	<p>-Recap discussion last week about changes in how children speak to adults. Where you surprised at how Nick spoke to Mr Evans?</p> <p>-Show quotes of how he did speak – would you describe this as rude or how would you convey this?</p> <p>-Think about reasons why Mr Evans did not get annoyed at Nick for his answers – do you think he wanted to / would have treated other children differently?</p> <p>-Look at the reasons why Nick says he is not afraid of Mr Evans – do you agree with his reasoning? To what extent do you think this is logical? Write up your views on this.</p> <p>-Introduce the P1 Q2 on Language to students – which quotes would they use from this extract?</p> <p>-Timed 10 min write up of question – highlight the quotes used in answer.</p>	<p>Evaluation based on how logical Nick’s approach to fear is.</p> <p>Timed P1 Q2 Language</p>	Write up a compare + contrast about how Nick and Carrie behave / feel in the situation.	<p>So1, So4, So5, C1,2,3,5</p> <p>Sp9, 10</p> <p>M3</p>
109	Quote Selection	How can we ensure we use the best quotes?	<p>-Students to think about differences between fostering + adoption. Use Thinking Map to show thoughts.</p> <p>-Look at the qualities of people who take on these roles – what would you enjoy + find difficult about this?</p> <p>-Select quotes which show how Mr Evans treats both other people + the children.</p> <p>Write a compare / contrast to show differences in these types of people.</p> <p>-Students will be given a bank of possible Q4 Evaluative Statements – they should then go around and write quotes around these which they would select to match the statement.</p> <p>Eg Mr Evans believes himself to be a powerful character and likes to display his dominance. The children show a positive side to their behaviour and act in a respectful way towards Mr Evans.</p>	<p>Mini Compare/ Contrast paragraph</p> <p>P1 Q4 Evaluation – 2 quotes</p>	Select another of the evaluation phrases used in class to write up a full answer based on these.	<p>So1, So4, So5, C1,2,3,5</p> <p>Sp6,9, 10</p> <p>M3</p>

			<p>Mr Evans does not seem to know how to react towards the children.</p> <p>We see that Miss Evans appears to develop a different relationship with the children to Mr Evans.</p> <p>-Students should then select one statement which they will write up 2 full quote analysis for.</p>			
110	Blue Book – War Evacuees	How would it feel to leave your home?	<p>-Students to reflect back on ways implemented to keep children safe during WWs. Watch video clip with further information on this.</p> <p>-Introduce students to the picture – come up with a list of emotions the children are likely to feel. Link back to Hale lessons – what actions could be associated with each of these. Think about contrasts to show different reactions.</p> <p>-Think about what / who else would be at the scene although not necessarily in the picture- again, emotions + actions.</p> <p>-Think about how could move this on without turning into a narrative.</p> <p>-Give students approx. 35 -40 mins to complete Blue book piece.</p> <p>-Reflection – pick out their strongest word choices.</p>	<p>Independent Blue Book – P1 Question 5 Descriptive Writing.</p> <p>War Evacuation of children picture</p>	Write a descriptive paragraph on board the train.	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp9, 10</p> <p>M3</p>
111	Differing perspectives in a narrative	How can we convey differing points of view?	<p>-Recap the overlaps + differences between a descriptive + narrative task. Ensure students aware that they can overlap but what focuses are for each.</p> <p>-Recap picture from yesterday when thought about who else would be there but can't be seen. Who would this include?</p> <p>-Think about personification – if we were to retell from the point of view of an object, what could you use?</p> <p>-Take on the point of view of a narrative – mother, train, child, toy. Create a Thinking Map Sequence to look at stages of a narrative – where start, how connect to end, use a flashback. Eg Father could be watching child, knowing he going to fight, thinking about same thing happening him sent off as child.</p> <p>-Create one aspect of narrative to write up.</p>	Narrative paragraph write up	Either continue on narrative or paragraph from another perspective	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp9</p>

<p>WC 15<sup>th</sup> March 112</p>	<p>Safety in The World Place</p>	<p>What standards to be expect in the work place?</p>	<p>-Students to make a list of expectations they would expect to see in the work place to support their safety and well being. Evaluate which of these is the most important. -Discussion about who has the responsibility to adhere to safe working conditions – what do we think would happen now if these broken? Would this have always been the case? -Look at a selection of jobs – car mechanic, doctor, social worker, childcare assistant. Students to identify possible risks within the workplace they may face + how these should be prevented. Select one of these to write up factual paragraph. -Read through first piece – what dangers / risks do we see here? -Read through second piece – what dangers / risks do we see here?</p>	<p>Factual paragraph based on risks + support against in work place.</p>	<p>Write a paragraph to an employer explaining why and how they should look after their work force appropriately.</p>	<p>So1, So4, So5,  C1,2,3,5  Sp1-3, 6,9  M3</p>
<p>113</p>	<p>Facing Danger in the work place</p>	<p>How can we analyse the dangers shown?</p>	<p>-Students to recap jobs where they believe they would be most at harm / people are most likely to face danger. -Watch clip about people who have been hurt/killed whilst at work eg case of PC Andrew Harper. Evaluate which of these is the most dangerous. Write a mini paragraph to give reasons why people choose to work in dangerous situations. -Recap job of chimney sweepers from 19<sup>th</sup> century piece – what dangers see in this piece – watch video clip of this job. -Show P2 Q3 – Language boy uses to explain situation. Go through the dialogue to select quotes which could be used for this answer. -Students to select personal top 3 – timed 10 min write up of quotes. Highlight quotes at end.</p>	<p>Factual paragraph about dangerous situations.  Timed Question – Paper 2 Question 3 Language</p>	<p>Write the narrative from the boy about cleaning inside chimneys based on quotes selected.</p>	<p>So1, So4, So5,  C1,2,3,5  Sp1-3,6, 9  M3</p>

114	Children In The Workplace	What ways are young people treated in work place?	<p>-Recap how we looked at the advantages and disadvantages of part time jobs – what are the key points they remember making?          -Why might places be keen to take on board young people today? What difficulties can this place for the young person?          -What do we remember about children working in the 19<sup>th</sup> century ?          -Create a thinking map about young people at work today vs 19<sup>th</sup> century eg treatment, motivations, hours, payment, conditions.          Students should select 2 of these to write up points + differences.          -Based on this, students should pick 2 differences which they think are appropriate to the article – show P2 Q2 Summary question.          -What quotes would they use for these?          -Create a paragraph to show difference between 2 of the quotes.          -Show factual writing question for tomorrow.</p>	<p>Compare / Contrast paragraph – young people different eras at work.           Paragraph with linking quotes.</p>	<p>Plan points for tomorrow’s factual writing Blue Book piece.</p>	<p>So1, So4, So5,           C1,2,3,5           Sp1-3,9          10           M3</p>
115	Blue Book –Factual Writing	What age should children work from?	<p>-Show students factual writing question:           ‘Young people are a risk taking on a job too early. This is not the time for them to be entering the world of world – they should do this when they are ready’. Give a speech sharing your thoughts’.           -Show students a clip regarding young people working – what ideas could they bring in from this?          -Show a model introduction + paragraph – pick out forms of punctuation used within this. Highlight use of these in own piece.          -Students should be given approx. 40 mins to complete their piece.          -Highlight different punctuation used within this.</p>	<p>Independent Blue Book – P2 Question 5 Factual Writing.           ‘Young people are a risk taking on a job too early. This is not the time for them to be entering the world of world – they should do this when they are ready’. Give a speech sharing your thoughts’.</p>	<p>Students should create an introduction + conclusion to suggest an alternative point of view from what is used in today’s lesson.</p>	<p>So1, So4, So5,           C1,2,3,5           Sp9</p>

116	Work paths in Victorian Era	What options were available in this time period?	<p>-Students should recap the differences we have already seen between the articles in terms of situations in work place.          -Look at the UNICEF Childs Rights Respecting Poster – look at where areas of these have been broken. Could any of these be argued in different ways?          -Create an evaluation to show which work place you would still prefer to be in and why?</p> <p>-Look at the concept of Victorian Workhouses for children – why were these created? Look for suitable clips. How further do we see these go against Rights?          -Look at clip from beginning of Oliver to see contrasts in the rich and poor – how does this link to the description at the start of Source B.          -Look for quotes from B can link to this.          -Show students a picture from a Work House – give some suggested vocab which students should use to create a mini description based on this. Highlight where use these.</p>	<p>Evaluation about which work place they would prefer to be in.</p> <p>Description paragraph based on Work House</p>	<p>Create a compare + contrast paragraph based on the different classes in Source B.</p>	<p>So1, So4, So5,          C1,2,3,5          Sp1-3,6,9, 10          M3</p>
WC 22 <sup>nd</sup> March 117	Skills for a Dig	How does this job fit into our extract?	<p>-Show students pictures of young children digging on beach etc – Why are they doing this/ what is the appeal? What sorts of things might children be looking for or try to find on the beach?          -Introduce job ‘archaeologist’ – what do students know about what they do? Give visual clues.          -Watch a video of archaeologist dig.          -Based on this, what advantages + disadvantages can they associate with this job? Use Thinking Map          -Create an evaluate paragraph about why people enjoy this job.          -Read through extract – look at what advantages / disadvantages we can infer from this to add to table.          -Complete P1 Q1.</p>	<p>Mini evaluation about job.</p> <p>Complete P1 Q1.</p>	<p>Write up analysis of quotes selected for positives/negatives with job.</p>	<p>So1, So4, So5,          C1,2,3,5          Sp9</p>

118	Use of Time Frames	How do we see time frames used here?	<p>-Students to think about advantages of using past / present / future time scales. Look back at When We Two Parted. How did we see different time scales within this?</p> <p>-Read back through extract, drawing attention to references to time within this.</p> <p>-Look at how the piece starts / changes / ends – how can this be linked to previous task? Look at how tension is built into this – remind students about avoiding vague statements like ‘This creates tension’.</p> <p>–Plan out structure answer as a class.</p> <p>-Give students 10 mins to complete this timed.</p> <p>-Draw a box around where they have explained in this.</p>	Timed Question P1 Question 3 Structure	Pick one aspect of the text – recreate this in first person narrative.	So1, So4, So5,  C1,2,3,5  Sp9
119	Blue Book The Mountain Area	How can we ensure we bring description into our narrative?	<p>-Show students picture for the day.</p> <p>-What aspects of this will they need to describe? Suggest some words which could be used.</p> <p>-Introduce question – narrative- what will they have happen – remind of importance of limiting action + will need to ensure use description.</p> <p>-Give students approx. 40 mins to complete their Blue Book piece.</p> <p>-Reflection – pick out 5 strong descriptive words used.</p>	Independent Blue Book – P1 Question 5 Narrative Writing.  Narrative in Mountain Area	Picture of dessert area – use as basis for a descriptive paragraph.	So1, So4, So5,  C1,2,3,5  Sp9
120	Life Changing Events	How does the piece suggest changes ahead?	<p>-What positives are there to gain by volunteering somewhere? What can you learn/gain from this? What might it mean for you in the future?</p> <p>-Write a mini factual paragraph explaining the importance of volunteering.</p> <p>-Link that volunteering for something could provide greater benefits / opportunities later in life – how does this connect with our extract?</p> <p>-Read through the piece to remind ourselves how / why she stays motivated in the piece.</p> <p>-Introduce Q4 statement – which 2 aspects from this do we need to consider?</p> <p>-Read through each section of this part of extract + identify quotes which could be used for either part.</p>	Mini Factual paragraph on volunteering.  2 quote write up for P1 Q4 Evaluate	Write up a further 3 quotes for P1 Q4	So1, So4, So5,  C1,2,3,5  Sp9

			<ul style="list-style-type: none"> <li>-Model through 1 quote together as class shared writing</li> <li>-Students to select 2 quotes which they can write up for this answer.</li> </ul>			
121	Discovery	How can this title be interpreted in other ways?	<ul style="list-style-type: none"> <li>-Recap how this word 'Discovery' links to the extract. What advantages would there be for Alice if she makes a discovery – how could this impact her?</li> <li>-Remind students of fact that a lot of people will go for the same view of the title / stimulus – it is important to look for something more interesting.</li> <li>-Think about what other discoveries could be made – how could link this to more darker / sinister undertones?</li> <li>-Class sharing of ideas – come up with top 3 which think are the most interesting.</li> <li>-Use a sequencing map to plan out how this story would be structured.</li> <li>-Write up a part of this.</li> </ul>	Paragraph for Narrative story.	Write up more of story – Discovery.	So1, So4, So5,  C1,2,3,5  Sp9
Easter Break						
WC 12 <sup>th</sup> April	Lesson 122-126 – keep free to move as AP week as needed.....					
WC 19 <sup>th</sup> April 127	Views on Schools	How important are first impressions?	<ul style="list-style-type: none"> <li>-Show students clips of various houses- what opinions do they form about the inside of the house, the owners etc based on this.</li> <li>-Show students clips of various schools – both pristine + run down. What impression does this give about the schools?</li> <li>-Watch clip from Waterloo road of teacher tidying up room / creating order before bringing in school.</li> <li>-Make a list of reasons why he did this.</li> <li>-Write up an evaluation on the importance of standards in a classroom.</li> <li>-Read through first article – identify how the outside of the school is a contrast to the inside.</li> </ul>	Mini evaluation on use of standards + impact they have.	Write a description of one of the schools.	So1, So4, So5,  C1,2,3,5  Sp1-3,9, 10  M3

			<p>-Read through second article – what impression are we given of this school?</p> <p>-Write up a summary of the initial impressions we are given of both schools.</p>			
128	Behaviour in schools	What is seen as acceptable behaviour in schools?	<p>-Do students think behaviour in school has changed over time? Watch a clip of extreme behaviour in a school. What are student thoughts on this?</p> <p>-Think about reasons why children in school might misbehave – which of these are justified?</p> <p>-Write up mini evaluation on poor behaviour of young people.</p> <p>-Introduce P2 Q2 – behaviours of children.</p> <p>-See what ideas students can remember about the way in which the students in each school behaved. Skim through article if needed briefly to come up with possible points.</p> <p>Think about reasons why the children behaved differently in each school – why one behave better than the other.</p> <p>-Students to select quotes to use for answer.</p> <p>-Timed write up of P2 Q2 summary – get students to look at the development between their initial point and development.</p>	<p>Mini evaluation on behaviour of young people.</p> <p>Timed P2 Q2 Summary.</p>	Write up an explanation of why students behaving the way they are.	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp1-3,9, 10</p> <p>M3</p>
129	Characters in the Extract	How do the writers portray the key characters?	<p>-Students to come up with a list of qualities of what they expect in a teacher – rank which of these they feel are the most important.</p> <p>-Write up a mini factual piece about what makes a good teacher. How might some negative qualities actually be positives too?</p> <p>-Students to go through Source A and select which quotes they would select to describe Sister Brendan. How does she feel about her school?</p> <p>-Students to re-read through Source B to think about what they would say about the character of the teacher here. Is it easier for Sister Brendan to be a good teacher – is the second teacher as good?</p> <p>-Make a judgement on the teachers – do they both share good qualities?</p>	<p>Write up factual paragraph about skill of a good teacher.</p> <p>Quote write up to show quality of teachers.</p>	Select one of the teachers to write up a fuller analysis of their character.	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp1,3,9</p> <p>M3</p>

			-select a quote from each to write up what we learn about both characters – is this a contrast or a link?			
130	Blue Book – The Role of Education	What else do we see as important within education?	<p>-Introduce students to today’s factual writing question – ask students their feelings on not being able to have a Leavers Assembly etc. To what extent is this an important part of the learning journey?</p> <p>-Students to watch Tim Minchin speech to graduates – what key messages can we take from this.</p> <p>-Students to plan out what points they want to make in their piece and think about the best order to include these.</p> <p>-Students to be given approx. 40 mins to complete their Blue book piece + read through to look for their own common misconceptions/errors.</p>	<p>Independent Blue Book – P2 Question 5 Factual Writing.</p> <p>‘Education is not just about which school you go to, or what qualifications you gain; it is also about what you learn from your experiences outside of school.’</p> <p>Write a speech for your school or college Leavers’ Day to explain what you think makes a good education.</p>	<p>Write up a factual paragraph on the importance of milestones in school outside of the classroom eg sports day, final assembly, prom.</p>	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp1,3,9, 10</p> <p>M3</p>
131	Enjoyment of job	How do we see both teachers feeling about their jobs?	<p>-Students to complete True/False questions – give reasons why statements are false.</p> <p>-Students to come up with their own statements based on the first 3 paragraphs of Source B and share with class.</p> <p>-Think about aspects which have made them proud in their life or achievements they have had – why do they feel the way they do.</p> <p>-Think back to lessons on jobs when looked at the importance of finding enjoyment in career path. Do we think both of these teachers enjoy their job?</p> <p>-Make a list of aspects which think teachers like + dislike about their job. Rank these.</p> <p>-Create a factual paragraph about a key positive + disadvantage of teaching.</p>	<p>Factual paragraph based on job of teacher.</p> <p>Quote pair write up.</p>	<p>Students to write up a full P2 Q4 from articles.</p>	<p>So1, So4, So5,</p> <p>C1,2,3,5</p> <p>Sp9</p> <p>M3</p>

			<ul style="list-style-type: none"> <li>-Select which quotes from A we could use to show A feels pride in her work</li> <li>-what could we use from B?</li> <li>-Select a pair of quotes to write up which shows how the teachers show their enjoyment in their job.</li> </ul>			
WC 26 <sup>th</sup> April 132	The Greatest Party	What do we know about 'The Great Gatsby'?	<ul style="list-style-type: none"> <li>-Students to come up with features they would expect to see at a party. Think about how this will change based on the occasion.</li> <li>-What do they imagine about how parties have changed – what has made parties different through the eras?</li> <li>-What are their perceptions of a party in 1920s?</li> <li>-First watch of clip from 'The Great Gatsby'- what does this show about the party? What impression do we get about the person throwing the party?</li> <li>-Read through extract – what are first 5 quotes which portray the party?</li> <li>-Answer Q1 identify.</li> </ul>	Question 1 Identify	Students to write up 2 of quotes selected in lesson.	So1, So4, So5,  C1,2,3,5  Sp9
133	Showing extravagance	How can you use language to show extravagance?	<ul style="list-style-type: none"> <li>-Re-watch clip of party from movie - write a short description based on this.</li> <li>-Think about the reasons why you think the owner of the house, Gatsby, may be throwing these parties – which do you think is the most likely?</li> <li>-Look at extract given for Language Question 2 - go through the extract to decide together which words could be used for this.</li> <li>-Decide which method is used for each of these.</li> <li>-Model one together as a class.</li> <li>-Students to pick their own 3 quotes to write up answer to Language Question 2.</li> <li>-Reflection – pick out the methods which they have used in this answer.</li> </ul>	Timed P1 Q2 Language.	Select a different part of the extract to complete a language write up	So1, So4, So5,  C1,2,3,5  Sp9
134	Bringing the party to life	How can we use our descriptions effectively?	<ul style="list-style-type: none"> <li>-Think about what was included in the party which made it extravagant.</li> <li>-Select a picture which captures the party.</li> <li>-Look at breaking down aspects of the picture which could be used.</li> </ul>	Independent Blue Book – P1 Question 5 Descriptive Writing.	Give students picture of aftermath of a party to create descriptive picture.	So1, So4, So5,  C1,2,3,5  Sp9

			<ul style="list-style-type: none"> <li>-Reflect on developing use of sensory language – what could use for various parts of the picture.</li> <li>-Select 5 words from extract to re-use.</li> <li>-Think about how going to start + open effectively to use a cyclical structure.</li> <li>-Give students approx. 35 mins to complete their piece – reflect on what punctuation used.</li> </ul>			
135	Developing a narrative	What do we predict will happen in the story....	<ul style="list-style-type: none"> <li>-Students to think about what they know about the character of Gatsby based on what they have seen / read so far.</li> <li>-Write up their impressions of him at this point based on the evidence which they have.</li> <li>-Introduce students to what happens in first part of the story – Gatsby and Daisy’s history.</li> <li>-Students to create their own predictions about what they think would happen next in the story.</li> <li>-Reveal what does happen – decide which endings most effective based on what come up with.</li> <li>-Students to take either the actual ending or their own alternative ending to write up.</li> </ul>	Narrative mini write up based on suggested end.	Take a different ending to write up.	So1, So4, So5,  C1,2,3,5  Sp9
136	Additional extravagance	When is a party too much?	<ul style="list-style-type: none"> <li>-Ask students to make predictions on average costs of weddings etc.</li> <li>-Why do people spent a lot of money on occasions have looked this week?</li> <li>-Watch clips of over the top weddings/ MTV Sweet 16 etc – write a mini description based on one of these.</li> <li>-Introduce Factual writing question: ‘People today spend too much money on celebrating occasions – this is a waste of money and takes away from the importance of the event’.</li> <li>-Break down aspects of this which could be discussed – what ideas could be brought into this.</li> <li>-Decide overall opinion – create an introduction for this.</li> <li>-Take one idea from planning to write up.</li> </ul>	Mini description  Narrative write up	Add another paragraph write up + conclusion	So1, So4, So5,  C1,2,3,5  Sp1-3, 9  M3

WC 3 <sup>rd</sup> May 137			Bank Holiday			
138	The life of Malala	What do we see about homes in these extracts?	<ul style="list-style-type: none"> <li>-Ask students who have ever moved house or moved to a different part of the country.</li> <li>-What are the positives + negatives of moving.</li> <li>-Show picture of Malala - ask what anyone knows about her life.</li> <li>-Outline reasons why she and her family moved + read first extract.</li> <li>-Create a mini factual writing paragraph based on what we know about her based on this.</li> <li>-Read through second piece – what is this piece about?</li> <li>-Write a few lines to summarise each piece.</li> </ul>	Mini Factual Writing paragraph.	Research further facts on Malala to write up.	So1, So4, So5,  C1,2,3,5  Sp9, 10  M3
139	Changes in circumstances	How can we see changes in someone's lifestyle?	<ul style="list-style-type: none"> <li>-Think about reasons why families often move – link these back to yesterday.</li> <li>-Look at picture of city vs Afghanistan -what differences do we see?</li> <li>-Look for quotes which link to Afghanistan and Birmingham.</li> <li>-Develop this further to look at P2 Q2 Summary – what immediate differences can we think of between the 2 places? Identify quotes for each of these.</li> <li>-Give students 10 mins timed to write up full answer to question.</li> </ul>	Timed Write up – P2 Q2 Summary	Complete own write up of summary of differences between Birmingham + Afghanistan.	So1, So4, So5,  C1,2,3,5  Sp9, 10  M3
140	Relationships with family	How do we see family relationships shown in each piece?	<ul style="list-style-type: none"> <li>-Reflect on following questions-</li> <li>-What are the advantages of having a good relationship with family members?</li> <li>-What difficulties can be faced when people do not get on with members of their family?</li> <li>-Look back through Source A – select 3 quotes which show Malala's relationship with her father. What do these show us?</li> </ul>	Timed Write up – P2 Q3 Language	Write up summary to show similarities in relationships between extracts.	So1, So4, So5,  C1,2,3,5  Sp9, 10  M3

			<ul style="list-style-type: none"> <li>-Look at Second extract – which quotes link the speaker and her brother Frank? What do these show us?</li> <li>-Zoom in on the best 3 quotes from Source B – link methods to these?</li> <li>- Give students 10 mins timed to write up full answer to question.</li> </ul>			
141	Portraying memories	How do we see the writers' viewpoints?	<ul style="list-style-type: none"> <li>-Students to come up with what is their earliest memory / what they remember the most from their childhood.</li> <li>-Sum up what kind of memories we saw in Source A – how are these different to Source B.</li> <li>-Show students 3 pairs of quotes from the piece – think about what point use for these.</li> <li>-Give students 20 mins to write up their Blue Book piece based on Q4</li> </ul>	Independent Blue Book – P2 Question 4 Compare / Contrast	Select 3 more pairs of quotes from texts could use.	So1, So4, So5, C1,2,3,5 Sp9, 10 M3
WC 10 <sup>th</sup> May 142	Describing the Dinosaur	How are they portrayed in this extract?	<ul style="list-style-type: none"> <li>-Use clip for Time Travel films – Time Traveller's Wife, Back to the Future, etc</li> <li>-Look at what all of these have in common.</li> <li>-What reasons are there for wanting to time travel – what are the advantages and disadvantages of this?</li> <li>-Write up factual writing question about your view on time travel.</li> <li>-Students to think about if they were go back in time, what era would they go to / time in their own life. Give an evaluation about why they picked this time.</li> <li>-Read through extract – summarise in bullet points what happens in the time travel here. Has it been a successful trip?</li> </ul>	<p>Mini factual writing paragraph.</p> <p>Mini evaluation paragraph.</p>	Select key quotes from the extract.	So1, So4, So5, C1,2,3,5 Sp9
143	Structure and time travel	How does structure impact this piece?	<ul style="list-style-type: none"> <li>-Think about if you were going to write a short story about time travel – what different options would you have to start and end this?</li> <li>-Pick one option to write up why you think this would make an effective structure.</li> <li>-Give students different parts of the texts to decide what order they come in the piece + think about reasons why in this order.</li> <li>-Select best quotes to go with each.</li> </ul>	Timed Write up – P1 Q3 Structure	Write up why you would structure your story in way you would.	So1, So4, So5, C1,2,3,5 Sp2,9

			-Give students 10 mins timed to write up their answer to this – reflection – draw box around why used.			
144	Role of Language	How does the writer use the language in this piece?	<ul style="list-style-type: none"> <li>-Show students picture of dinosaur – what can we tell about this animal?</li> <li>-Look now at what aspects of the picture show this.</li> <li>-Create a short write up based on this evidence and what we learn.</li> <li>-Look at extract picked out for Language Q2 – go through as a class to look at which aspects could discuss as part of this. As go through, identify the method which goes with this.</li> <li>-decide what would be the best quotes – students to pick top 3. Top one of these selected to write up.</li> <li>-Introduce Q4 which will write up tomorrow – discuss first thoughts linked to this – which bits of statements need to cover? + read over this section.</li> </ul>	Language Q2 paragraph.	Write up other 2 quotes for language features.	So1, So4, So5, C1,2,3,5 Sp2, 9
145	Evaluating the feelings	What methods do we need to include for this Question 4?	<ul style="list-style-type: none"> <li>-Students to think about the differing reactions which they could have in this circumstance.</li> <li>-Recap statement from yesterday – look at the different part of the statements.</li> <li>-Give students time to look at which quotes would link to each and what they will say about them.</li> <li>-Give students approx. 20 mins to write up their own answer.</li> <li>-Reflection – what methods have been used in the piece?</li> </ul>	Independent Blue Book – P1 Question 4 Evaluate	Write up additional Q4 about what we learn about the character of Eckels.	So1, So4, So5, C1,2,3,5 Sp9
146	Sequencing our story	How would you create a successful narrative based on this?	<ul style="list-style-type: none"> <li>-Look back at ideas from earlier in the week about time travel.</li> <li>-Students to imagine that they have to pitch their own idea regarding a film about time travel.</li> <li>-Come up with the title that they would use and the summary of the plot. Use sequencing map to help.</li> <li>-Write an evaluation about the film which they think would make it different / interesting.</li> <li>-Students to share ideas about what they would pitch.</li> </ul>	Mini Evaluation. Part of narrative write up	Write up the rest of the narrative.	So1, So4, So5, C1,2,3,5 Sp9

			-Students to write up a part of their narrative.			
WC 17 <sup>th</sup> May 147	Views of cycling	How do we see the theme of cycling shown in these pieces?	<ul style="list-style-type: none"> <li>-Think about the reasons why cycling is often popular – how is this used as both a leisure activity + link to necessary.</li> <li>-What are the reasons why people enjoy this or disagree with it?</li> <li>-Watch link to look at viewpoints - <a href="https://www.youtube.com/watch?v=Wvtk4EsWIGw">https://www.youtube.com/watch?v=Wvtk4EsWIGw</a></li> <li>-What can you add based on this?</li> <li>-Look at the context of both articles – what can we already tell about the viewpoints based on these?</li> <li>-Read through both articles + define viewpoints of both.</li> </ul>	Table to show points of view	Select quotes which link to the view point of the piece.	So1, So4, So5,  C1,2,3,5  Sp9  M3
148	Use of tone and imagery	How do these aspects impact the writer's message?	<ul style="list-style-type: none"> <li>-Students to watch clip - <a href="https://www.youtube.com/watch?v=2Jqtu4bqv-Q">https://www.youtube.com/watch?v=2Jqtu4bqv-Q</a></li> <li>What are their thoughts and opinions based on this? Discussion followed by mini write up to justify their point of view on this.</li> <li>-look at how this piece links to the articles.</li> <li>-Zoom in on the section for the Language Q3 – what quotes could be selected for this?</li> <li>-Discuss tone + imagery used in this piece – shared writing on one quote together.</li> <li>-Students to be given 10 mins timed to complete their own full language answer.</li> <li>-Reflection – pick out the methods they have included.</li> </ul>	Timed P2 Q3 Language.	Select a section from Source A – write up about the writer's view on cyclists in this.	So1, So4, So5,  C1,2,3,5  Sp9  M3
149	The role of the roads	What can take place on the roads?	<ul style="list-style-type: none"> <li>-Students should complete Q1 to check True/ False.</li> <li>-Watch BBC3 short programme on accidents - <a href="https://www.youtube.com/watch?v=MRzocGhHJWw">https://www.youtube.com/watch?v=MRzocGhHJWw</a></li> <li>– what different ways do we see information shared in this?</li> <li>-Discuss the punishment given out to the person who caused the accident – what are thoughts for and against this being an appropriate punishment?</li> </ul>	Mini evaluation write up  Mini description	Continue descriptive write up based on video	So1, So4, So5,  C1,2,3,5  Sp9  M3

			<ul style="list-style-type: none"> <li>-Students to write up their point of view on this / what they think was appropriate and why?</li> <li>-Students to create own descriptive piece based on this – plan how / where they could fit in a flashback.</li> <li>-Write up a portion of this description.</li> </ul>			
150	Views of the writers	How have we seen the different points of view shared here?	<ul style="list-style-type: none"> <li>-Students to complete a brief summary of the view within each piece – think about what we covered this week regarding tone.</li> <li>-Read through both pieces again.</li> <li>-Decide 3 key points what to make regarding point of view.</li> <li>-Ensure students have selected quotes for these.</li> <li>-Students to think about which methods they should be including in this piece.</li> <li>-Give students approx. 20 mins to write up Blue Book piece.</li> <li>-Reflection – what methods have they included?</li> </ul>	Independent Blue Book – P2 Q4 Compare and contrast	Complete P2 Q2 Summary	So1, So4, So5,  C1,2,3,5  Sp9  M3
151	The role of cars	How can we show our opinions on this topic?	<ul style="list-style-type: none"> <li>-Students to look at transport methods from 100 years ago. Decide what they think transport methods will look like in 100 years.</li> <li>-Write up an evaluation about why creation would be successful/ how this would work.</li> <li>-Look at factual writing piece – what would be the most boring way to approach this question?</li> <li>-How could this be expanded out to bring in other relevant issues – look at how need to look beyond just question provided.</li> <li>-Look at examiner report from this question – what can we take from this?</li> <li>-Students to plan own answer.</li> </ul>	Mini evaluation.	Students to create their own narrative which includes the vehicle they designed.	So1, So4, So5,  C1,2,3,5  Sp1,3,9  M3
WC 24 <sup>th</sup> May	152- 156 Use Walking Talking Mocks/ Revision Material which Yr 11s using.					
May Half Term						

	Exam week
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