

## Scheme of Work 2020-21

### Subject: English Language

**Year Group: 11**

**Specification: 8700 AQA English Language**

This scheme is based around themes identified which could appear in the examination but also serve to develop the culture capital of our students through exposure to a wide range of contextual issues. This fully supports not just academic ability but social, moral, spiritual and cultural development, empathy and understanding.

An Anthology of texts accompanies this which also contains Further Reading Texts and Opportunities to support Out of Hours Learning.

Each lesson contains at least 1 silent working episode to develop student independence along with one extended exam question a week to be completed in Blue Books which will provide assessment, feedforward opportunities and be recorded on the Blue Book Tracker to monitor progress over time.

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources  DODDLE resources	Lit Num SMSC Codes
WC 30 <sup>th</sup> August 1	<b>Introduction to Y11</b>	Layout of the year	<p>Introduce pupils to layout of the year and requirements of Language Exam</p> <p>Introduction to teacher and preparation for learning- books, folders, pens allocation etc.</p> <p>Exam board &amp; exam paper- allow pupils to familiarise themselves with the papers and requirements of the exam.</p>	N/A	Doddle Look at exam layout	C1, C2, C3, C5, SO2, SP9

2	<b>Recreation</b>	What would you do if you could change the past?	<p>Vocab bank. Thinking of previous year &amp; hindsight. <a href="http://www.channel4.com/programmes/educating-what-i-wish-id-known/on-demand/59864-003">www.channel4.com/programmes/educating-what-i-wish-id-known/on-demand/59864-003</a> Write in your own words how the girls felt watching their own behaviour.</p> <p>Imagine you and your family were watching you back over your Year 10. What would they be thinking? Pride? Embarrassment? Joy? Disappointment?</p> <p><a href="http://www.channel4.com/programmes/educating-what-i-wish-id-known/on-demand/59864-001">http://www.channel4.com/programmes/educating-what-i-wish-id-known/on-demand/59864-001</a> He had to deal with a very tough situation and it is really tough to know the right way to act. What advice would you have given him? What advice does he say he would have given himself?</p> <p>Reflect on previous year &amp; what changes would be made.</p>	Oral questioning Write up	Doddle	M2, Sp5, Sp9, Sp10, Sp3, C1, C3, C5
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3	<b>Recreation</b>	How can you retell narratives from different perspectives?	<p>Vocab bank.</p> <p>Does any of the following sound familiar?</p> <ul style="list-style-type: none"> <li>You have had an argument with someone and everyone is taking THEIR side and not even listening to you?</li> <li>You have told someone something in secret and they have shared it with everyone BUT not even told it correctly?</li> <li>You have been told something which you are not supposed to pass on but you do it anyway. However, you don't tell the full story.</li> </ul> <p>Complete the sequencing map based on the other side.</p> <p>Write down 4-6 points about the following 2 traditional stories – what do you know about them.....</p> <p>These are the stories which we are familiar with and people associate with these.... However, we are thinking about telling stories in a differing way. What if this was not the full story?</p> <p>Recreate a classic fairy-tale/ story.</p> <p>Watch these interviews with Benedict Cumberbatch. Task - Make a list of ways in which they have had to make changes / adjustments as part of their re-creation of this?</p>	Re creative write up	Continue to practice recreative doddle	M2, Sp5, Sp9,Sp10 , Sp3, C1, C3, C5
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<p>WC 7<sup>th</sup> Sept - 4</p>	<p><b>Sherlock</b></p>	<p>What is needed to create effective descriptions?</p>	<p>Vocab bank. Students will start by watching one of the episodes from the Sherlock series. We are using this as the stimulus to help us think about our Language skills and how we can employ them successfully.</p> <p>The Great Game</p> <ul style="list-style-type: none"> <li>• What does this title immediately suggest?</li> <li>• What is the NOUN in this?</li> <li>• What is the ADJECTIVE in this?</li> <li>• What do each of these show about how Sherlock approaches his job?</li> </ul> <p><b>Write up</b> The writer uses the title 'The Great Game' to convey..... The use of the noun 'game' is significant because ..... This could also be ironic because ..... This shows us that..... The use of the adjective 'great' suggests that ..... From this we learn that.....</p> <p>Watch introduction &amp; discuss structural techniques.</p> <p>Examine picture stimulus of London &amp; Come up with a list of words to describe what you can</p> <ul style="list-style-type: none"> <li>• See and hear</li> <li>• If you were there</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Write another mini descriptive paragraph like the previous one</li> </ul>	<p>Write up</p>	<p>Practice descriptive writing based on various stimuli</p>	<p>C1, C3, C5, SP6, SP9, SO6, SO8</p>
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			<p>Watch clip from Manchester Arena terror attack and discuss.</p> <p>Task: You have just heard a bomb detonate. You are going to write 4-6 lines describing your surroundings and emotions.</p>			
5	<b>Sherlock</b>	How can we develop our descriptive writing skills?	<p>Vocab bank. Think of a location you have been before (but not recently) You are going to create 3-4 lines to describe this place WITHOUT giving away where it is. How can you use a sense of mystery in your writing to not give the place away?</p> <p>Watch until 16mins. Show students example description of a mysterious place and students write their own based on the visual stimulus of a deserted room.</p> <p>Guess the object task: Pick one of your objects now. How can you describe it in a way that doesn't say straight out what it is/does.</p> <p>Last task: What are the key facts Sherlock has identified about the case so far? Use your descriptive language to express what he may be feeling at this point</p>	Review of the case Write up Oral questioning	Descriptive writing practice	C1, C3, C5, SP6, SP9, SO6, SO8

6	<b>Sherlock</b>	Why will time be a significant feature to use?	<p>Vocab bank. Examine information on characters within the series and their importance.</p> <p>Complete compare &amp; contrast map and then task. Both people_____. However, we see a difference in that_____. It is significant that both _____ but one is _____. Another connection is that_____.</p> <p>Watch until 36mins. Creating flashbacks- Watch this short trailer based on a later Sherlock episode. It is structured by using flashbacks from Sherlock's own past.</p> <ul style="list-style-type: none"> <li>• Make a list of what we see in these flashbacks.....</li> </ul> <p><a href="https://www.youtube.com/watch?v=gB_fVWLIeLY">https://www.youtube.com/watch?v=gB_fVWLIeLY</a></p> <p>Create flashback and focus on structural features.</p>	Compare & contrast Flashback write up	Doddle Youtube- Mr Bruff language videos.	C1, C3, C5, SP6, SP9, SO6, SO8
7	<b>Sherlock</b>	<b>Taking on Narratives</b>	<p>Vocab bank.</p> <p>Watch until 40mins. Show students sample introduction and conclusion and discuss effect of cyclical structure etc.</p> <ul style="list-style-type: none"> <li>• Why open with Sherlock and the guilty man? How was this used to create foreshadowing?</li> <li>• How did this case differ from what he is doing now?</li> <li>• How is pressure being built through these connected cases?</li> </ul>	Narrative- viewpoint recreation	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8

			<ul style="list-style-type: none"> <li>How is there a subplot being developed with an additional case?</li> </ul> <p>Take on the narrative of John Watson taking the notes for his blog.</p> <p>Either</p> <ul style="list-style-type: none"> <li>Bullet point up the information he would need to include so far</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Create the text of his blog so far.</li> </ul>			
8	<b>Sherlock</b>	What is the impacts of reality TV in our society?	<p>Vocab bank.</p> <p>Why are people so interested in reality TV shows today? Why do they gain so much attention?</p> <p>Examine the suspension of the Jeremy Kyle show &amp; watch clip.</p> <p>Do you think this is the RIGHT or WRONG decision?</p> <p>Why do you think this?</p> <p>What support was given &amp; what is your POV?</p> <p>Read source A.</p> <ul style="list-style-type: none"> <li>What is their overall view point?</li> <li>Which of these statements sums this up the best:</li> <li>He is against reality TV</li> <li>He believes people on reality TV shows are exploited for entertainment</li> <li>He believes this death should not have happened</li> <li>He believes that all reality TV shows should immediately be banned</li> </ul>	Write up- differences between sources	Youtube- Mr Bruff language videos.	C1, C3, C5, SP6, SP9, SO6, SO8

			<p>Look at the differences between Q2 &amp; Q4.</p> <p>Task:</p> <ul style="list-style-type: none"> <li>• Write up the difference in these 2 quotes for Question 2.</li> <li>• A - programs teaching us to despise people who look, sound and act different from us.</li> <li>• B - promised to provide more support</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Write up the differences including a method the writer has used in</li> <li>• A - tragically, someone had to die for it to be stopped.</li> </ul> <p>B - extend support processes to offer therapy to all Islanders and not only those that reach out to us.</p>			
WC 14 <sup>th</sup> Sept 9	<b>Sherlock</b>	How can you explain your views on reality TV?	<p>Vocab bank.</p> <p>Reality TV has become outdated, old fashioned and no longer has a place in our society today. All shows should immediately be banned!</p> <ul style="list-style-type: none"> <li>• Write an article sharing your views on the statement above.</li> </ul> <p>Come up with statements / topics that you would want to cover in this</p> <p>Think of questions which you would want to address within this.</p> <p>Provide students with sentence starters and possible ideas.</p> <p>Together examine sample paragraphs and then what not to do.</p> <ul style="list-style-type: none"> <li>• Intro – Sum up your view! – 2mins</li> <li>• 2-3 paragraphs – what is the key focus you are discussing? – 5 mins each</li> </ul>	Factual writing viewpoint.	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8

			<ul style="list-style-type: none"> <li>Conclusion – remind reader of your view! – 2mins</li> </ul>			
10	<b>Sherlock</b>	How can emotions have an impact?	<p>Vocab bank. Watch until 51mins.</p> <ul style="list-style-type: none"> <li>What strategies do they use in this section to find out about the death of the TV star?</li> <li>Pay careful attention to the conversation between Sherlock and Watson. How does the writer highlight the key contrast in their characters here?</li> </ul> <p>What other jobs can you think of that letting your emotions get in the way might hinder your ability to do your job?</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=8xKVgLv3TCM">https://www.youtube.com/watch?v=8xKVgLv3TCM</a></li> <li><a href="https://www.youtube.com/watch?v=7AI4POBmDkA">https://www.youtube.com/watch?v=7AI4POBmDkA</a></li> </ul> <p>Examine emotional issues related to certain jobs. Watch until 1hr. Review prior discussion.</p>		Youtube- Mr Bruff language videos.	C1, C3, C5, SP6, SP9, SO6, SO8
11	<b>Sherlock</b>	How do other people have an impact on your life?	<p>Vocab bank. We have seen Sherlock solve a number of puzzles which are part of the Great Game.</p> <ul style="list-style-type: none"> <li>What words would you use to describe him and his approach so far?</li> <li>We have seen that he has been able to do so much due to the help and support from Dr Watson.</li> <li>How has Watson proved invaluable in this episode so far?</li> </ul> <p>Friendships:</p>	Review of prior lessons. Pre-requisites analysis Write up	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8

- What are the key times in life when you start new friendships?
- Do you think a friendship has to be for life?
- What are the key aspects which make a strong friendship?

Examine the relationship between Ant & Dec.  
Link this to Sherlock & Watson.

Show sample intro & conc.

Task

You now have 6 mins to do your own intro + one paragraph to explain why.

What do we need:

Sense of mystery

3 short sentences

Semi colon

Exclamation mark

Watch the next section from 1.00 – 1.07.52

- How does the writer use effective scenes here to create a tense and ominous atmosphere?
- You are going to be creating a mini description based on this so focus on aspects you can use!

12	<b>Sherlock</b>	How has the writer created an effective close to the case?	<p>Vocab bank. What are the 4 mini cases the writer has used as a microcosm so far?</p> <p>The 'big question' on Paper 1 will need you to make a <b>judgement</b> and <b>evaluate</b> how the writer has shown something. Watch until 1hr 19mins. How the two plots connect – what is Sherlock planning to do?</p> <p>Watch until the end. Look at the cyclical structure.</p> <p>Prep for Q4 critical evaluation. Task: EITHER</p> <ul style="list-style-type: none"> <li>• Continue my paragraph</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Take one of your points and explain why this makes you agree with the statement</li> </ul>	Preparation for Q4 BB Assessment	Examine structural techniques in other articles.	C1, C3, C5, SP6, SP9, SO6, SO8
13	<b>Sherlock</b>	BB Assessment	<p>Vocab bank. After watching this episode, a critic stated:</p> <ul style="list-style-type: none"> <li>• 'Within this episode, the writer creates a great deal of intrigue and suspense through the cases and we feel close to Watson and Sherlock as they solve them'.</li> <li>• To what extent do you agree with this statement?</li> </ul> <p>Plan out points to make. Choose language and structural techniques to analyse.</p> <p>20 min write up</p>	Within this episode, the writer creates a great deal of intrigue and suspense through the cases and we feel close to Watson and Sherlock as they solve them'. To what extent do you agree with this statement?	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8

<p>WC 21<sup>st</sup> Sept 14</p>	<p><b>Equality</b></p>	<p>Does equality exist in today's society?</p>	<p>Key vocab. Thinking school's map. Discussion of American Civil Rights Movement Read extracts 1 &amp; 2 (Lang paper 1)</p>	<p>Lang Q2- Techniques Lang Q3- Structure</p>	<p>Doddle Mr Bruff Youtube Language videos</p>	<p>C1, C3, C5, SP6, SP9, SO6, SO8</p>
<p>15</p>	<p><b>Emotions</b></p>	<p>How does it feel to live in fear?</p>	<p>Vocab bank. Videos on how fear affects the body &amp; discussion. Read extract 3. Choose quotes &amp; techniques from the extract which show Minny's fear.</p>	<p>Q4 write up. Critical evaluation.</p>	<p>Doddle</p>	<p>C1, C3, C5, SP6, SP9, SO6, SO8</p>

16	<b>Changes in society</b>	Can societal views change?	<p>Vocab bank.  Discussion of protests.  Videos based around white supremacy in America.  Visual stimulus of a protest.  Plan descriptive/Narrative essay.</p>	Q5 Descriptive/ Narrative paragraph write up.	Mr Bruff Youtube Language videos	C1, C3, C5, SP6, SP9, SO6, SO8
17	<b>Slavery</b>	How do we define slavery & does it still exist on today's society?	<p>Vocab bank.  Thinking School's map on whether slavery has ceased to exist.  Reading of <u>Source A</u> 21<sup>st</sup> century: 'Modern Slavery in the UK is inflicting misery under our noses every day'  <u>Source B</u> 19<sup>th</sup> century: 'Extract from 12 Years a Slave: A True Story by Solomon Northup.</p>	Q1- True/ False Paper 2. Q2- Summarise the differences between source A & source B.	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8

18	<b>Comparing ideas &amp; perspectives</b>	How is the writer's viewpoint portrayed?	Vocab bank. Analysing patterns in language. Model paragraph shown to analyse patterns in language features and sentence structure. Quote finding and application.	Comparing sources. Q2 & Q3.	Mr Bruff Youtube Language videos	C1, C3, C5, SP6, SP9, SO6, SO8
WC 28 <sup>th</sup> Sept 19	<b>Slavery</b>	Modern Slavery vs Historic Slavery- is there a difference?	Vocab bank. Read extracts 21 <sup>st</sup> century Source C: 'I slept on the floor in a flat near Harrods': stories of modern slavery' 19 <sup>th</sup> century Source D: ' Ragged children working in the street to satisfy parents' craving for drink' (1878) Watch clips & discuss Victorian England (AO3 Context) Annotating extracts & model paragraphs.	Q1 True/False. Q2 Write up using 1-2 quotes focusing on language analysis.	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8

20	<b>Explicit vs Implicit</b>	Compare writer's viewpoints and perspectives, as well as how these are conveyed, across two or more texts.	Vocab bank. Comparison between source C & D comparing ideas & perspectives. Plan- choose one similarity and one difference to write up. State the similarity or difference in one source. Identify language method used. Supporting answers with quotes. Explain how that conveys the writer's experience of slavery.	Q2& Q4 Comparing viewpoints and using language.	Mr Bruff Youtube Language videos	C1, C3, C5, SP6, SP9, SO6, SO8
21	<b>Slavery</b>	Does slavery still exist today?	Vocab bank. Frame of reference around TS Map- has slavery ceased to exist recap. Speech writing- 'Although slavery was abolished over 200 years ago, it still exists in abundance. The only difference is that people are more discreet about exploiting others.' Collect evidence from extracts. Collate viewpoints.	Intro & Conc-mirroring. Viewpoints for Factual Writing Q5.	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8

22	'isms'	Do people have their beliefs attacked?	<p>Vocab bank.</p> <p>Article writing- 'It is hard to express your opinion on equality, feminism, racism or any other 'ism' nowadays as somewhere, someone is going to attack you for your beliefs.'</p> <p>Class discussion &amp; related videos to watch.</p> <p>Mr Bruff video on article writing.</p> <p>Summarise viewpoints &amp; opposition.</p>	Collate viewpoints for Factual Writing Q. Examine opposition argument.	Mr Bruff Youtube Language videos	C1, C3, C5, SP6, SP9, SO6, SO8
23	<b>BLUE BOOK</b>	Factual Writing Q.	<p>Vocab bank.</p> <p>Choice of question 5 from 2 previous examples.</p> <p>5 minute plan-</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Key Point 1: what is it? Evidence?</li> <li><input type="checkbox"/> Key Point 2: what is it? Evidence?</li> <li><input type="checkbox"/> Key Point 3: what is it? Evidence?*</li> </ul> <p>45 min Write up.</p>	<p>Write up Factual Writing answer in Blue Book.</p> <p>Choice of Factual Writing</p>	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8

<p>WC 5<sup>th</sup> Oct 24</p>	<p><b>Death</b></p>	<p>How do people cope with loss?</p>	<p>Vocab bank. Watch video clip on Mum's list and complete brainstorming thinking schools map on struggling to deal with loss. Read through extract and focus on how the writer creates a sense of sadness throughout. Discuss the role of the father- What is your impression of how he is finding this challenge? Work on exploding quotes and explain significance of particular words. Questions for the pupils to consider;</p> <ul style="list-style-type: none"> <li>• What is the significance of where they are visiting at the START of the extract?</li> <li>• What death imagery is used in the description of the weather?</li> <li>• What is significant about how the mother's death is revealed?</li> <li>• How are we told the mother's presence lives on? What word is significant about this?</li> <li>• How do we know the boy is struggling to cope?</li> </ul> <p>Write up an explanation of a quote- student's choice.</p>	<p>Examine the effect and significance of word choices- quote explode.</p>	<p>Mr Bruff Youtube Language videos</p>	<p>C1, C3, C5, SP6, SP9, SO6, SO8</p>
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25	<b>Death</b>	How do writers use deeper meanings in texts?	<p>Vocab bank.          Examine Rio Ferdinand's life and the loss of his wife.          Read the extract on the City of Beasts with a focus on choosing quotes depicting loss.          Compare &amp; Contrast both extracts.          Give students a range of possible ideas.          Gallery task &amp; group feedback.          Re-cap Alex's dream and use Alex's dream to write mini description of this.</p>	Q5 Descriptive writing practice- write up paragraph.	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8
26	<b>Death</b>	Why is it important to look at the success of others?	<p>Vocab bank.          Discuss the release of Jeff Brazier's book and compare to yesterday's lesson on RF.          Compare &amp; contract using a thinking schools map.          Recap city of beasts and examine structure;          -start / opening / beginning          -pivotal shift          -close / end / denouement          Read through sample answers and discuss-         <ul style="list-style-type: none"> <li>• Answer A – what is wrong with this?</li> <li>• Answer B – what should they have left out?</li> <li>• Answer C – what makes this better?</li> </ul>         After looking at how the writer used symbolism to open the piece through the nightmare, we know that the piece ends with the art imagery to show the colour in life fading away- write a short description based on this.</p>	Q5 Descriptive writing practice- write up paragraph.	Mr Bruff Youtube Language videos	C1, C3, C5, SP6, SP9, SO6, SO8

27	<b>Death</b>	Why is it important to remember people who have passed away?	<p>Vocab bank.</p> <p>Discussion of celebrations-</p> <p>What do we celebrate?</p> <p>How do we celebrate?</p> <p>What emotions do we associate with this?</p> <p>What occasions do we celebrate?</p> <p>Examine a visual stimulus.</p> <p>Watch 2 videos to gain inspiration and think about where does this celebration derive from?</p> <p>What activities make up this day?</p> <p>What do people believe happen to the dead during this time?</p> <p>Model sample paragraphs.</p> <p>Students write up a descriptive writing piece.</p>	Q5 Descriptive writing practice- write up (timed 30 mins)	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8
28	<b>Death</b>	What times in your life have shaped you?	<p>Vocab bank.</p> <p>Watch the opening of the Lion King and look for structural features.</p> <ul style="list-style-type: none"> <li>• What did we see rising at the beginning? What could this represent?</li> <li>• Do we instantly see all the animals together or how does this change?</li> <li>• How does the baboon contrast the rest of the animals?</li> <li>• If we were writing this piece, which technique would you use a lot to reflect reactions to presentation of baby?</li> </ul> <p>Provide a sample answer for the students and watch 2 further scenes- students will examine structural features in one and write up answer.</p>	Q3 Paper 1- How is the text structured to interest you as a reader?	Mr Bruff Youtube Language videos	C1, C3, C5, SP6, SP9, SO6, SO8

<p>WC 12<sup>th</sup> Oct 29</p>	<p><b>Death</b></p>	<p>How has illnesses changed over time?</p>	<p>Vocab bank. Make a list of diseases or illness which people suffer which can lead to the end of someone's life. Divide illnesses into related centuries. Read source A and answer the following;</p> <ul style="list-style-type: none"> <li>• What is the location in this extract?</li> <li>• Which words show this disease spreading?</li> <li>• What are we told about it?</li> <li>• How were the children getting the water?</li> </ul> <p>Read source B and answer the following;</p> <ul style="list-style-type: none"> <li>• What location is this extract from?</li> <li>• What is leading to the outbreaks of the disease?</li> <li>• How are they trying to stop this spreading?</li> </ul> <p>Compare &amp; contrast the sources. Find quotes &amp; write up a Q2 summarising the differences.</p>	<p>Q2- Summarise the differences between sources.</p>	<p>Doddle</p>	<p>C1, C3, C5, SP6, SP9, SO6, SO8</p>
<p>30</p>	<p><b>Death</b></p>	<p>What do you appreciate in your life?</p>	<p>Vocab bank. Think about the things which take up time in your life? What do you spend your days doing? Read both sources;</p> <ul style="list-style-type: none"> <li>• Article by Arthur C. Brooks, taken from The New York Times- To be happier, start thinking more about your death</li> <li>• Source B: 19th century literary nonfiction- Extract from a letter sent by Fyodor Dostoevsky to his brother on 22nd December 1849.</li> </ul> <p>Breakdown source A &amp; B and reflect on the content. Share opinions with the class.</p>	<p>Choosing the most important details from sources to apply to answers.</p>	<p>Mr Bruff Youtube Language videos</p>	<p>C1, C3, C5, SP6, SP9, SO6, SO8</p>

31	<b>Death</b>	How do we recognise what is important to us?	<p>Vocab bank.</p> <p>Q2 Summary- recap extracts and focus on Q. You need to refer to <b>Source A</b> and <b>Source B</b> for this question. Use details from <b>both</b> sources. Write a summary of the differences between the two writers' experiences.</p> <p>Provide students with aspects to consider;</p> <ul style="list-style-type: none"> <li>• How did each writer come to their epiphany about life?</li> <li>• How do each of them approach this understanding?</li> <li>• Although they have similar aspects of appreciation, how do they approach these differently?</li> </ul> <p>Write up answer (10mins) Analyse extracts for methods. Using analysis, write up Q4 paragraphs.</p>	<p>Q2- Summarise the differences between the sources.</p> <p>Q4- Compare &amp; contrast viewpoints.</p>	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8

32	<b>Death</b>	How can death be viewed in different ways? <b>Blue Book Narrative</b>	Vocab bank. Choose either; <ul style="list-style-type: none"> <li>• Write a narrative with the title 'The End'.</li> <li>• Write a narrative based on the sentence 'The light was getting closer...'</li> </ul> Provide students with guidelines and give them 30 mins to draft their narrative piece.	Q5 Paper 1 Narrative Writing BB Assessment	Mr Bruff Youtube Language videos	C1, C3, C5, SP6, SP9, SO6, SO8
33	<b>Death</b>	How is death portrayed today in various ways?	Vocab bank. Discuss colloquialisms and song lyrics and how they link to our theme. Write out the names of the songs and complete task; Draw lines which you can annotate to show connections you have made between these. Look for ideas / symbols/ themes which are connected throughout. Show depth of thought. <ul style="list-style-type: none"> <li>• Select ONE word / short phrase from each piece.</li> </ul> Write this up now to outline what you think is the deeper meaning behind this. Bring in your words to show you are making a judgement.	Examination of symbolism & thematic connections.	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8

w/c 19 <sup>th</sup> Oct 34	<b>Unnatural</b>	How does the writer create an unsettling atmosphere?	<p>Vocab bank. Watch The Woman in Black trailer. Discuss contrasting genres and the advantages of both the film and stage genre? Read through the extract and answer the questions;</p> <ul style="list-style-type: none"> <li>• Identify 3 adjectives used to describe the gravestones.</li> <li>• What are they a symbol of .....</li> <li>• How is this line significant.....</li> <li>• ‘The last light went from the sun’?</li> <li>• What is important about the first word of the last paragraph?</li> </ul> <p>Apply to paper one and pick out 5 language devices.</p>	Language analysis- methods & effects.	Mr Bruff Youtube Language videos	C1, C3, C5, SP6, SP9, SO6, SO8
35	<b>Unnatural</b>	What makes you feel unsettled?	<p>Vocab bank. Examine visual stimulus and choose 4 aspects to zoom in on. Look at possible word choices and synonyms. Explain the differences between a Narrative &amp; a Descriptive piece. Students to write up descriptive paragraph using effective language techniques based on the image.</p>	Q5 Descriptive Writing piece.	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8

36	<b>Unnatural</b>	How do people have differing views on the supernatural?	<p>Vocab bank. Watch video and discuss opposing points of view on ghosts. Based on both of these videos you have just watched, write up a comparison now between the 2 videos.</p> <ul style="list-style-type: none"> <li>• Video A tells us that .....</li> <li>• However, Video B believes that .....</li> <li>• Video A used ..... But Video B .....</li> </ul> <p>Article and Factual Writing examination. Provide sample introduction and students need to draft their own. Differentiated plan for write up;</p> <ul style="list-style-type: none"> <li>• Intro – should we search for more answers or not?</li> <li>• Para 1 – What kinds of theories do people chase? Why is this a positive / negative approach?</li> <li>• Para 2 – What can happen while people are doing this – what are the advantages / disadvantages?</li> <li>• Para 3 – what do you think people should do? Why?</li> </ul> <p>Con – what is your final message?</p>	Q5 Factual Writing practice.	Mr Bruff Youtube Language videos	C1, C3, C5, SP6, SP9, SO6, SO8
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37	<b>Unnatural</b>	How do these experiences differ?	<p>Vocab bank. Watch trailer on City of Angels. Discuss for and against and add in a possible twist. Examine clips on supernatural, ghosts and spirits and look at altering perceptions. Come up with your differences:</p> <ul style="list-style-type: none"> <li>• Difference 1 A – wide range of strange things.</li> <li>• B – focused on one thing</li> <li>• Difference 2 A – strange things can be explained.</li> <li>• B – harder to explain</li> </ul> <p>Discuss the possible links between sources;</p> <ul style="list-style-type: none"> <li>• Who is telling each piece – what impact this have?</li> <li>• What kinds of incidents do we hear about?</li> <li>• How does one have a more rational tone and one more emotive?</li> <li>• What approach does the first take to explain / investigate? How is this different from the second?</li> </ul> <p>Look at factual writing methods.</p>	Examining differences between sources and composing arguments.	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8
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38	<b>Unnatural</b>	What locations around the world seem unnatural?	<p>Vocab bank. Look at video on the abandoned castle. Examine the Titanic, Chernobyl and concentration camps and how they link.</p> <ul style="list-style-type: none"> <li>• What connections can you make between these?</li> <li>• What connections can you make between these and the location we have just been introduced to in the novel?</li> </ul> <p>How are these locations made to seem eerie? Students will create their own descriptive narrative based on an abandoned location.</p> <ul style="list-style-type: none"> <li>• Decide the setting is.</li> <li>• How they are going to describe it</li> <li>• What is going to happen?</li> <li>• What time phrases is going to be used?</li> </ul> <p>Write up one paragraph.</p>	Q5 Descriptive Writing practice.	Mr Bruff Youtube Language videos	C1, C3, C5, SP6, SP9, SO6, SO8
<b>October Half Term</b>						
WC 2 <sup>nd</sup> Nov 39	<b>Travel</b>	Staycation or vacation- what are the benefits of both?	<p>Vocab bank. 2 videos &amp; a Thinking Schools map contrasting both types of holiday. Read <b>Source A: 20<sup>th</sup> century nonfiction</b> Extract taken from Bill Bryson's travel book <i>Notes from a Small Island</i>. <b>Source B: 19<sup>th</sup> century literary nonfiction</b> Extract taken from Charles Dickens' travelogue <i>Pictures from Italy</i>. Q1- True/False exercise practicing skills for P2, Q1. Language analysis focus on Source B &amp; Thinking Schools map on adjectives used to describe Verona. Explain the differences between Blackpool &amp; Verona and summarise.</p>	Q1 True/ False Contrasting practice	Mr Bruff Youtube Language videos	C1, C3, C5, SP6, SP9, SO6, SO8

40	<b>Travel</b>	What language is used to describe both trips?	Vocab bank. Re-cap on both extracts. Focus on Source B- How does Dickens use language to describe his impressions of the Roman Amphitheatre? Model explanations of language techniques and students should choose their own quotes to show description of both trips. Language Q3 write up.	Q3 Language analysis	Research places to travel	C1, C3, C5, SP6, SP9, SO6, SO8
41	<b>Travel</b>	<b>Q4 Blue Book</b>	Vocab bank. Introduction of Q- Compare how the two writers convey their different attitudes to the places they have visited. Question pupils to elicit knowledge of extracts; <ul style="list-style-type: none"> <li>• Narrated from whose perspective?</li> <li>• What language methods are used to describe Blackpool?</li> <li>• What methods have been used to portray the attitudes of the writers?</li> <li>• What quotes can you use?</li> </ul> Blue Book write up.	<b>Q4 BB</b> <b>Contrasting attitudes to places visited</b>	Use visual stimulus to practice descriptive writing.	C1, C3, C5, SP6, SP9, SO6, SO8
42	<b>Travel</b>	How do cities in Italy compare?	Vocab bank. Read both extracts and summarise their views- positive/negative? Why is Source B primarily negative? True/False question- Source A only. Introduce Q2- <u>Conflict</u> is described in both pieces. Use the details from <b>BOTH</b> sources to write a summary of the differences. Find the best quotes in the sources to summarise the differences. Model a sample paragraph for the pupils to see layout and examples. Write up Q2.	Q2 Summary	Doddle Mr Bruff Youtube Language videos	C1, C3, C5, SP6, SP9, SO6, SO8

43	<b>Travel</b>	How is language used to convey views of tourism in Florence?	Vocab bank. Discuss sentence openings for paragraphs and examine the most effective. Using senses & emotive language- watch 2 videos- one on Florence and one on Verona and fill in the box using sensory language. Write up a descriptive paragraph based on either image.	Q5 Descriptive writing	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8
WC 9 <sup>th</sup> Nov 44	<b>Travel</b>	How are different perspectives conveyed to the reader?	Vocab bank. Re-cap of sources. Q1 True/False based on source B. Q4 focal point- Compare how the two writers convey their different views and attitudes towards the City of Florence. Provide students with guidelines- <b><u>Step 1 – Steer – what they think about Florence</u></b> <b><u>Step 2 – Putting together – agree / disagree</u></b> <b><u>Step 3 – WHAT are their views</u></b> <ul style="list-style-type: none"> <li>• Source A – positive view – magnificent city – steeped in the history of battle and defending itself from invaders</li> <li>• Source B – Negative view – beautiful city being spoilt by mass tourism</li> </ul> Model sample paragraph to show students how best to collate their ideas. Write up Q4. Show students the mark scheme to help them aim high.	Compare & contrast practice	Mr Bruff Youtube Language videos	C1, C3, C5, SP6, SP9, SO6, SO8
45	<b>Travel</b>	Can holidays differ from our expectations?	Vocab bank. Watch clips on how holidays turn bad and fill out grid on expectation vs reality. Read through the two extracts focusing on the development of the holidays themselves. Q1- True/False. Q2- The writers of these pieces have very different experiences.	Q1 True/False Q2 Summary	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8

			<p>Tell students to use details from <b>both</b> sources to write a summary of the differences.          Provide students with examples of the differences &amp; quotes but get them to explain their effect.          Model examples of the effects of particular quotes and then students need to write up two paragraphs independently based on quotations of their choice.</p>			
46	<b>Travel</b>	How is nature conveyed?	<p>Vocab bank.          Discuss what a positive description of nature would like using figurative language.          Use a Thinking Schools map to focus on language used in Source A.          Find quotes to show that language is described in a positive manner.          Provide students with sentence starters to help them format their answers;</p> <ul style="list-style-type: none"> <li>• The writer uses.....</li> <li>• Another way he describes nature is.....</li> <li>• The writer shows the nature by .....</li> <li>• We see this in the quote.....</li> <li>• This is important because ....</li> <li>• This shows .....</li> <li>• From this we can see.....</li> </ul> <p>Students write up their own answer.</p>	Language- quote analysis	Mr Bruff Youtube Language videos	C1, C3, C5, SP6, SP9, SO6, SO8
47	<b>Travel</b>	<b>Q4 Blue Book</b>	<p>Vocab bank.          Compare how the two writers <b>convey</b> their <b>different views and attitudes</b> towards their trips.          Provide students with topics to focus on;          Words to describe weather          Peaceful surroundings          Activities – restful / relaxing          Appreciation of nature          Students to write up Q4.</p>	BB Q4 Writers attitudes towards their trips.	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8

48	<b>Travel</b>	Why do we travel to other countries? Factual Writing.	Vocab bank. Introduce the topic of argument- <b>‘These days, there is no point in travelling to see the world: we can see it all on TV or on the Internet.’</b> Write an article for a teenage magazine in which you explain your point of view on this statement. Discuss ideas for and against the topic and fill in comparison grid. Introduce using expert quotes & opinions and complete gap fill exercise. Model introduction and ask students to write their own. Watch video and discuss the benefits of travelling.	Introduction write up. Factual practice	Mr Bruff Youtube Language videos	C1, C3, C5, SP6, SP9, SO6, SO8
WC 16 <sup>th</sup> Nov 49	<b>Education</b>	What would you change about school if you could?	Vocab bank. Hogwarts to being a boarding school Define Frame : knowledge of boarding schools <ul style="list-style-type: none"> <li>• Watch YT clips on boarding schools <a href="https://www.youtube.com/watch?v=e2Ano9PMDJk">https://www.youtube.com/watch?v=e2Ano9PMDJk</a></li> <li>• <a href="https://www.youtube.com/watch?v=M-u1gGyU1Sg">https://www.youtube.com/watch?v=M-u1gGyU1Sg</a></li> </ul> Categorise the positives and negatives of Boarding Schools <ul style="list-style-type: none"> <li>• Students analyse the cause and effect of why people attend boarding schools and what the short term and long term effects and impact is of this on a young person.</li> </ul>	Formulating arguments for factual writing	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8

			<ul style="list-style-type: none"> <li>• ‘Boarding schools are a key way to help parents raise their children and to support young people’.</li> </ul> <p>Come up with arguments for &amp; against.</p>			
50	<b>Education</b>	Are boarding schools advantageous?	<p>Vocab bank. Re-cap on yesterday’s discussion. Students use their notes from the last task to write a paragraph on their point of view on this statement considering why parents might send their child to a boarding school and the impact it may have.</p> <ul style="list-style-type: none"> <li>• Extension task (if time). <a href="https://www.youtube.com/watch?v=dtPniT0p9K4">https://www.youtube.com/watch?v=dtPniT0p9K4</a></li> </ul> <p>Students watch the YouTube video and choose a school from the video they would most like to go to. They then justify their choice in their writing.</p>	Justifying choices for factual writing purposes.	Mr Bruff Youtube Language videos	C1, C3, C5, SP6, SP9, SO6, SO8
51	<b>Education</b>	What are the contrasting viewpoints on boarding schools?	<p>Vocab bank. Students watch this YouTube video <a href="https://www.youtube.com/watch?v=hAwWOynxVBg">https://www.youtube.com/watch?v=hAwWOynxVBg</a></p> <ul style="list-style-type: none"> <li>• The first three minutes, they take down points against boarding schools and the final minutes of the video are points for. Make sure to pause so students can get points down.</li> <li>• Using the audio-visual stimulus, students then answer this question: <i>How have both sources conveyed differences in their views of boarding school?</i> A model answer is shown highlighting how to summarise the differences in perspectives. If time, students write an example of their own.</li> </ul>	Understanding differing perspectives. Oral questioning.	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8

			<p>Students turn their focus to the articles in Extract Booklet and consider what the titles of the articles may convey to the reader <b>‘The British Boarding School remains a bastion of cruelty’</b> and <b>‘What sort of sadist sends a child to boarding school? Me’</b>. Students also consider what tone the articles have.</p> <ul style="list-style-type: none"> <li>Focusing on <b>Source A: ‘The British Boarding School remains a bastion of cruelty’</b></li> </ul> <p>Discussion of both extracts.</p>			
52	<b>Education</b>	Comparing viewpoints.	<p>Vocab bank. Review of extracts from yesterday. Para 1&amp;2</p> <ul style="list-style-type: none"> <li>Opens with Texas – what harsh aspects do they cover? What mood are they instantly creating?</li> <li>Highlight 2 aspects in Para 2 which straight away indicate negative portrayal?</li> </ul> <p>Para 3</p> <ul style="list-style-type: none"> <li>What expert is used to collaborate views?</li> <li>What contrast is highlighted between home &amp; school in how adapt to child?</li> <li>What long term impacts are brought up?</li> </ul> <p>Para 4&amp;5</p> <ul style="list-style-type: none"> <li>How do they undermine the Boarding schools through repetition?</li> <li>Why return to example of Texas at the end? What have they conveyed between the two?</li> <li>Focusing on <b>Source B: ‘What sort of sadist sends a child to boarding school? Me’</b>.</li> </ul> <p>Para 1&amp;2</p>	Comparing & contrasting viewpoints.	Mr Bruff Youtube Language videos	C1, C3, C2, C5, SP6, SP9, SO6, SO8

			<ul style="list-style-type: none"> <li>- How does the writer juxtapose older views in contrast?</li> <li>- How do they show this is not about the views of the parents?</li> </ul> <p>Para 3&amp;4</p> <ul style="list-style-type: none"> <li>- How do they show positives for children and focus on the impact for parents?</li> <li>- How do they present this as the most positive aspect for children?</li> </ul> <p>Para 5</p> <ul style="list-style-type: none"> <li>- What are they saying boarding schools can provide?</li> <li>- What impact can staff have?</li> <li>- What are they saying about the role of professionals?</li> </ul> <p>Para 6&amp;end</p> <ul style="list-style-type: none"> <li>- What else are they saying about benefits?</li> <li>- How do they end the piece again by linking to parent's perspective?</li> <li>• After focusing on quotations of both articles students focus on the aspects of the different sources ready to summarise the presentation of perspectives.</li> </ul> <p><b>Source A:</b> How/why do they use example of other state?  What negatives do they cover?  How do they link these to child in future?  How do they make it sound like this is a traditional lacking meaning?  How does the piece end?</p> <p><b>Source B:</b> How do they use own experience?  What positives do they cover?  How do they link these to child in future?  How do they present this as the choice of the child?</p>		
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			<p>How does the piece end?</p> <ul style="list-style-type: none"> <li>Students write a Paper 2, Q2 in their book: Explain the <u>differences</u> shown in regards to boarding schools in these articles. Inform students that it isn't about methods, they need to support their points with quotations and infer from what they have read.</li> </ul> <p>Students are taken differing points, quotations to support and a model answer. They then right their own answer on one difference.</p>			
53	<b>Education</b>	What impact does education have on us?	<p>Vocab bank.</p> <ul style="list-style-type: none"> <li>Reminding students what marks they need to be aiming for to achieve their target grades.</li> <li>Students recap the differences between question- Q4 needs to be in more depth, what we learn about writer's viewpoints and LANGUAGE METHODS, 3 key points and 6 quotes (3 from each) and the question needs to be twice as long as Q2. Remind students they can use ideas from q2 if it fits and the language analysed in Q3 to help them.</li> </ul> <p>Students watch 2 YT clips and see how they link to Source A  <a href="https://www.youtube.com/watch?v=DDPw1UWcLP4">https://www.youtube.com/watch?v=DDPw1UWcLP4</a> and Source B  <a href="https://www.youtube.com/watch?v=UjaY9UNgNzk">https://www.youtube.com/watch?v=UjaY9UNgNzk</a></p> <ul style="list-style-type: none"> <li>Students think about what questions they might ask a teacher at a boarding school, a parent and a child who attends a boarding school.</li> </ul>	Questions based on both sources.	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8

			<ul style="list-style-type: none"> <li>Students take 4 mins to recap the articles with questions on the board to prompt their thoughts e.g.</li> <li><b>Source A</b> - Why does it use Texas in a cyclical way?</li> <li>What proof does it use?</li> <li>What ways does it say it damages students?</li> <li><b>Source B</b> - What viewpoint is this taken from – how do they write to connect to the reader?</li> <li>What proof does it use?</li> <li>What ways does it say it supports students?</li> </ul> <p>Answer questions on sources.</p>			
WC 23 <sup>rd</sup> Nov 54	<b>Education</b>	How does education shape us?	<p>Vocab bank.</p> <p>Students write down the question in their blue book: <b>Both writers discuss their views on boarding schools and share their perspectives. How do they convey their beliefs on this system?</b></p> <ul style="list-style-type: none"> <li>Quotes from the articles are presented to the students to help them consider which ones they could ‘quote explode’ in order to discuss language methods.</li> <li>Students are shown and walked through an example paragraph</li> <li>20mins- students write their own response to the question. Scaffolding sheet on PowerPoint to help students.</li> </ul> <p>Plenary: SPaG</p>	BB Assessment Q4 Differing perspectives on Boarding schools	Doddle Mr Bruff Youtube Language videos	C1, C3, C5, SP6, SP9, SO6, SO8
55	<b>Education</b>	WTM	<p>Prep for Mock Exam</p> <p>Q1-3 PAPER 1. Examine layout and requirements of paper.</p>	Q1-3 Paper 1	Practice Qs for exam	C1, C3, C5, SP6, SP9, SO6, SO8

			<p>Talk through marks and levels and how to achieve top grades.</p> <p>Q1- Pick 4 things from certain lines- provide examples and do task.</p> <p>Q2- Language analysis.</p> <p>3 paragraphs minimum- one quote each.</p> <p>Ensure effect on the reader is fully explained.</p> <p>Provide sample answer and scaffold task to complete.</p> <p>Q3- Structural features.</p> <p>Look at how extracts develop.</p> <p>Talk students through pivotal shifts and cyclical/linear structures.</p> <p>Model answer as students struggle with this Q.</p> <p>Scaffold task provided to help shape knowledge.</p>			
56	<b>Education</b>	WTM	<p>Prep for Mock exam</p> <p>Q4 &amp; Q5 Paper 1</p> <p>Examine layout and requirements of paper.</p> <p>Talk through marks and levels and how to achieve top grades.</p> <p>Remind students that these 2 q's are worth 75% together and are vital.</p> <p>Q4- 'To what extent'</p> <p>Students need to pick out quotes &amp; language &amp; structural features to back up opinion.</p> <p>Show model answers and ask for feedback- WWW?</p> <p>Q5- Narrative/Descriptive</p> <p>Worth 50%</p> <p>Even if the Q is narrative- it still must be descriptive in nature.</p> <p>Provide picture stimuli and brainstorm TS Map to be used to collate ideas- shared &amp; paragraph write up.</p>	Q4 & 5 Paper 1	Practice Qs for exam	C1, C3, C5, SP6, SP9, SO6, SO8

57	<b>Education</b>	WTM	<p>Prep for Mock exam.</p> <p>Qs1-3 Paper 2 Examine layout and requirements of paper. Talk through marks and levels and how to achieve top grades. Q1- True/False Read all statements carefully &amp; mark before shading boxes Give example to practice. Q2- Summarising sources Students to read sources A &amp; B to prep and choose quotes to highlight differences. No language analysis needed- model answer and scaffold task to complete. Q3 Language Same requirements as P1 but Q is worth more marks- needs to be lengthier. Ensure effect on the reader is fully explained. Provide sample answer and scaffold task to complete.</p>	Q1-3 Paper 2	Practice Qs for exam	C1, C3, C5, SP6, SP9, SO6, SO8
58	<b>Education</b>	WTM	<p>Prep for Mock exam</p> <p>Qs 4 &amp; 5 Paper 2 Examine layout and requirements of paper. Talk through marks and levels and how to achieve top grades. Q4- Comparing &amp; Contrasting Sources Similar to Q2 BUT you will need a language focus. Analysis of language and effect on reader is vital. Model answer for students and provide scaffolded frame of writing to aid in paragraph formation. Q5- Factual Writing Examine both sides of the argument first and choose the strongest viewpoint.</p>	Q4 & 5 Paper 2	Practice Qs for exam	C1, C3, C5, SP6, SP9, SO6, SO8

			<p>Ensure students are aware of Expert Quotes &amp; stats to make writing more persuasive.</p> <p>Analyse factual writing techniques to apply.</p> <p>Give students sample answers to study and highlight examples of factual writing persuasive techniques to explain.</p>			
WC 7 <sup>th</sup> Dec	MOCK EXAMS					
WC 14 <sup>th</sup> Dec 59	<b>Christmas</b>	Why do people enjoy watching Christmas films?	<p>Vocab bank.</p> <p>Defining/brainstorming map on Christmas films.</p> <p>Discuss highest grossing Christmas films and reasons why.</p> <p>Watch clip for Love Actually and discuss structural features.</p> <ul style="list-style-type: none"> <li>Use the image on the next slide to create a 8-10 line description of an airport with people arriving home in the run up to Christmas.....</li> </ul> <p>We saw a monologue used to express the character's thoughts and opinions watching people.</p> <ul style="list-style-type: none"> <li>Write a similar monologue outlining your thoughts watching the crowds at Christmas.</li> </ul>	Q5 Descriptive Writing practice	Doddle Mr Bruff Youtube Language videos	C1, C3, C5, SP6, SP9, SO6, SO8
60	<b>Christmas</b>	Materialism at Christmas- how bad is it?	<p>Vocab bank.</p> <p>Examine picture stimulus on crowded shopping centre.</p> <p>Describe it using language techniques.</p> <ul style="list-style-type: none"> <li>Do you think people are too obsessed with spending money at Christmas time?</li> </ul> <p>Examine arguments for &amp; against the topic.</p> <ul style="list-style-type: none"> <li>You have now thought about the reasons why people may spend so</li> </ul>	Q5 Factual Writing	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8

			<p>much over the Christmas period and if it is justified or not...</p> <ul style="list-style-type: none"> <li>You are now going to write up your opinion to cover</li> <li>Reasons why people do</li> <li>If you think these reasons are justified or not</li> <li>What your overall view is on the subject</li> <li>You MUST cover this all in 10-12 lines.</li> </ul>			
61	<b>Christmas</b>	How does advertising affect us?	<p>Vocab bank.</p> <ul style="list-style-type: none"> <li>Advertising plays a key role in the drive to people to spend more money.</li> <li>Christmas adverts for products and businesses are a major part of the season as they promote spending.</li> <li>However, this year, one director decided to demonstrate this was not necessary and that there is more to the season than spending....</li> <li>You are going to watch both adverts and decide which one cost more to make... why do you think this?</li> </ul> <p>Looking at the cost of advertising through video clips.  What are your thoughts on this amount of money being spent on an advertisement?  What else do you think the money could be spent on?</p> <p>Read nonfiction articles</p> <ul style="list-style-type: none"> <li>You have been given an article which gives you more information about the reactions towards these 2 big adverts from this year.</li> </ul>	Quote analysis	Mr Bruff Youtube Language videos	C1, C3, C5, SP6, SP9, SO6, SO8

			<ul style="list-style-type: none"> <li>Highlight any points which you think are made in this or key words the writer has used to demonstrate his point....</li> </ul> <p>Be ready to share a quote you selected from the article. Why did you pick this? What did you think was effective about it?</p>			
62	<b>Christmas</b>	Effective advertising	<p>Vocab bank. Watch the John Lewis advert.</p> <ul style="list-style-type: none"> <li>Watch the video and think about</li> <li>Why did the director</li> <li>Start the video in this way</li> <li>What is the pivotal shift</li> <li>How does he end this?</li> <li>What has the director done or used to structure this video?</li> </ul> <p>What is the key message which they want to get across? What has been done within this video which makes it effective?</p> <p>Examine structural features</p> <ul style="list-style-type: none"> <li>How or why is the calendar used?</li> <li>Do you ever see anyone else in the video?</li> <li>What was shown under the tree?</li> <li>Why do you think we see him unable to sleep the night before Christmas – what does this prepare us for?</li> <li>What is the significance of showing the tapes?</li> <li>How is the bond re-enforced at the end?</li> <li>Is there any further significance of the story she starts to tell?</li> </ul>	Q3 Structural features	Doddle	C1, C3, C5, SP6, SP9, SO6, SO8