

Scheme of Work 2020 - 2021
Subject: English Language / Literature
Yr 8 – Autumn Term 2 – Conflict + Battle – War Poetry

Year Group: Year 8

Specification: AQA English Language + Literature

Outline/Purpose of Unit –

This unit has been selected to take place over Remembrance Day and to take place prior to the novel study ‘Private Peaceful’ which continues this theme.

Students will make contextual links to War to look at differing attitudes towards this, the impacts of War and how this impacts their life currently by looking at how this is still an issue in our current society in various ways.

Week/ Lesson	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment: GCSE Question	Homework – ADDITIONAL EXTENSION BOOKLET (provide opportunities for further linked reading)	SMSC Codes
1	Wars Around The World + Their Impact	Introduction to Unit What causes War? – Evaluate the best reasons to go to War. Justification – students in pairs should decide who is going to write to convince to go to war + other contrast. Swap with another pair to vote which is the most convincing. Impacts – schools, work, families – information finding Students to be given a series of information sheets on the impact of war on lifestyles – students to collect most important facts from these War heroes – why celebrate? Tom Moore – living legends from Wars – how is he still serving his country today?	Are there any positive outcomes from War?	Reading – Evaluate question. Identify – Information gathering.	See Out of Hours Booklet Task 1	R1, R2, R7 So1-4 +6 C1-3 +5 Sp1,2,3,9, 10
2	Propaganda Through the Years	Students to watch 2-3 adverts – what do each of these have in common? All want us to buy the product. Link back to yesterday – 1 person in pair had to convince that war was necessary. How did they do this? What does Propaganda mean – how would you convince someone to go to war?	What makes propaganda convincing?	Poster task – inference		R1, R2, R6, R7 So1-4 +6 C1-3 +5 Sp1,2,10

		<p>Selection of War Posters – pair/describe task</p> <p>Identify then and now – look at British Army adverts to recruit – what themes key in each?</p> <p>Create own propaganda voice over for an advert– 7 mins.</p> <p>Students to think about which audience they are basing this towards – modern? WW1? WWII?</p>		<p>Writing – creation of advert speech</p>		
3	Propaganda In Practice	<p>Recap Propaganda meaning. Look at different forms of writing etc we have to communicate. Which are used in different ways now to WW eras? Introduce how poetry would have been a way of communicating messages.</p> <p>Jessie Pope – Who’s For the Game?</p> <p>Look at purpose</p> <p>How make it sound not serious?</p> <p>How convince to go to war</p> <p>Write own stanza for poem – 7-9 mins – what features will they need to use to be consistent? Eg use of questions, make it sound daring/adventurous, undermine risks/harm.</p>	<p>Do you feel propaganda is irresponsible and how should it be managed?</p>	<p>Reading Analysis / Inference questionin g on poem</p> <p>Reading – Creation of own stanza</p>		<p>R1, R2, R3, R4, R7</p> <p>So1-4 +6,8</p> <p>C1-3 +5</p>
4	Reality of War - Dulce et Decorum Est	<p>What do we imagine when we think of war?</p> <p>Look at images of battle, conflict, war zone etc. Students to contrast to how Jessie Pope portrayed war.</p> <p>Intro to Wilfred Owen – how see differences between him + Jessie Pope immediately? Brief use of Compare/Contrast Thinking Map</p> <p>Poem study – meaning of title used in completely different way – how can our tone change meaning?</p> <p>Select quotes which show the presentation of the soldiers + description of man.</p> <p>Re-create from either first person point of view or an onlooker – Aiming High –personify the gas – 8-10 mins</p> <p>Link back to BITSP about the impact of the gas.</p>	<p>Can we appreciate the horror of war if we don’t experience it first hand?</p>	<p>Reading Analysis / Inference questionin g on poem</p> <p>Writing – narrative from gas attack</p>	<p>See Out of Hours Booklet Task 2</p>	<p>R1, R2, R4, R7</p> <p>So1-4 +6 +8</p> <p>C1-3 +5</p>
5	Blue Book Factual Writing – The role of Propaganda	<p>Introduce students to Blue Book Title</p> <p>‘Young men are not told the truth about war in order to persuade them to go’. What are your thoughts on this?</p> <p>Think about points could include</p>	<p>Should we with hold truths if it is for a greater good?</p>	<p>Writing – Factual Blue Book question</p>		<p>R3, R7</p> <p>So1-4 +6</p> <p>C1-3 +5</p>

		<p>-Is this why young men aren't told the truth? -What other reasons are there? -What might happen if aware of truth?</p> <p>Selection of one expert quote (link to poems read) + importance of intro to sum up view - 20 mins</p>				
6	<p>Armistice Day Lesson – In Flanders Field – Importance of remembering</p>	<p>How do we remember the past? How do we remember those who have lost their lives? The history of the poppy – evaluate why this is used. Do you agree with those who don't? In Flanders Field – Who is the point of view from? For The Fallen – Which words from this are familiar? Students to create a 'Wordle' in shape of poppy / give outline of poppy to fill in with words from poems linked to remembrance. Could be used as display material.</p>	<p>What could happen if we do not remember the past?</p>	<p>Reading Analysis / Inference questioning on poem</p>		<p>R1, R2, R3, R7</p> <p>So1-4 +6+8 C1-3 +5 Sp1,2,3,9, 10</p>
7	<p>The Solider – How is bias used?</p>	<p>Recap of Propaganda – why is this important? What is bias – only telling one side of the story – how does this link to propaganda. Think of times when we see this happen in today's society. Watch book burning clip from 'The Book Thief' – why are they destroying these books? Read through The Solider – students to pick out words from this which make it seem as if this is not a war poem. Think about the overall message of the poem – introduce the idea of patriot. How is this concept suggested in the poem? What aspects from this poem create bias – select quotes for next task. Evaluate how honest this poem is about war – 8-10 mins</p>	<p>Do we have a moral responsibility to tell the full story?</p>	<p>Reading Analysis / Inference questioning on poem</p> <p>Reading – Evaluation question</p>	<p>See Out of Hours Booklet Task 3</p>	<p>R1, R2, R4, R5, R7</p> <p>So1-4 +6+8 C1-3 +5 Sp3+9</p>
8	<p>Suicide in the trenches – What impacts can war have?</p>	<p>What does it mean to commit suicide? Why might people take this extreme action? What do we already know about the realities of war? Read through the poem – identify what we are told about -the boy's life before war -the boy's actions</p>	<p>To what extent can desperation impact our actions?</p>	<p>Reading Analysis / Inference questioning on poem</p>		<p>R1, R2, R3, R7</p> <p>So1-4 +6 C1-3 +5 Sp1-3 +6</p>

		<p>-the message of the final stanza Think about idea of mercy killing / euthanasia – how does this connect? Silent time – prepare ideas for next task – 5-6 mins Debate on if it was right or wrong for this soldier to end his own life. Last task – write up own conclusion on your belief on this.</p>		Reading Evaluate to prepare for Speaking + Listening task		
9	Similarities + differences in The Soldier + Suicide in the trenches	<p>Introduce students to concept of looking at 2 aspects to compare and contrast ideas – similar to what they did with Pope and Owen. Show students words from each poem – which are they from? Add to table. What impression do these single words create? Show students statements linked to each poem – which are they from? Add to table. Introduce students to following statement = Both poems are shocking in different ways – do you agree? Discussion. What quotes can you use to support this? Both poems show the different attitudes present? – What quotes could support this? Discussion. Quotes which contrast each other – using compare/contrast thinking map Write up 2 quotes – 8 – 10 mins Students to pick out quotes + explanation in answer.</p>	Why do people present war and conflict in varying ways?	<p>Reading Analysis / Inference questioning on poem Reading – Language – Quote Analysis</p>		<p>R1, R2, R4, R7 So1-4 +6+8 C1-3 +5 Sp1+2</p>
10	Disabled – To what extent do we see his life change?	<p>In what ways would life be different in a wheelchair? Clip from Para Olympic on SAS – does this have to be a restriction? Who wrote the poem – what does this already suggest? Read through poem. Look at evidence for what life is like now. Look at evidence for what life was like before – summarise differences building on how students used similar skills in last lesson.</p>	Is our mind a bigger restriction than our body?	<p>Reading Analysis / Inference questioning on poem Writing- Creative/Narrative</p>	See Out of Hours Booklet Task 4	<p>R1, R2, R3, R7 So1-4 +6 C1-3 +5 Sp3+6</p>

		<p>What emotions do we feel towards him – pick a quote which backs up feelings.</p> <p>Create a first person write up – select a time in his life – aiming high – include a flashback/flashforward in this – 8-10 mins.</p>		based on life of soldier		
11	Blue Book – Factual – Soldiers’ Contributions	<p>What ways are people recognised for their achievements? Do we think people are always given the recognition they deserve? Returning football teams – did COV19 have impact in changing this?</p> <p>What is life often like for returning soldiers?</p> <p>Introduce Blue Book title</p> <p>‘Soldiers are often not recognised for their contributions to society’. Do you agree with this statement?</p> <p>Discuss aspects to bring in – how should they be recognised? Does this always happen? What do you recommend?</p> <p>Look at a statistic to include + overall view for introduction. – 20 mins write up</p>	Why is it important to recognise positive achievements?	Writing – Factual Blue Book		<p>R3, R7</p> <p>So1-4 +6</p> <p>C1-3 +5</p> <p>Sp3</p>
12	Waiting Back Home – My Boy Jack	<p>Students to think about ways they stay in touch and communicate with each other today. Create a pie chart to show what way they do this the most. What is missing here which would have been used in previous generations/eras?</p> <p>Link to COVD19 – how did it feel not being able to see friends + Family? What ways did we still have to keep in touch?</p> <p>Contrast to war time. Thinking map</p> <p>Evaluate emotions family at home would be feelings – video clip of family today with partner at war.</p> <p>Read through ‘My Boy Jack’ – who is this in point of view from? What is she waiting to hear? What can we infer has happened to him at the end?</p> <p>Which of these emotions do we see within the poem?</p> <p>Task choice – 2 quote write up or a narrative from someone today worried about a family member at war. – 8-10 mins</p> <p>Select aspects from this as self reflection.</p>	Can we have strong bonds with people we do not see?	<p>Reading Analysis / Inference questionin g on poem</p> <p>Choice – Reading – Language Quote Analysis</p> <p>Writing – Creative – waiting on return</p>		<p>R1, R2, R7</p> <p>So1-4 +6</p> <p>C1-3 +5</p>

13	Are We Really That Different? – A Strange Meeting	<p>Where do we see separation in our society? Despite these aspects, what aspects do we all have in common?</p> <p>Where the Germans still experiencing the same difficulties as we were facing during war time?</p> <p>Quote from 'Billy The Kid' about ordinary people – what do you think he means by this – silent write up – 5-7 mins</p> <p>First reading of the poem – identify what is happening + writer key message?</p> <p>Break poem down into key sections in boxes – transfer these into either</p> <ul style="list-style-type: none"> -comic book frame – lower ability - storyboard out if making a war film to show stages of poem. <p>Both use sequencing map as starting point</p>	To what extent is segregation based on our mind set?	<p>Reading Analysis / Inference questionin g on poem</p> <p>Evidence of sequencin g of poem</p>	See Out of Hours Booklet Task 5	<p>R1, R2, R6, R7</p> <p>So1-4 +6+8 C1-3 +5 Sp2, 10</p>
14	Unity At war – A Strange Meeting	<p>What brings people together today? Look at gatherings, concerts etc. What do these allow people to do?</p> <p>What all was cancelled during COV19 – which of these did you miss the most/ glad to do again?</p> <p>Look at Christmas at War Football Match Truce 1914</p> <p>Watch Sainsbury's Christmas advert – how effective is this message and what does it remind us?</p> <p>Creative Task – describe the men gathering together for the match – 8- 10 mins.</p> <p>Re-read the poem.</p> <p>What evidence do we see which links to connections + unity between the 2 men?</p> <p>Recap of key message of poem – does it also have a place in today's society?</p>	Can we have aspects in common with those we are in conflict with?	<p>Writing – creative based on football match</p> <p>Reading – selection of quotes</p>		<p>R1, R2, R6, R7</p> <p>So1-4 +6+8 C1-3 +5 Sp2,3,9,10</p>
15	Remembering today – how and why do we know?	<p>Recap ideas from previous lessons about ways we show respect / remembrance for those who died at war.</p> <p>Should this cease as there are fewer veterans of WWII still alive?</p> <p>Think back to In Flanders Field. What did we discuss in regards to symbolism of Poppy.</p>	To what extent can an item hold meaning?	Writing – creative task based on memorials of choice		<p>R3, R7</p> <p>So1-4 +6 C1-3 +5 Sp1-3+9-10</p>

		<p>Look at places of remembrance around the World –eg War based cemetery – are these the actual graves of soldiers or how are they symbolic? Look at the use of a rainbow for NHS. Look at information from Basildon Academy Ypres Trip over the years – should we visit these places?</p> <p>Look at the poppy displays at Tower Hill + Shoebury.</p> <p>Creative task – description of being at either of these places – 8 – 10 mins.</p> <p>Select powerful words from these.</p>				
16	War Photographer – Long Lasting Impacts	<p>Rank pictures from Modern War Zones – which of these do they find the most shocking + why?</p> <p>Why is a picture an effective way to capture a moment?</p> <p>What would happen if we didn't have them?</p> <p>Introduction to PTSD – what does this mean? How does it connect to previous poems – link to Shell Shock suffered by Own + Sassoon.</p> <p>Read through War Photographer – how do these tasks link to this poem?</p> <p>Identify meaning in each stanza.</p> <p>Quote selection of</p> <ul style="list-style-type: none"> -how do we know he saw terrible sights? -how does he react re seeing these? -what will others who look at the photos do? <p>Students to pick out one of these quotes to analyse what the writer is telling us within this + share their own opinion. Do they agree with this?</p>	Can a picture be as powerful as a phrase?	Reading – Evaluate pictures + quotes including own opinion	See Out of Hours Booklet Task 6	<p>R1, R2, R5, R6, R7</p> <p>So1-4 +6+8 C1-3 +5 Sp1-3, 6, 10</p>
17	In Times of Peace + The Last Post – What message are they giving our generation?	<p>How are people still impacted by war today?</p> <p>Do you think these are forgotten about? Why?</p> <p>Is there more support given to people suffering with aftermath of war today than during the World Wars?</p> <p>Evaluate what would be the most difficult aspects of adjusting to normal life after war – clip from SAS Ant Middleton re struggles of adjusting to civilian life.</p>	How can shocking situations have a long lasting impact?	<p>Reading Analysis / Inference questionin g on poem</p> <p>Reading – Evaluate –</p>		<p>R1, R2, R6, R7</p> <p>So1-4 +6 C1-3 +5 Sp1-3, 6, 10</p>

		<p>Read through In Times of Peace – which quotes show the struggles of adapting to life again. Why might there be so many questions repeated in the poem.</p> <p>Students to look at adding 5 more lines to the poem to sum up the struggles in the same form – 5-5 mins.</p> <p>Introduce second poem – The Last Post + idea of if we could go back in time to do things differently.</p> <p>Think about the way in which Owen used the title to his poem – look out for this again.</p> <p>What is she saying we could do if we turned back time?</p> <p>Select quotes to show the alternative lives of the men.</p> <p>Students to decide which poem they preferred from the 2 – give a reason why + vote on this.</p>		Quote selection		
18	Blue Book – Factual – Importance of the Past	<p>Remind students of the aspects of Factual Writing we have looked at in this unit.</p> <p>Introduce today’s statement – Factual</p> <p>‘It is important that we continue to learn about the events of the past’. What are your thoughts on this?</p> <p>Discuss aspects we could include in this</p> <ul style="list-style-type: none"> -why should we remember the past? -how can we remember the past? -What do you suggest for future generations? <p>Students to look at including expert quote, stat + clear introduction – 25 mins</p>	What are the dangers of neglecting the past?	Writing – Factual – Blue Book		R3, R7 So1-4 +6 C1-3 +5 Sp10
19	Recreating War Time Material	<p>Use to catch up on any aspects of previous lessons not completed which would like to.</p> <p>Mini Book Study – ‘The Book Thief’ – remind students of the Book burning clip from earlier in Unit. Show students clips from this to reflect on atmosphere</p> <p>Selection of Tasks based on Unit</p> <p>-Create Own War Propaganda poster + explain aspects</p>	What does War and Conflict do to a society?	Creation of own selected piece		R3, R5, R6, R7 So1-4 +6 C1-3 +5 Sp1-3 +9+10

		<ul style="list-style-type: none"> -Create own Propaganda poem -Create own poem about experiences -Create a blog based on war today -Creative writing based on 'The Book Thief' <p>Present idea backs on work completed.</p>				
20 + 21	War Documentary	<p>Watch suitable documentary about war – They Shall Not Grow Old – BBC Iplayer?</p> <p>Students should pause every 15 mins to write down 2 points from this – what has shocked them, what they have found effective etc</p>		Questioning		<p>R3 + R7</p> <p>So1-4 +6</p> <p>C1-3 +5</p> <p>Sp2, 3,6, 9,10</p>