



	Term one	Term Two	Term Three	Term Four	Term Five	Term Six
Week One	<p>Re-cap adjectives Inference Question 1(find 4 things) Find evidence to support a statement Guided structure for writing a Question 2 (8-mark) response Scaffold PEE responses and answer Question 2</p>	<p>A Christmas Carol Complete mind-map while watching play An Introduction to Scrooge Learning Objective(s): 1.Pupils will explore language and explain how Dickens creates Scrooge’s identity 2.Pupils will gain knowledge of the assessment criteria and understand how to structure a written response</p>	<p>Unseen Poetry</p> <ul style="list-style-type: none"> • Introduction to poetry skills -remember acronym (SHAMPOO) • Introduction to short poems (4 poems) • Annotate with devices and opinions of poem • Scaffolded PEE question 	<p>Introduction (J B Priestly - Life and writing - How the war years affected him) Importance social and historical context (1912/1945) I. Describe some aspects of the social and political background to the play. Inequality - wealth and status. I. Explain the differences between socialism and capitalism. ii. Evaluate how life would be different for working class and middle-class people in 1912 Watch Movie Version of the Play</p>	<p>Responding to Paper 2 Question 1 Recap implicit and explicit information for inference Answer Paper 2, Q1 (identify 4 true statements)</p> <p>Responding to Paper 2 Question 2 Find information from extracts Analyse words in a text Compare ideas and perspectives in two texts Guided structure for writing a Question 2 (8-mark) response Q2 – Summarise key differences between 2 sources (gap-fill for a modelled summary, then extend)</p>	<p>Remains by Simon Armitage To describe the key themes of ‘Remains’ by Simon Armitage. To analyse the use of language in detail in ‘Remains’ to explain its effects on the reader. To evaluate the effects of the structure of the poem on the reader.</p> <p>Kamikaze by Beatrice Garland To describe the events of the poem ‘Kamikaze’ To explain the dichotomy between life and death in the poem To evaluate the choices the pilot made and how the writer used voice to emphasize these</p>
Week Two				<p>Read and comment on use of stage directions. Analyse vocabulary from opening of play. Inference about the family, predictions, and initial impressions of the play. Plot summary. Who's who in Brumley? – Character introductions in Act 1 Character Profiles – Evaluate how the characters are presented to the audience at the beginning of the play Annotate Birling’s Speech Dramatic irony from opening extract - the effect of this on the reader. Explain the way in which Priestley presents Birling to the audience and why.</p>	<p>Responding to Paper 2 Question 3 Identify perspectives; and find quotations to support Explain how language devices are being used to promote and persuade according to a point of view Scaffold PEE responses and answer Question 3</p> <p>Responding to Paper 2 Question 4 – Effective comparison of ideas, perspectives, and writers’ methods Identify terminology (persuasive devices) Provide evidence and explanations that compare the methods (language,</p>	<p>War Photographer by Carol Ann Duffy To describe the key themes of ‘War Photographer’ by Carol Ann Duffy To explain how Duffy uses language in her poem to affect the reader To evaluate the impact of the structure on the reader</p> <p>Poppies by Jane Weir To describe the speaker’s thoughts and feelings in ‘Poppies’ To explain how Weir uses ‘Poppies’ to get across a message about the nature of war to the reader To evaluate how Weir combines the experiences of</p>



				<p>Evaluate the use of language techniques used by Priestley to impact on his audience through the character of Birling.</p>	<p>structure) used by 2 distinct sources Develop structure for analysis Analytical paragraphs (perspectives)</p>	<p>motherhood and war to impact on the reader</p>
<p>Week Three</p>	<p>Question 3 Identify Structural devices Annotating texts with techniques from glossary etc PEE paragraph on Structural devices Write analytical response to Question 3</p>	<p>Scrooge, Bob & Fred <i>Learning Objective(s):</i> 1.Pupils will explore language and explain how Dickens contrasts Scrooge with Fred/Bob 2.Pupils will gain some insight into Dickens' background Historical Context <i>Learning Objective(s):</i> 1.Pupils will explore Scrooge's attitude to the poor 2.Pupils will gain some insight into Victorian society (historical context) Marley's Chains and Warning <i>Learning Objective(s):</i> 1.Pupils will explore Marley's arrival and purpose in the novella 2.Pupils will practise using PEE & analysing extracts</p>		<p>Focus on Inspector Goole - dynamics/purpose/reactions/ analyse vocabulary. Explore his role. i.To describe the way Inspector Goole is introduced to the characters and the audience ii.To explain how Priestley introduces Goole and why Dynamics between Inspector and Mr Birling; The shift in power. Relationships: Gerald & Mr Birling Mr Birling & Eric Mrs Birling and Eric i. The effect of Mrs Birling's dominance on Eric</p>		<p>Exposure by Wilfred Owen To describe how Owen uses personification in his poem To explain what feelings Owen gets across to his readers and how To evaluate why Owen uses a refrain within his poem and how it impacts on his readers</p> <p>Storm on the Island by Seamus Heaney To describe the key ideas within 'Storm on the Island'. To explain how Heaney uses imagery and language to get across his ideas to the reader. To evaluate how Heaney uses contrasting images to create a sense of conflict within the poem.</p> <p>Checking Out Me History by John Agard To describe the key themes of Checking Out Me History by John Agard To explain how the use of historical figures reflects Agard's message To evaluate how the use of language in the poem emphasises its meanings</p>



<p>Week Four</p>				<p>Focus on Inspector Goole - dynamics/purpose/reactions/ analyse vocabulary. Explore his role. i.To describe the way Inspector Goole is introduced to the characters and the audience ii.To explain how Priestley introduces Goole and why Dynamics between Inspector and Mr Birling; The shift in power. Relationships: Gerald & Mr Birling Mr Birling & Eric Mrs Birling and Eric i.The effect of Mrs Birling’s dominance on Eric</p>	<p>Developing Writing skills for Section B - Question 5 (AO5 and AO6) drawing on new vocabulary and grammatical constructions from reading and applying these to writing for effects Understanding the differences between spoken and written language ii.formal and informal registers iii.standard English and other varieties of English Using Standard English confidently in writing and speech Imperative verbs, Modal verbs, Discourse markers --Using DAFOREST in Formal letters</p>	<p>Bayonet Charge by Ted Hughes To describe the feelings of the soldier in Bayonet Charge To explain how the writer uses language to communicate these feelings to the reader To evaluate the effectiveness of the poem in delivering its message to the reader The Charge of the Light Brigade by Alfred Lord Tennyson To describe the key themes of Tennyson’s poem To explain how he uses language to affect the reader To assess the similarities and differences between ‘The Charge of the Light Brigade’ and ‘Bayonet Charge’.</p>
<p>Week Five</p>	<p>Question 4 Using a Venn diagram to evaluate text Annotate text with techniques etc. Scaffold and answer question 4 Mini practice paper assessment (Q1-4)</p>	<p>The Ghost of Christmas Past 1.Pupils will empathise with Scrooge 2.Pupils will understand the character and function of Fezziwig Belle & Sympathy for Scrooge/Turning point of Scrooge’s behaviour 1.Pupils will be able to create a persuasive argument for a character Ghost of Christmas Present and the Cratchit Family Pupils will understand the importance of the Ghost of Christmas Present Pupils will be able to relate the historical context (a Victorian Christmas) to the novella</p>	<p>Know the assessment structure for unseen poetry Introduction to WILSON approach (what is it about, ideas, language, structure, opinion, now plan) Use this method to explore a poem comparative table on 2 poems PPE style answer to exam question (scaffolded) Mini assessment practice exam Q</p>	<p>Introduction to themes: responsibility, gender, class, and age. • Responsibility i. To explain how responsible Arthur feels about Eva Smith’s death ii. To evaluate how Sheila’s feelings about Eva’s death are different to her father’s and why. iii.Gerald and Sheila (what does it reveal about Gerald’s character? Is he responsible?) Age i.Arthur & Sybil - older generation - Priestley’s intentions. ii.Sheila & Eric - younger generation - Priestley’s intentions. iii.The dynamics between how Sheila & Eric react to Eva’s death iv.The dynamics between how Arthur & Sybil react to Eva’s death</p>	<p>Writing Speech and Articles Counter-arguments Anecdotal openings Proofread (AO6) Identify terminology (persuasive devices) Building persuasive arguments Develop written perspectives Paper 2 Exam-Style Response Create an effective non-fiction writing plan and response</p>	<p>The Prelude by William Wordsworth To describe the key themes of The Prelude extract by William Wordsworth To analyse the use of language and tone within the extract To evaluate the effectiveness of our analytical paragraphs The Emigree by Carol Rumens To describe the key themes of The Emigree To explain how the writer gets across their ideas to the reader using language To evaluate the effectiveness of our analytical paragraphs on the themes of the poem Practice Exam Questions</p>



		<p>Pupils will understand the importance of the Cratchit family</p>		<p>v.How is Sheila’s reaction different to her parents? vi.What does this reveal about Sheila and how does she change? Class - Examine the contrast and dynamics between Sheila and Eva. Use quotations in written work to support opinions.</p>		
<p>Week Six</p>				<p>More Themes; social conscience/power/honesty/wealth Power, who has the most? ii. Gerald or Mr Birling? iii. Mr Birling or the Inspector Linking of themes throughout the play to quotes– mind maps; key words/connotations/devices/effect. Links to theme and context. Develop understanding of the themes - Priestley’s intentions; Socialism/Capitalism and effect on the audience. Key theme: Is the Inspector real - The phone call. Planning answering sample exam questions.</p>	<p>Anthology of Poetry – Power and Conflict Introduction to Power and Conflict Brief summary and overviews of the 15 poems Ozymandias by Percy Shelley To describe the way Ozymandias is shown in Shelley’s poem To explain the writer’s attitude to Ozymandias and the effects of power To evaluate the writer’s use of language and structure to emphasise meaning to the reader</p>	
<p>Week Seven</p>	<p>Question 5 Create descriptive word bank Develop vocab using dictionary and thesaurus Develop techniques using relevant terminology. Develop structure and punctuation. Write a structured short story Describe a picture using language techniques</p>	<p>Ignorance & Want 1.Pupils will understand the significance of Ignorance & Want 2.Pupils will gain a deeper understand of Dickens’ moral message Ghost of Christmas Yet to Come 1.Pupils will explore the character of the Ghost of Christmas Yet To Come Death & Consequences 1Pupils to explore the Christmas Ghosts Scrooge’s Redemption 1.Pupils will begin to consider the transformation of Scrooge 2.Pupils will evaluate the structure of the novella</p>			<p>London by William Blake To describe the key themes in Blake’s ‘London’ To explain how Blake uses language to get across his themes to the reader To evaluate the effects of the use of language on the reader Tissue by Imtiaz Dharker To describe the key ideas shown in ‘Tissue’ To explain how the writer uses the motif of light and the symbol of paper in the poem To evaluate the factors that influenced Dharker’s writing of the poem</p>	



					<p>My Last Duchess by Robert Browning To describe the ways Browning portrays both the Duke and the Duchess in 'My Last Duchess'. To explain how Browning uses language to get across these portrayals to the reader. To assess the similarities and differences between 'My Last Duchess' and any other poem.</p>	
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