



Big Picture

This scheme of learning helps to promote our pupils' empathy skills as they are exposed to a range of poems that are written from differing perspectives and for differing purposes. Pupils will make thematic links between the poems and consider the messages behind each poem, in relation to what they teach us about power, conflict and society.

Sequence 1: Theme: panic (links to extracts in Paper 1)

Pupils will analyse the poem Storm on the Island, looking particularly at the power of nature. Pupils to analyse the language, structure and form of the poem. The idea of **blank verse** is introduced. Links are to be made to the other poems which portray the power of nature.

Pupils will analyse the poem Extract from The Prelude, looking particularly at the power of nature. Pupils to analyse the language, structure and form of the poem. The idea of an **epic poem** is introduced.

Pupils will analyse the poem Bayonet Charge, looking particularly at the idea of conflict. Pupils to analyse the language, structure and form of the poem. The idea of a **cyclical structure** is introduced.

Formative Assessment and Homework: Pupils will consolidate their knowledge by completing the challenge grids for each poem.

Sequence 2: Theme: redemption and regret (links to ACC)

Pupils will analyse the poem Checking Out Me History, looking particularly at the power of the place. Pupils to analyse the language, structure and form of the poem. The idea of a **dialect/idiolect** is introduced.

Pupils will analyse the poem Remains, looking particularly at the idea of conflict. Pupils to analyse the language, structure and form of the poem. The idea of a **quatrain** is introduced.

Pupils will analyse the poem War Photographer, looking particularly at the idea of conflict. Pupils to analyse the language, structure and form of the poem. The idea of a **chaotic structure** is introduced. Pupils are encouraged to look for other poems that include a chaotic structure.

Formative Assessment and Homework: Pupils to complete tier two vocabulary work sheets, with the view to using these words as part of their written responses.

Sequence 3: Theme: power and tyrannical leadership (links to Macbeth)

Pupils will analyse the poem Ozymandias, looking particularly at the power of the individual. Pupils to analyse the language, structure and form of the poem. The idea of a **sonnet** is introduced.

Pupils will analyse the poem My Last Duchess, again looking particularly at the power of the individual. Pupils to analyse the language, structure and form of the poem. The idea of a **dramatic monologue** is introduced. Links are to be made to Ozymandias.

Pupils will analyse the poem The Charge of The Light Brigade, looking particularly at the idea of conflict. Pupils to analyse the language, structure and form of the poem. The idea of a **ballad/narrative poem** is introduced.

Pupils will analyse the poem London, again looking particularly at the power of the individual. Pupils to analyse the language, structure and form of the poem. The idea of a **quatrain** is introduced. Links are to be made to Ozymandias and My Last Duchess.

Formative Assessment and Homework: Pupils will continue to complete the consolidation grids for each poem.:

Sequence 4: Theme: individuals (links to Paper 2)

Pupils will analyse the poem Tissue, looking particularly at the power of the place. Pupils to analyse the language, structure and form of the poem. The idea of a **single word analysis** is introduced.

Pupils will analyse the poem The Emigree, looking particularly at the power of the place. Pupils to analyse the language, structure and form of the poem. The idea of a **connotation** is introduced. Pupils should compare the presentation of place to London.

Sequence 5 Y11: Theme: war (links to AIC)

Pupils will analyse the poem Exposure, looking particularly at the power of nature. **The idea of half rhyme is introduced.** Pupils to analyse the language, structure and form of the poem. Links are to be made to the other poems which portray the power of nature

Pupils will analyse the poem Poppies, looking particularly at the idea of conflict. Pupils to analyse the language, structure and form of the poem. The idea of a **free verse** is introduced.

Pupils will analyse the poem Kamikaze, looking particularly at the power of the place. Pupils to analyse the language, structure and form of the poem. The idea of **alternative interpretations** is introduced.

Formative Assessment and Homework:

English – Yr 10 Poetry – Autumn 2

Developing Cultural Capital:

Pupils will explore historical and social context of each poem. Issues regarding class, gender, freedom, power and conflict will be explored throughout the topic.

In this unit, pupils will explore the poems through images, visual stimuli, extracts from real victims of war and video clips which will ensure a multimodal and immersive experience.

Progression Model:

Pupils will begin by learning the skill, to then learning to apply the skill to a written response. Pupils will then develop skills in planning, modelling and evaluating their learning so that they can enhance their written responses. This, in turn, will prepare them for literature paper 2.

Reinforcement and Retrieval Practice

Subject terminology is embedded methodically throughout Unit 1. Language terminology is taught explicitly in Sequence 2 and then interspersed throughout the four sequences in order to consolidate understanding and strengthen confidence with a range of linguistic features.

AFL is used during every sequence to assess understanding. This is achieved through both peer and teacher feedback. Questioning is embedded in all lessons and developed in a plethora of ways: peer questioning, teacher questioning, higher order questioning etc.

Spaced learning has been considered: pupils will revisit poems in each cluster to see how thematic links can be made between poems.

The end of unit assessment will be a reading assessment focusing primarily on the use of language and structure.

L8 and 13 will be marked in depth by the class teacher using the GCSE mark scheme. Pupils will have the opportunity to read the feedback and “upgrade” their work using the critique given.

The variety of tasks chosen throughout this scheme are to really focus on empathy and understanding other people’s viewpoints. It is to encourage pupils to really the power of language and how it can be used effectively.



English – Yr 10 A Christmas Carol – Revision Au 2

Big Picture

This scheme of learning helps to promote our pupils' knowledge of society and the individual. Through Dickens, pupils will examine how society has changed since the Victorian era and will begin to look at texts thoughtfully and critically. Pupils will see how texts, and characters, are designed as conscious constructs, often to teach society important lessons.

The lessons in this scheme are to be read alongside the novella.

Sequence 1: Understanding context

What was Victorian Britain like? An Introduction to Cornell Notes. Pupils should have an understanding of the term 'context' and have an awareness of the key events in Victorian England.

Context Carousel. Pupils consolidate their knowledge by teaching each other, in more depth, about the Victorian era. High ability learners can 'coach' others.

Formative Assessment and Homework:

Pupils to complete Cornell notes in class, and whilst reading each stave, which can then be used as a mechanism for pupils to test their knowledge.

Sequence 2: Key characterisation

What are our first impressions of Scrooge? How is he presented as an outsider? Pupils should be introduced to the **idea of characterization**, paying particular notice to **figurative devices** within the initial introduction. Teachers could introduce **the idea of an antithesis**, through Fred.

What is the relevance of Marley? How does he reflect attitudes of the rich? Pupils should link their knowledge of Victorian context to Marley's characterization. What does he represent? Pupils should **focus on metaphor** and what his chains represent.

What is the relevance of the first ghost? Why is it described in this particular way? Pupils should focus on the **idea of a connotation** and discuss the connotations of the ghost's appearance.

What is the relevance of the places the Ghost of Christmas Past takes Scrooge? What is learnt at each point? Pupils should revisit the idea of **authorial intent**. Why is it important for Scrooge to visit these places? **How is the text being used as didactic?**

How is the Ghost of Christmas Present presented? Pupils to be introduced to the idea of symbolism and motif. Pupils to explore examples in the text.

How do the Cratchit family show the struggles of the poor? Pupils to revisit the context. How are the Cratchit family a representation of the poor? Introduce **the idea of a theme**, in order to develop this further in the next sequence.

What is the significance of Ignorance and Want? Revisit the idea of a metaphor. How are these characters a metaphor for society?

Formative Assessment and Homework:

Pupils to use the ACC takeaway menu for homework alongside this sequence.

Sequence 3: Key themes and ideas

How is Scrooge's fear shown in the novella so far? Is his change legitimate so far? Pupils to recap on learning so far. How is the theme of fear evident in the novella? Pupils to revisit key quotations.

How does Dickens create mood and atmosphere in Stave 4?

Introduce the idea of tension and suspense. Pupils to look for techniques that writers adopt and make analytical comments.

How does Dickens present the theme of change throughout the novella? Once finishing the novella, examine change as a key theme. How is Scrooge's change tracked? Introduce the idea of **cyclical structure** and Dickens' reasons for adopting this.

Formative Assessment and Homework:

Pupils to use the ACC Knowledge Organiser. This will aid weekly knowledge quizzes.

Sequence 4: Constructing a response

How do we annotate? Teachers to model effective annotations. Pupils to practice annotating parts of the text and offering analysis.

How do we effectively plan a response? Teacher is to model effective ways of planning.

How do we analyse key words?

How do we write an introduction?

Lessons beyond this point should focus on reflecting and improving work.

Formative Assessment and Homework:
Metacognitive strategies should be adopted here.

Written essay on a key theme/idea within the novella.

STRETCH OPPORTUNITY: pupils study critical essays on ACC and apply ideas to their own writing.

English – Yr 10 A Christmas Carol – Revision Au 2

Developing Cultural Capital:

Pupils will explore historical and social context of the text. Issues regarding class, gender, redemption, poverty and the patriarchy will be explored throughout the topic.

In this unit, pupils will explore the texts through images and visual stimuli. Dual coding will be used alongside teaching to aid pupils with retention of key knowledge.

High ability pupils will be introduced to scholarly articles relating to key concepts in the novella and will be encouraged to transfer such skills into their own writing.

Progression Model:

Pupils first gain an understanding of context so that this can aid their understanding of key themes and characters within the text. Pupils then move onto analyzing key characters which will then lead into sequence 3 where pupils can discuss characters thematically. The final sequence focusses on examination skills and pupils are offered the chance to demonstrate and apply knowledge from the learned sequences.

Reinforcement and Retrieval Practice

Subject knowledge organisers are used alongside learning and are used as starters within lesson.

Pupils are to use the Cornell Note taking system to assist them in organising their own learning. Pupils will self-test and self-regulate the Cornell Notes.

AFL is used during every sequence to assess understanding. This is achieved through both peer and teacher feedback. Questioning is embedded in all lessons and developed in a plethora of ways: peer questioning, teacher questioning, higher order questioning etc. Pupils use the question matrix to construct their own questions too.

The end of unit assessment will be a reading assessment focusing primarily on the key characters/themes in the novella.

L16 will be marked in depth by the class teacher using the AQA English Literature mark scheme. Pupils will have the opportunity to read the feedback and “upgrade” their work using the critique given.