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| Subject | English |
| Term | Cycle 3 |
| Duration (approx.) | 12 weeks |
| Module | Journey's End—R C Sherriff & linked |

Skills and concepts to be developed and assessed (linking to identified AOs)

Reading – Development of cultural and critical understanding of ideas. Engaging with important texts and exploring how ideas, experiences and values are portrayed differently. Engaging with texts and understanding/ exploring main ideas and issues. Reading for meaning: extract, interpret, analyse and evaluate. Understand how writer’s create meaning in texts.

Writing — Composition: write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader. Explain or describe information **in non fiction forms**. Uses clear structure to support meaning. Vary sentences for effect and nuance.

Technical Accuracy: Use grammar accurately, signal sentence structure through effective range of punctuation; spell correctly. Drafting process: proof read, edit and self correct.

Spoken language – performance/ presentational skills using a range of techniques to engage an audience. Ability to speak fluently, confidently and persuasively. Ability to listen carefully to others and to explore and develop ideas through pertinent questioning.

Conceptual focus:

Introducing students to the Literature of the First World War, this unit also develops knowledge of the dramatic form in preparation for GCSE English Literature and our study of “An Inspector Calls” in Year 10. There is much scope for personal, spiritual and moral development of students as we consider the impact of conflict on people and the effects of war through drama and poetry.

Factual knowledge to be taught and assessed (including subject specific vocabulary).

Context to WW1

Keywords:

Conscription, propaganda, heroism, cowardice, deception, patriotism, stoicism, jingoism, realism, escapism, humility, innocence, naivety

Formative Assessment/key pieces of work prior to end of unit:

Reading: Analysis of key passages/ speeches; analysis of structural features (exposition) and stage directions

Writing: an account, letter home, or diary from the point of view of the soldier, paying close attention to conventions of NF fiction forms.

Spoken Language: Group discussions on key aspect of study / Big Question

Summative Assessment

Reading: Analysis of how key issue/ theme is presented through key characters

Writing Non Fiction: an account, letter home, or diary from the point of view of the soldier paying close attention to conventions of NF fiction forms.

Spoken Language: Group/ pair presentation to class on key aspect of study/ Big Question

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Building/ developing on Shakespeare plays in Year 8 and laying the foundation for the study of Modern drama in Year 10. Exploring how a modern play works -stagecraft/ performance literal and inferential comprehension. Analysis of how language/ structure/ form works to create meaning – learning how to develop analysis, extending ideas & writing PEARL paragraphs with developed links to context. Producing clear and coherent texts. Writing creatively for impact

Spelling-Punctuation-Grammar

How will you promote high standards within this module?

Suffix: (in context) ‘-isms’ (ref: keywords)

Idioms: (in context) e.g. Lamb to the slaughter
Expectation of proof reading and self -correcting of written work for technical accuracy.

Link forward: where next for the learning?

Apply and build on skills developed here when studying “An Inspector Calls”—GCSE English Literature set text in Year 10