

**Year 9 – Term 1 – Conflict Poetry** – This Unit intends to give students the opportunity to study an Anthology of Poetry in the same way they will study the GCSE Literature Anthology of Poetry. Students will study a range of poetry spanning WW1, WW2, the Cold War, as well as modern conflicts such as the IRA bombing and 9/11. Through studying these ‘Conflict’ themed poems, students will continue to develop their knowledge of how to effectively annotate a poem, both independently and as a class, and how to identify and analyse a range of both language and structural features. This Unit will also focus on the context of each poem and teach students how to link the context of the poem to their analysis. This Unit directly feeds forward to the study of the ‘Anthology of Poetry’ students will study for their GCSE Literature exam. This Unit feeds on from the previous poetry studied across KS3, including the Unit of Romantic Poetry, as well as all of the Shakespeare plays, such as Macbeth, that have been studied.

|   | <b><u>Lesson Intent</u></b><br>(i.e. how does support learning in the next lesson/future lesson/exam prep, etc)  | <b><u>Daily Retrieval/Teach for memory (vocabulary)</u></b>               | <b><u>Activities/Assessment (to including the metacognitive/learning verb)</u></b>   | <b><u>Homework/Literacy Map</u></b> |
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| <u>Week 1: KG/s and Overview</u><br><b>Lesson 1 –</b><br>KG: To <b>explain</b> how ‘Who’s for the Game’ is a piece of pro-war propaganda. | <b>Lesson 1 –</b> This lesson intends to introduce students to the concept of propaganda and how poetry can be used as a form of propaganda. They will develop their knowledge of how a poet can use language to emotionally manipulate the reader.<br><i>This feeds on from the study of Romantic Poetry Unit in Year 8, as well as other poetry studied, such as Poe’s The Raven. Also feeds on from the poetry of Shakespeare’s plays, such as ‘Macbeth’.</i><br><i>Feeds forward to next lesson where students will be comparing this poem to another pro-</i> | <b>Lesson 1 -</b><br><b>New:</b> Propaganda<br><b>Retrieve:</b> Privilege | <b>Lesson 1 –</b><br>1.) Vocabulary and prior knowledge daily retrieval slides.<br>2.) Show students propaganda posters and work with a partner to analyse the effect of these and what causes the effect. Introduce students to Jessie Pope and who she was and why she wrote war poetry. Read ‘Who’s for the Game’ as a class and model annotation process, which students do also. As you read, discuss how Poe’s use of language would convince the men to join the army. Students write an <b>explanation</b> of how ‘Who’s for the Game’ is a piece of pro-war propaganda. |                                     |

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|   | <p>war poem 'Peace' by Rupert Brooke.<br/>This feeds forward to the study of the Anthology Poetry and the Unseen Poetry for the Literature GCSE.</p>  |  |  |  |
| <p><b>Lesson 2 –</b><br/>KG: To <b>compare</b> how 'Who's for the Game' and 'Peace would persuade men to join the army.</p> | <p><b>Lesson 2 –</b> This lesson intends to develop students' comparative skills by comparing how the use of language in both poems would persuade the men to join the war effort.<br/>This feeds on from the study of Romantic Poetry Unit in Year 8, as well as other poetry studied, such as Poe's 'The Raven'. Also feeds on from the poetry of Shakespeare's plays, such as 'Macbeth'.<br/>Feeds forward to next lesson where students will link these pro-war poems to poems written by soldiers who experienced war in the trenches.<br/>This feeds forward to the study of the Anthology Poetry and the Unseen Poetry for</p> | <p><b>Lesson 2 -</b><br/><b>New:</b> Patriotic<br/><b>Retrieve:</b> Profound</p> | <p><b>Lesson 2 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Watch short video clips and make notes on who Rupert Brooke was and why he wrote 'Peace'. Read 'Peace' and model annotation process and students annotate their own copy. Students discuss the similarities and differences between how 'Peace' and how 'Who's for the Game' use language to persuade men to join the war effort. Teacher models a mini PEE comparative paragraph and students then pick one pair of quotes and write their own comparative mini PEE paragraph.</li> </ol> |  |

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|  | <p>the Literature GCSE. Also feeds forward to the comparative element of the GCSE Language exam.</p>   |   |   |  |
| <p><b>Lesson 3 – To compare</b> how war is presented in ‘God! How I Hate You’ and ‘Peace’.</p> | <p><b>Lesson 3 –</b> This lesson intends for students to develop their comparative skills from last lesson to compare ‘Peace’ to an anti-war poem by a soldier who actually fought in the trenches. Students will explore how the context of both poems causing the opposite impression of the war. This feeds on from the study of Romantic Poetry Unit in Year 8, as well as other poetry studied, such as Poe’s ‘The Raven’. Also feeds on from the poetry of Shakespeare’s plays, such as ‘Macbeth’. Feeds forward to next lesson where students will link the knowledge of the poems they have studied so far to two of the most prolific poets of WW1, Owen and Sassoon. This feeds forward to the study of the Anthology Poetry and</p> | <p><b>Lesson 3 –</b><br/> <b>New:</b> Jingoistic<br/> <b>Retrieve:</b> Derision</p> | <p><b>Lesson 3 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Introduce students to the context of ‘God! How I Hate You’. Students compare the context of this poem to that of ‘Peace’. What similarities and differences might they expect from the poems? Read and annotate as a class ‘God! How I Hate You’ and discuss how West presents war. Students then draw a Venn Diagram and write ‘Peace’ above one circle and ‘God! How I Hate You’ above the other. The similarities go where the circles cross over and the differences where they don’t. Students write a <b>summary</b> of why the poems present such different impressions of war.</li> </ol> |  |

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|  | <p>the Unseen Poetry for the Literature GCSE. Also feeds forward to the comparative element of the GCSE Language exam.</p>  |  |  |  |
| <p><b>Lesson 4 –</b><br/>KG: To <b>analyse</b> how Sassoon uses satire in his war poetry</p> | <p><b>Lesson 4 –</b> This lesson intends to introduce students to the WW1 poetry written by the men who fought in the trenches. Students will begin to recognise how the poet's own experiences in the trenches influences the mood and tone of their poetry and how this reflects the feelings of the men who fought in WW1.</p> <p>This feeds on from the study of Romantic Poetry Unit in Year 8, as well as other poetry studied, such as Poe's 'The Raven'. Also feeds back to the poetry of Shakespeare's plays, such as 'Macbeth'. Also feeds on from the texts studied where we explore the context of the novel and what influenced the writer's, such as 'Animal Farm',</p> | <p><b>Lesson 4 -</b><br/><b>New:</b> Satire<br/><b>Retrieve:</b> Subvert</p> | <p><b>Lesson 4 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Watch short video clip from a WW1 film <a href="https://www.youtube.com/watch?v=0A136W6br_0">https://www.youtube.com/watch?v=0A136W6br_0</a></li> </ol> <p>Students make notes on how the soldiers would be feeling. Introduce students to who Siegfried Sassoon was and why he write poetry. Put students in groups of no more than four and give them either 'Suicide in the Trenches', 'The Hero' or 'Base Details'. In their groups students independently annotate the poem they've been given, analysing how Sassoon uses satire in the poem and its effect. One group for each poem feeds back to the rest of the class and all students annotate the other poems their group haven't read.</p> | <p>Reading Journal and Vocabulary Retrieval.</p> |

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|   | <p>'The Lord of the Flies' and 'The Crucible'.<br/>         Feeds forward to the next lesson where students will continue studying Sassoon's poetry.<br/>         This feeds forward to the study of the Anthology Poetry and the Unseen Poetry for the Literature GCSE.<br/>         Also links to the study of the context in the GCSE Literature set texts.</p>   |   |   |  |
| <p><u>Week 2: KG/s and Overview</u><br/> <b>Lesson 5 –</b><br/>         KG: To <b>analyse</b> and <b>evaluate</b> how Sassoon uses sarcasm to present the horror of war</p> | <p><b>Lesson 5 –</b> This lesson intends for students to continue their study of Sassoon's poetry and how he uses satire, sarcasm and simple language, rhythm and rhyme to effectively present the horror of war.<br/>         This feeds on from the study of Romantic Poetry Unit in Year 8, as well as other poetry studied, such as Poe's The Raven. Also feeds on from the poetry of Shakespeare's plays, such as 'Macbeth'. Also feeds on from the texts studied where we explore the context of</p> | <p><b>Lesson 5 -</b><br/> <b>New:</b><br/>         Sarcasm<br/> <b>Retrieve:</b><br/>         Ludicrous</p> | <p><b>Lesson 5 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Recall what students learnt about Sassoon in their last lesson. Read Sassoon's declaration. How does this explain the sarcastic and satirical tone of his poetry? As a class, discuss and annotate 'Does it Matter?' How is this poem similar or different to the Sassoon poetry you read last lesson? Teacher models as answer to the following question: How does Sassoon use sarcasm to present the horror of war? Students pick their own quotation and use the model to write their own answer.</li> </ol> |  |

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|   | <p>the novel and what influenced the writer's, such as 'Animal Farm', 'The Lord of the Flies' and 'The Crucible'.</p> <p>Feeds forward to next lesson where students will apply this knowledge to a Wilfred Owen poem that they will study for their assessment.</p> <p>This feeds forward to the study of the Anthology Poetry and the Unseen Poetry for the Literature GCSE. Also links to the study of the context in the GCSE Literature set texts.</p> |   |  |  |
| <p><b>Lesson 6 –</b><br/>KG: To <b>analyse</b> and <b>evaluate</b> how Owen presents the horror of war in 'Anthem for Doomed Youth'</p> | <p><b>Lesson 6 –</b> This lesson intends for students to begin their study of Owen's poetry, who is considered to be one of the most prolific WW1 poets. Students will learn about his connection to Sassoon and what contextually influenced Owen's poetry.</p> <p>This feeds on from the study of Romantic Poetry Unit in Year 8, as well as other poetry studied, such as Poe's</p>  | <p><b>Lesson 6 -</b><br/><b>New:</b> Massacre<br/><b>Retrieve:</b> Demented</p> | <p><b>Lesson 6 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Show short video clip to introduce students to Wilfred Owen and his experiences in WW1. Students make notes. What do they expect from his poetry? Students read and annotate 'Anthem for Doomed Youth' as a class and discuss how it presents the horror of war. Students pick one quotation and write a brief evaluation on why they find it the more effective use of language in presenting the horror of war.</li> </ol> |  |

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|   | <p>'The Raven'. Also feeds on from the poetry of Shakespeare's plays, such as 'Macbeth'. Also feeds back to the texts studied where we explore the context of the novel and what influenced the writer's, such as 'Animal Farm', 'The Lord of the Flies' and 'The Crucible'.</p> <p>Feeds forward to next lesson where students will begin preparing for their assessment on this poem.</p> <p>This feeds forward to the study of the Anthology Poetry and the Unseen Poetry for the Literature GCSE. Also links to the study of the context in the GCSE Literature set texts.</p> |  |  |  |
| <p><b>Lesson 7 –</b><br/>KG: To <b>analyse</b> and <b>evaluate</b> how Owen presents the horror of war in 'Anthem for Doomed Youth'</p> | <p><b>Lesson 7 –</b> This lesson intends for students to use their analysis of 'Anthem for Doomed Youth' from last lesson to prepare for an assessment, analysing and evaluating how the horror of war is presented. Students must link the poem to its context.</p>   | <p><b>Lesson 6 -</b><br/><b>New:</b> Treachery<br/><b>Retrieve:</b> Sombre</p> | <p><b>Lesson 7 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students revise their annotation of 'Anthem for Doomed Youth' and how Owen presents the horror of war. Students pick 3-6 short quotations that they are going to use to answer the question: How does Owen present the horror of war in 'Anthem for Doomed Youth'? Students should explode their quotations in their books. Students should also link their contextual knowledge to their quotations.</li> </ol> | <p>Reading Journal and Vocabulary Retrieval.</p> |

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|  | <p>Feeds on from all prior reading assessments where students have had to write in the mini PEE structure of analytical writing, including the Lord of the Flies essay, the Sherlock analysis the Cratchit analysis, as well as the analytical writing completed for texts such as 'Animal Farm', 'The Crucible', 'Macbeth' and the Romantic Poetry.</p> <p>Feeds forward to next lesson where students will complete their assessment.</p> <p>This feeds forward to the study of the Anthology Poetry and the Unseen Poetry for the Literature GCSE. Also links to the study of the context in the GCSE Literature set texts.</p> |   | <p>Teacher live models and effective overview and first mini PEE paragraph.</p>  |  |
| <p><u>Week 3: KG/s and Overview</u><br/> <b>Lesson 8 –</b><br/>         KG: To <b>analyse</b> and <b>evaluate</b> how Owen presents the horror of war in</p> | <p><b>Lesson 8 –</b> This lesson intends for students to complete their assessment, analysing and evaluating how Owen presents the horror war in 'Anthem fir Doomed Youth'.</p>  | <p><b>Lesson 8 –</b><br/>         N/A</p> | <p><b>Lesson 8 –</b></p> <ol style="list-style-type: none"> <li>1.) Students check over their plans and quotations selected last lesson and teacher revises modelling from previous lesson.</li> <li>2.) Students have 40 minutes to complete the assessment.</li> </ol> |  |



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| <p>'Anthem for Doomed Youth'</p>  | <p>Feeds on from all prior reading assessments where students have had to write in the mini PEE structure of analytical writing, including 'The Lord of the Flies' essay, the Sherlock analysis the Cratchit analysis, as well as the analytical writing completed for texts such as 'Animal Farm', 'The Crucible', 'Macbeth' and the Romantic Poetry.</p> <p>Feeds forward to next lesson where students will study another poem by Owen, focusing on the long-term effects war had on the soldiers who survived.</p> <p>This feeds forward to the study of the Anthology Poetry and the Unseen Poetry for the Literature GCSE. Also links to the study of the context in the GCSE Literature set texts.</p> |   |   |  |
| <p><b>Lesson 9 –</b><br/>KG: To use deliberate language choices to write from</p> | <p><b>Lesson 9 -</b> This lesson intends for students to use another Owen poem as a starting point for their own</p>  | <p><b>Lesson 9 –</b><br/><b>New:</b><br/>Ghastly<br/><b>Retrieve:</b><br/>Mortification</p> | <p><b>Lesson 9 –</b><br/><b>1.)</b> Vocabulary and prior knowledge daily retrieval slides.<br/><b>2.)</b> Students read and annotate 'Disabled' by Wilfred Owen. As they read and annotate the poem the</p> |  |

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| <p>the point of view of the soldier in 'Disabled'</p>  | <p>short piece of creative writing, using language choices for deliberate effect to convey the emotions of the soldier.<br/>         Feeds on from all previous writing assessments, such as the 'Workhouse Report' and their own Detective story, as well as their speech when studying Animal Farm.<br/>         Feeds forward to next lesson where students will study a conflict poem from WW2.<br/>         Feeds forward to the writing sections of the GCSE English Language Narrative and Transactional writing sections.</p> |  | <p>class should be discussing how the poem presents the emotions and experiences of the soldier. Students will then plan their own short piece of creative writing where they will be imagining they are the soldier from 'Disabled' and write what they are thinking they wish they should write in a diary about what they're feeling and their experiences both about the war and about their injuries. Students should consider how they can use deliberate language choices to convey the emotions and experiences of the soldier. Students should then write their mental diary entry.</p>                               |  |
| <p><b>Lesson 10 –</b><br/>         KG – To analyse how Douglas shows the effect war has on civilians in Vergissmeinnicht</p> | <p><b>Lesson 10 –</b> This lesson intends for students to begin to consider how war affected those left at home and the loved ones of the soldiers.<br/>         This feeds on from the study of Romantic Poetry Unit in Year 8, as well as other poetry studied, such as Poe's 'The Raven'. Also feeds back to the poetry of Shakespeare's plays, such as 'Macbeth'. Also</p>  | <p><b>Lesson 10 -</b><br/> <b>New:</b> Abased<br/> <b>Retrieve:</b><br/>         Introspective</p> | <p><b>Lesson 10 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students learn about who Keith Douglas was and what inspired his poetry. Students read and annotate his poem 'Vergissmeinnicht' and discuss not only how this poem presents war but also how it presents the effect of war on civilians and those loved ones at home. Why do they think Douglas chose to focus on an enemy soldier and his partner? Students pick one short quotation and write a mini PEE analysing how Douglas presents the effect war has on civilians.</li> </ol> |  |

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|   | <p>feeds back to the texts studied where we explore the context of the novel and what influenced the writer's, such as 'Animal Farm', 'The Lord of the Flies' and 'The Crucible'.</p> <p>Feeds forward to next lesson where students will continue to explore the theme of conflict in a more modern poem. This feeds forward to the study of the Anthology Poetry and the Unseen Poetry for the Literature GCSE. Also links to the study of the context in the GCSE Literature set texts.</p> |  |  |  |
| <p><b>Lesson 11 –</b><br/>KG – To analyse and evaluate how McGough uses satire to present the absurdity of war in 'Icarus Allsorts'</p> | <p><b>Lesson 11 –</b> This lesson intends for students to study a more modern poem and how McGough uses satire, as well as a specific rhythm and rhyming structure to present the horror of war. This poem is very different in tone and style to the previous poems studied and students will evaluate the effectiveness of this poem against the</p>   | <p><b>Lesson 11 –</b><br/><b>New:</b> Absurd<br/><b>Retrieve:</b> Satire</p> | <p><b>Lesson 11 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students learn about the Roger McGough and the context of the poem. Students learn about the Cold War and how this affected society at the time and how this influenced McGough. Students read and annotate 'Icarus Allsorts', discussing how McGough uses satire and a specific rhythm and rhyme to reflect the absurdity of war. Students write a mini PEE paragraph in response to the following question: How does McGough present war as absurd in 'Icarus Allsorts'?</li> </ol> | <p>Reading Journal and Vocabulary Retrieval.</p> |

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|   | <p>poems they have already studied.</p> <p>This feeds on from the study of Romantic Poetry Unit in Year 8, as well as other poetry studied, such as Poe's The Raven. Also feeds on from the poetry of Shakespeare's plays, such as 'Macbeth'. Also feeds on from the texts studied where we explore the context of the novel and what influenced the writer's, such as 'Animal Farm', 'The Lord of the Flies' and 'The Crucible'.</p> <p>Feeds forward to next lesson where students study another contemporary poem, linking into the theme of the last few poems we will study; terrorism.</p> <p>This feeds forward to the study of the Anthology Poetry and the Unseen Poetry for the Literature GCSE. Also links to the study of the context in the GCSE Literature set texts.</p> |  |                           |  |
| <p><u>Week 4: KG/s and Overview</u></p> | <p><b>Lesson 12</b> – This lesson intends to get students</p>   | <p><b>Lesson 12</b> –<br/><b>New:</b> Militant</p> | <p><b>Lesson 12</b> –</p> |  |

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| <p><b>Lesson 12 –</b><br/> <b>KG:</b> To analyse how Dharker present the terrorist in ‘The Right Word’</p> | <p>to consider the theme running through our last three poems in the Unit: terrorism. In this poem Dharker cleverly makes the reader consider the word ‘terrorist’ and its connotations and how the word will mean different things to different people. Students will consider the power of the words we use and the judgements we make as a result of them.</p> <p>This feeds on from the study of Romantic Poetry Unit in Year 8, as well as other poetry studied, such as Poe’s ‘The Raven’. Also feeds on from the poetry of Shakespeare’s plays, such as ‘Macbeth’. Also feeds on from the texts studied where we explore the context of the novel and what influenced the writer’s, such as ‘Animal Farm’, ‘The Lord of the Flies’ and ‘The Crucible’.</p> <p>Feeds forward to the next lesson where students will be continuing their</p> | <p><b>Retrieve:</b><br/> Indoctrinate</p> | <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Introduce students to the poet, Imitaz Dharker, and the context of the poem. Discuss with students modern day terrorism and where the word developed from. Read and annotate ‘The Right Word’ as a class and discuss how Dharker explores the connotations of the word ‘Terrorist’ and the power of the words we use. Also discuss how Dharker changes our view and goes right back to this ‘terrorist’ as an innocent child: what impression is she trying to give us here? Students pick one quotation and write a mini PEE in response to the following question: How does Dharker present the terrorist in The Right Word?</li> </ol> |  |
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|   | <p>exploration of modern-day terrorism through focusing on a poem about the IRA bombings. This feeds forward to the study of the Anthology Poetry and the Unseen Poetry for the Literature GCSE. Also links to the study of the context in the GCSE Literature set texts.</p>  |   |   |  |
| <p><b>Lesson 13 –</b><br/>KG: To analyse the effect of the use of punctuation in Belfast Confetti</p> | <p><b>Lesson 13 –</b> This lesson intends for students to study how punctuation can be used for deliberate effect in poetry and to develop their understanding of how poetry can be used to reflect the social context around you. This feeds on from the study of Romantic Poetry Unit in Year 8, as well as other poetry studied, such as Poe’s ‘The Raven’. Also feeds on from the poetry of Shakespeare’s plays, such as ‘Macbeth’. Also feeds back to the texts studied where we explore the context of the novel and what influenced the writer’s,</p> | <p><b>Lesson 13 –</b><br/><b>New:</b><br/>Caesura<br/><b>Retrieve:</b><br/>Malevolent</p> | <p><b>Lesson 13 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Introduce students to who Ciaran Carson and to the IRA and the bombing they performed and why. Explain how the IRA were/are considered a terrorist group. Remind students of the different forms of punctuation that are referenced in the poem. Read and annotate ‘Belfast Confetti’ as a class. Pay particular attention to the effect of the use of caesura and the way the punctuation is used verbally and its effect. Students write a mini PEE in response to the following question: What is the effect of Carson’s use of punctuation in ‘Belfast Confetti’?</li> </ol> |  |

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|   | <p>such as 'Animal Farm', 'The Lord of the Flies' and 'The Crucible'.</p> <p>Feeds forward to the next lesson where students will study their final conflict poem 'Out of the Blue'.</p> <p>This feeds forward to the study of the Anthology Poetry and the Unseen Poetry for the Literature GCSE.</p> <p>Also links to the study of the context in the GCSE Literature set texts.</p>  |   |   |  |
| <p><b>Lesson 14 –</b><br/>KG: To analyse how Armitage presents the emotions of the voice of the poem in 'Out of the Blue'</p> | <p><b>Lesson 14 –</b> This lesson intends for students to explore how the effects of terrorism are presented through the emotions of the voice of the poem and how language is deliberately used to convey emotion.</p> <p>This feeds back to the study of Romantic Poetry Unit in Year 8, as well as other poetry studied, such as Poe's 'The Raven'. Also feeds back to the poetry of Shakespeare's plays, such as 'Macbeth'. Also feeds back to the texts studied where we</p> | <p><b>Lesson 14 –</b><br/><b>New:</b><br/>Mimesis/Enjambment<br/><b>Retrieve:</b> Appalling</p> | <p><b>Lesson 14 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Introduce students to Simon Armitage and the context of 9/11. Explain how these terrorist attacks changed the modern day perception of terrorism. Play the video clip of the reading of 'Out of the Blue'. Read and annotate 'Out of the Blue' and pay particular attention to how Armitage's use of language, enjambment, caesura and mimesis conveys the emotions of the man trapped in one of the Twin Towers. Students write a mini PEE to the following question: How does Armitage convey the emotion of the voice of the poem?</li> </ol> | <p>Reading Journal and Vocabulary Retrieval.</p> |

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|   | <p>explore the context of the novel and what influenced the writer's, such as 'Animal Farm', 'The Lord of the Flies' and 'The Crucible'.</p> <p>Feeds forward to next lesson where students will use each of the poems studied to begin planning their writing assessment.</p> <p>This feeds forward to the study of the Anthology Poetry and the Unseen Poetry for the Literature GCSE.</p> <p>Also links to the study of the context in the GCSE Literature set texts.</p> |  |   |  |
| <p><u>Week 5: KG/s and Overview</u><br/> <b>Lesson 15 –</b><br/>         KG: To understand how to structure, plan and write an effective speech</p> | <p><b>Lesson 15 –</b> This lesson intends for students to understand how to plan and structure a GCSE style speech, including using the DAFOREST techniques for deliberate effect, in preparation for writing their own speech for their writing assessment.</p> <p>Feeds on from all previous writing assessments, such as their detective story, the 'Workhouse Report'</p>  | <p><b>Lesson 15 –</b><br/> <b>New:</b> Rhetoric<br/> <b>Retrieve:</b> Decisive</p> | <p><b>Lesson 15 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Revise with students how to plan and structure a GCSE speech and revise the DAFOREST techniques. Introduce students to the writing assessment: Write either a pro-war or anti-war speech, persuading your audience to either join the war effort or fight against it. Explain to students that they can set their speech during any of the wars we have studied (WW1, WW2, Cold War or modern wars fighting terrorism). Students read example speeches and identify DAFOREST techniques and what makes the speech effective and persuasive.</li> </ol> |  |



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|   | <p>and their persuasive speech when studying 'Animal Farm'.</p> <p>Feeds forward to the next lesson where students will plan their speech.</p> <p>Feeds forward to the Transactional and Narrative Writing sections of the GCSEE Language exam.</p>  |   |   |  |
| <p><b>Lesson 16 –</b><br/>KG: To use prior learning to plan your speech</p> | <p><b>Lesson 16 –</b> This lesson intends for students to use their prior knowledge of all of the poems and contexts studied this term, as well as what they learnt last lesson, to plan their speech for their writing assessment.</p> <p>Feeds on from all previous writing assessments, such as their detective story, their 'Workhouse Report' and their persuasive speech when studying 'Animal Farm'.</p> <p>Feeds forward to next lesson where students will complete their writing assessment.</p> <p>Feeds forward to the Transactional and Narrative Writing</p> | <p><b>Lesson 16 –</b><br/><b>New:</b> Assertion<br/><b>Retrieve:</b><br/>Acquiescence</p> | <p><b>Lesson 16 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Revise work from last lesson and students remind themselves of how to structure their speech, how to use the DAFOREST techniques in their speech and how to use the effective features they picked out from the example speeches. Students plan their speech and the DAFOREST techniques they will use. Teach does some modelling to show the effective use of the DAFOREST techniques to persuade.</li> </ol> |  |

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|   | sections of the GCSEE Language exam.   |                 |  |   |
| Lesson 17 – KG: To use the DAFOREST techniques for deliberate effect in your speech | <p>Lesson 17 – This lesson intends for students to use their prior knowledge of all of the poems studied this term to write their speech.</p> <p>Feeds on from all previous writing assessments, such as their detective story, their ‘Workhouse Report’ and their persuasive speech when studying ‘Animal Farm’.</p> <p>Feeds forward to the Transactional and Narrative Writing sections of the GCSEE Language exam.</p> | Lesson 17 – N/A | <p>Lesson 17 –</p> <ol style="list-style-type: none"> <li>1.) Students revise their planning from last lesson and the modelling the teacher has provided.</li> <li>2.) Students follow their plan to write their speech. They have 40 minutes. If there is time then students can peer mark afterwards.</li> </ol> | Reading Journal and Vocabulary Retrieval. |