

<b>Autumn Term 1 – Poetry from Different Cultures</b>				
What? When? Why?	Lesson one Learning intentions (what can a student do at the end of the lesson)	Lesson two Learning intentions (what can a student do at the end of the lesson)	Lesson Three Learning intentions (what can a student do at the end of the lesson)	Lesson Four Learning intentions (what can a student do at the end of the lesson)
Week One	<ul style="list-style-type: none"> <li>• What is Culture and how might we describe different country's cultures?</li> <li>• What is an acrostic poem?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the difference between culture, tradition and fashion statements.</li> <li>• Analysis of 'A Brighter Sun Extract'</li> </ul>	<ul style="list-style-type: none"> <li>• To develop an understanding of poetic devices and why we use them.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what a Limerick poem is and recognise how the form contributes to the meaning.</li> <li>• To identify the features of this genre of poetry in <b>Palin Limerick</b></li> </ul>
Week Two	<ul style="list-style-type: none"> <li>• To develop an awareness of rhyme in poetry and begin looking at poems from other cultures. <b>T S Eliot Macavity the cat</b></li> </ul>	<ul style="list-style-type: none"> <li>• To develop skills using figurative language, similes, in poetry. <b>Bruce Lansky Predictable</b></li> </ul>	<ul style="list-style-type: none"> <li>• To develop skills using figurative language, metaphors, in poetry. <b>Emily Dickinson There came a wind like a bugle</b></li> </ul>	<ul style="list-style-type: none"> <li>• To develop an understanding of imagery in poetry. <b>T S Eliot Preludes extract and Wordsworth Wandered Lonely. Frost Stopping by woods</b></li> </ul>
Week Three	<ul style="list-style-type: none"> <li>• To understand and be able to use features of poetry to create a Rap.</li> </ul>	<ul style="list-style-type: none"> <li>• To use the structure and content of a Jamaican poem to create our own food inspired</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the structure and form of a Non-Fiction text - <b>'Narrative of the Life of Frederick Douglass, an American Slave'</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the structure and form of a Non-Fiction text - <b>'Narrative of the Life of Frederick Douglass, an American Slave'</b>.</li> </ul>

		piece <b>Jamaica Market by Agnes Maxwell-Hall</b>		
Week Four	<ul style="list-style-type: none"> <li>To understand the historical context of the poem. <b>Limbo by Edward Kamau Braithwaite</b></li> </ul>	<ul style="list-style-type: none"> <li>To understand the historical context of the poem.</li> <li>To develop an understanding of rhythm. <b>Limbo by Edward Kamau Braithwaite</b></li> </ul>	<ul style="list-style-type: none"> <li>To understand the meaning of 'emotive language' and its purpose in inspirational poetry. <b>Laura Walsh No Respect</b></li> </ul>	<ul style="list-style-type: none"> <li>To explore accent and dialect and how it can help us to understand a poem. <b>Tom Leonard The six o'clock news</b></li> </ul>
Week Five	<ul style="list-style-type: none"> <li>To explore language and Imagery in the poem '<b>Blessing</b>' by <b>Imtiaz Dharkar</b></li> </ul>	<ul style="list-style-type: none"> <li>To have a deeper understanding of the poem by looking closely at the language used. '<b>Blessing</b>' by <b>Imtiaz Dharkar</b></li> </ul>	<ul style="list-style-type: none"> <li>Use empathy and emotive language to create an effective charity campaign.</li> </ul>	<ul style="list-style-type: none"> <li>To explore the presentation of conflict between two cultures. <b>Presents from my aunts in Pakistan Moniza Alvi</b></li> </ul>
Week Six	<ul style="list-style-type: none"> <li>To explore the presentation of conflict between two cultures <b>Presents from my aunts in Pakistan Moniza Alvi</b></li> </ul>	<ul style="list-style-type: none"> <li>To consider how cultural identity has an impact on poetry</li> <li>To analyse the language used in the poem. <b>Half-Caste by John Agard</b></li> </ul>	<ul style="list-style-type: none"> <li>To consider how cultural identity has an impact on poetry</li> <li>To analyse the language used in the poem <b>Half-Caste by John Agard</b></li> </ul>	<ul style="list-style-type: none"> <li>To analyse the ways Sujata Bhatt presents the speaker's lack of identity in '<b>Search For My Tongue</b>'.</li> </ul>
Week Seven	<ul style="list-style-type: none"> <li>To analyse the ways in which Sujata Bhatt</li> </ul>	<ul style="list-style-type: none"> <li>To analyse ways in which writers use language to</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	creates a sense of loss in <b>'Search for my Tongue'</b>	communicate their views in fiction texts <b>Journey to Jo'burg</b> Beverley Naidoo		
<b>Autumn Term 2 – Of Mice and Men</b>				
<b>What? When? Why?</b>	<b>Lesson one</b> Learning intentions (what can a student do at the end of the lesson)	<b>Lesson two</b> Learning intentions (what can a student do at the end of the lesson)	<b>Lesson Three</b> Learning intentions (what can a student do at the end of the lesson)	<b>Lesson Four</b> Learning intentions (what can a student do at the end of the lesson)
Week 1	<ul style="list-style-type: none"> <li>• <b>L1:</b> Know how Steinbeck uses language to create meaning and establish characters of Lennie</li> <li>• Know how to use inference skills to write about character.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L2:</b> Know how Steinbeck uses language to create meaning and establish characters of Curley's Wife and George.</li> <li>• Know how to use inference skills to write about character.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L3</b> Know contextual influences of 1920's/30's America by identifying and interpreting explicit and implicit information.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L4:</b> Know contextual influences of racism and experiences for women by identifying and interpreting explicit and implicit information.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Know how a writer creates characterisation</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to evaluate a writers use of language</li> <li>• Know chapter 1 (plot and characters)</li> </ul>	<ul style="list-style-type: none"> <li>• Know chapter 1 (setting/opening descriptive techniques)</li> </ul>	<ul style="list-style-type: none"> <li>• Know how the character of Slim has been created</li> <li>• (methods and characterisation)</li> </ul>

Week 3 Wk 15 <sup>th</sup> nov	<ul style="list-style-type: none"> <li>• PAZ ASSESSMENT WEEK</li> <li>• Revise poetry from other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• PAZ ASSESSMENT WEEK</li> <li>• Revise poetry from other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• PAZ ASSESSMENT WEEK</li> <li>• Practise/model essay response</li> </ul>	<ul style="list-style-type: none"> <li>• PAZ ASSESSMENT WEEK</li> <li>• assessment</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Know how the character of Curley has been created (methods and characterisation)</li> </ul>	<ul style="list-style-type: none"> <li>• Know chapter 2 (plot and characters)</li> </ul>	<ul style="list-style-type: none"> <li>• Know chapter 2 (key methods and features)</li> </ul>	<ul style="list-style-type: none"> <li>• Know what colloquial language is</li> <li>• Know how to compare characters and use of methods</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Know chapter 3</li> </ul>	<ul style="list-style-type: none"> <li>• Know some structural devices</li> <li>• Know when Steinbeck has used them chapters 1-3</li> </ul>	<ul style="list-style-type: none"> <li>• Know the structural elements of Chapters 1-3</li> <li>• Know how to analyse and comment on structural features</li> </ul>	<ul style="list-style-type: none"> <li>• Know the context of farm hands and ranch life</li> <li>• Know how to express knowledge in creative writing (diary)</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Know how the character of Crooks is created (methods and characterisation)</li> </ul>	<ul style="list-style-type: none"> <li>• Know the context of racism of the 1920s/30s</li> </ul>	<ul style="list-style-type: none"> <li>• Know the themes in the novel (power&amp;weakness=racism, sexism, ageism. Loneliness &amp; friendship)</li> <li>• Know examples of themes in the novel</li> </ul>	<ul style="list-style-type: none"> <li>• Know the themes in the novel (power&amp;weakness=racism, sexism, ageism. Loneliness &amp; friendship)</li> <li>• Know examples of themes in the novel</li> </ul>

Week 7	<ul style="list-style-type: none"><li>• Know what a motif is</li><li>• Know how motifs are used to indicate themes</li></ul>	<ul style="list-style-type: none"><li>• Know how to create a character</li><li>• Know how to write descriptively</li></ul>	<ul style="list-style-type: none"><li>• Know how to develop a character with dialogue and action</li><li>• Know how to use motif to link a character to theme.</li></ul>	Know the power (&weakness) relationships in the novel