

Year 9 Journey's End Marking = 1 book marked piece and 1 PAZ between 20/02/2023-31/03/2023

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)
<p>Week One Repetition Week commencing 20/02/2023</p>	<p>PAZ</p>	<p>Reading tests</p>	<p>Understand context of the First World War and attitudes towards the conflict Understand the nature of propaganda (link back to Animal Farm) and how it was used to encourage men to sign up for war</p>	<p>Understand pro-war sentiment (Who's for the Game? By Jessie Pope) Understand how WW1 was presented to the population (concept of representation-how people and events can be represented in particular ways)</p>
<p>Week Two Exposition Week commencing 27/02/2023</p>	<p>Revise letter writing. Write a letter from the perspective of a young man signing up for war.</p>	<p>Understand the staging (claustrophobic, dark) and the literal and metaphorical significance The opening stage directions</p>	<p>Understand characterisation- Hardy and Osborne Concept of major and minor characters: Hardy as minor character and Osborne as major character The start of Act 1</p>	<p>Understand concept of exposition in the structure -how an opening establishes setting. Understand ways in which Hardy and Osborne's dialogue sets up key ideas for the play-hardship and deprivation, monotony The start of Act 1</p>
<p>Week Three Juxtaposition Week commencing 06/03/2023</p>	<p>Green pen PAZ feedback</p>	<p>Understand the reality of life in the trenches in fiction and non-fiction Understand how WW1 is represented in non-fiction Contrast how WW1 is represented in fiction- Extract from All Quiet on the Western Front Act 1</p>	<p>Understand juxtaposition of class backgrounds Understand concept of social class Representation of Mason- concept of deference towards higher classes. Use of dialect to represent class Act 1</p>	<p>Creative writing Understand how to respond to a picture and construct a piece of descriptive writing (picture of the trenches- link to Raleigh's fits appearance in the play)</p>
<p>Week Four Foreshadowing Week commencing 13/03/2023</p>	<p>Creative writing Understand how to respond to a picture and construct a piece of descriptive writing (picture of the trenches- link to Raleigh's fits appearance in the play) Book marked piece</p>	<p>Understand characterisation of Raleigh-youth, naivety, belief in the glory of war Act 1</p>	<p>Understand that characters can be created before they appear on stage- Stanhope. First impressions and use of foreshadowing Act 1</p>	<p>Understand use of stage directions to present Stanhope and Trotter. Understand the concept of a tragic hero. Stanhope as potential tragic hero. Act 1</p>
<p>Week Five Motif Week commencing 20/03/2023</p>	<p>Understand the use of pathetic fallacy and symbolism in The Falling Leaves by Margaret Postgate Cole</p>	<p>Understand the end of act one. Understand the structural importance. Understand the use of sound effects- silence and the rumble of guns</p>	<p>Explore Wilfred Owen's letters to his mother Understand the idea of perspective and how perspective can be shaped by experience Examine the reality of war as compared to the perception of it</p>	<p>Book marked green pen feedback</p>

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Week Six Non-linear Chronological Week commencing 27/03/2023	Analyse Dulce Et Decorum Est Explore the ways in which Dulce presents Owen's perspective of war	Understand the concept and structure of a three act play	Understand stage directions as a dramatic method.	Understand concepts of realism and naturalism in a play
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