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| Year | **9**  |
| Topic | **Dystopia** |
| **Lesson**  | **Key aim/title/objective of the lesson?** **These may stretch over a number of lessons as appropriate** |
| 1 | Next Steps – Correcting Speech |
| 2 | Speaking and Listening Practice |
| 3 | Speaking and Listening Practice |
| 4 | Speaking and Listening Cue Cards |
| 5 | Speaking and Listening Questions |
| 6 | Speaking and Listening Present |
| 7 | Speaking and Listening Present |
| 8 | Speaking and Listening Present |
| 9 | Speaking and Listening Present |
| 10 | Dulce est Decorum -Context |
| 11 | Dulce Est Decorum - Anlaysis |
| 12 | Who’s For the Game |
| 13 | Comparison Lesson (Feedback) |
| 14 | The Soldier - Context |
| 15 | The Soldier- Analysis |
| 16 | Falling Leaves - Context |
| 17 | Falling Leaves - Analysis |
| 18 | Out of the Blue/ The Last Post (JHA) |
| 19 | Out of the Blue/ The Last Post (PWH) |
| 20 | Assessment: Write your own response to War poetry comparison (Feedback) (NKE) |
| 21 | Create your own War Poem (No-one) |
| Key vocabulary and/or key reading:**Homework:**Learn SpeechesForms – revision or research on War Poetry* Comparison
* Propaganda
* Patriotism
* Commodity

Numeracy Opportunities:* Summarise in 30 words activities
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**How does this topic build on *prior* learning?**

Students will follow on from the previous term where they studied and wrote speeches, and will have the opportunity to practice their oracy and presentation skills by presenting their assessment speech.

In both Y7 and 8, students have looked at poetry around other cultures/place and in Y8 began to consider comparisons. In Y9, students will look at war poetry and must continue to analyse language and structure, whilst comparing and particularly focusing on embedding contexts in preparation for their work with poetry in Y10.

**How does the work during this topic prepare for future learning?**

Students will gain valuable experience presenting in front of an audience and practicing their oracy skills.

In Y10 and 11 when completing their literature GCSE, students will look at the Power and Conflict Anthology. It is vital that students practice their analysis skills and are able to factor context around the second and first world war into their responses. This will allow students to explore the poet’s meaning and their purpose for writing the text.

**How will learning be assessed and feedback provided in this scheme?**

Speaking and Listening Assessments will be spoken and presented in front of the class and recorded.

Assess analytical skills through personalised marking of agreed responses.
Final assessment based on comparison of selected poem and another of student’s choice. Assessment prep lesson for guidance. Students refer to the assessment text provided and another from the anthology.

Although students will be given revision lessons, encouraging them to revise and connect poems through themes, they will not be given the assessment title in advance.

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| **Personal Development** |
| How is this topic developed beyond the classroom? Eg **learning passport?** |  |
| How are **Careers/ IAG** links built into this lesson sequence? | * References to soldiers and career.
* Journalists/Propaganda – opportunities for students to create their own linked to poem?
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| **Relationship Sex and Health Education.** | * Dangers of gas/war
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| **Fundamental British Values** (democracy, the rule of law, individual liberty and respect and tolerance) | * Discussion around why conscription no longer exists – human rights etc.
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