



The Sutton Academy

Knowledge Rich Curriculum Plan

Year 11 English Language Paper 1 Autumn One

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
Lesson One: Paper 1 Q1 and Q2	Students will know that Stephen Wraysford, a young Englishman, arrives in Amiens in Northern France in 1910, and volunteers to fight on the Western Front. In this extract Stephen and the men are attacking the enemy lines. Students will know that retrieval skills are needed in Q1. Students will begin their list four things response with the topic of the question. Students will know that - Men were walking toward mounted guns - Harrington was screaming - Harrington was trying to take morphine tablets - Snipers were shooting at the trench - A boy was whipped against a tree - Men fell or dove to the ground - Byrne made his way to the injured boy Students will know to answer question two, they need to retrieve quotations and infer deeper meaning. Students will know that they must annotate the extract and identify an discuss the effects of the devices used by the writer. Students will use the WHAT, HOW, WHY structure to answer the question. For example: WHAT At the beginning of the extract, (writer) achieves_____ through the use of_____ From the beginning of the extract, the writer creates _____ through... In lines _ to _ (writer) establishes_____ in their depiction of _____ The clever use of _____ by (writer) is evident throughout / at the start / in the latter half... (The writer) choses to _____ through the use of _____ HOW (Writer) writes that '...' The clever use of _____ shows For example, in line X we're told that '...' This clearly establishes... Notably, in line X, (writer) states '...' (Writer) achieves _____ For example, The use of _____ here is intentional; WHY Here, (writer) is arguably trying to make the reader... The inclusion of _____ is a clear attempt by (writer) to... One could interpret this as an attempt by (writer) to... Such language is indicative of (Writer's) clear efforts to... (Writer) is ensuring the reader ... Model: From the beginning or the extract, the writer describes Stephen's horrifying reactions to the events taking place in the trenches. What Stephen witnesses, renders him helpless.	Morphine- drug obtained from opium and used medicinally to relieve pain. Stealthy - behaving or done in a manner, so as not to be seen or heard. Beseeching- ask (someone) urgently and passionately to do something Doggedly- in a manner that shows persistence. Penetration- go into or through (something), especially with force or effort. Resigned - having accepted something unpleasant that one cannot do anything about. Aberration - a departure from what is normal, usual, or expected, typically an unwelcome one.	Students will need to know that Paper 1 is responding to a fictional source. The exam contains four questions. - Find four things/retrieval 4 marks - Language analysis 8 marks - Structural analysis 8 marks - Evaluation 16 marks - Narrative 40 marks Students will know that poems that discusses trench warfare are Exposure and Bayonet Charge. Students will know life in the trenches is terrible because of the harsh, unsanitary conditions Students will know that evaluative adverbs such as cleverly, skilfully, emphatically, are used in Q2	Power and Conflict Poetry- Exposure and Bayonet Charge Students have studied Paper 1 in Year 10 Autumn One and Two Students have studied Heroes in Year 9 and WW2 and discussed the reality of war	Students will be assessed on these skills for GCSE Language Paper 1 Mock In November will be a full paper 1

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	<i>Notably, in the line, 'dropped his face to the earth, let it fill his mouth' The writer clearly establishes how traumatised Stephen is describing his actions with such unusual imagery. The clever use of the phrase 'let it' emphasises Stephen's vulnerable and weakened state as he does not even fight the soil from entering his mouth, it is a childlike and grotesque action. Additionally, the writer may also be suggesting that Stephen wishes to cry out or scream and he knows he cannot do so for fear of attack, forcibly blocking his emotions with the earth. Faulks successful ensures that the reader understands how devastating the war is on the men who had to endure it.</i> Other answers could include: Other content: • The echo of his lover's words- going to hell -is Stephen in hell already? • Short sentences to mirror Stephen's nerves – eg Stephen wished he hadn't • Immobility of Stephen- watching the men • Byrne's death- suspended, shaking- unusual, Stephen cannot comprehend the death and destruction around him- the way the world works, how time works has changed • Tried to close his ears- tries to block out the events around him, repetition of 'close' 'closed his eyes' -Stephen can't cope • Verb 'poured' careless- but also troubled by the death of the boy • Doggedly – hopelessness of the situation, resigned to death.	Lapse - a brief or temporary failure of concentration, memory, or judgement.			
Lesson Two: Revising Paper 1 Q3	Students will know the structural devices needed for Q3 and know how to answer the question by asking themselves: • What happens? • Where does it happen? • Why is it interesting? Students will know that for structure they need to look for, Shifts in time, how a character acts, imagery, tone, thought (E.g. from past to future) etc. and The writer establishing: ○ Equilibrium – without too much tension. ○ False sense of equilibrium – everything seems calm but this turns out to be false. ○ Disequilibrium – with lots of tension. Students will know structural devices such as • Zooming in from something big to something much smaller (or vice versa) • Moments of prolepsis – flash-forward • Moments of analepsis – flash-back • A sudden or gradual introduction of new characters at significant points • Moving from inside to the wider outside world (or vice versa) • Combining external actions with internal thoughts • Switching between different points of view • Reiteration – does the writer repeat anything? Are there any recurring motifs?	Perspective – a particular attitude towards or way of regarding something; a point of view Shift – move or cause to move from one place to another Flashback - a scene in a film, novel, etc. set in a time earlier than the main story	The extract is about Stephen who is a young Englishman fighting in the trenches in France. Students need to know a flashback a scene in a film or novel set in a time earlier than the main story. A shift in focus is when the description moves from one place to another. A one sentence paragraph can be used for dramatic effect or to draw attention to a certain idea,	Power and Conflict Poetry- Exposure and Bayonet Charge Students have studied Paper 1 in Year 10 Autumn One and Two Students have studied Heroes in Year 9 and the reality of war	Students will be assessed on these skills for GCSE Language Paper 1 Mock In November will be a full paper 1

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	• Circular structure – returning at the end to what happened at the beginning • In medias res • The story being told in a chronological order or is it a non-linear narrative? • Positioning of key sentences and their impact overall. Do be on the lookout for sentences which encapsulate key themes of the entire piece. Students will write an answer with the teacher using the model paragraph as guidance: <i>At the beginning of the extract, the writer focuses our attention to the men slowly marching to their doom. The writer interestingly shows the men as dehumanised ‘packets’ suffering and ‘infinity’ of ‘horror’ before shifting focus to describe the suffering of individuals. Notably, ‘Harrington was screaming’ which immediately changes the tone of drudgery and monotony to panic and death.</i> <i>Later in the extract the writer successfully shifts the focus to Stephen, moving the description inward to the main protagonist inside the shell hole. This ensures that the reader understands there is no escape from the war, it is equally as horrifying for Stephen to watch the boy die in the hole as it is watching men die in no man’s land. The writer moves further inwards and describes Stephen’s thoughts, ‘prayed for darkness’ in which Stephen longs for the war and his suffering to be over. He wishes for a death that does not come, Faulks successfully combines external actions with internal thoughts to which no equilibrium is achieved, this may reflect the chaotic and unnatural nature of war. The extract ends with a sense of eternal hopelessness which mirrors the idea of ‘infinite’ horror at the beginning of the text. The writer ensures that the reader understands with the circular structure that there is no escape from the horrors of war.</i> Students may also identify features such as: • In Media Res- action of soldiers at beginning • In the beginning ‘mass’ of men dehumanised, focus shifts to individual suffering and death then to Stephen’s reaction • Outside in No man’s land and in the shell hole – both show suffering • Sense of hopelessness and despair throughout • Bit by bit of Byrne’s head, terrible relentless attack • Shift in time- Stephen’s prolonged agony • Ends with how war disrupts everything and is unnatural				

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Lesson Three: Revision of Evaluative Q4	Students will know how to answer Question4. Focus this part of your answer on the second half of the <u>source, from line 25 to the end.</u> A student, having read this section of the text, said: “This part of the text, describing Stephen’s thoughts about what he is experiencing shows that he has accepted his fate.” Students must highlight the two parts to the extract/; 1. Stephen’s thoughts 2. He has accepted his fate Students ultimately are finding evidence for both parts of the question. Students will know the importance of evaluative language and reminds the students of the evaluative verbs. This can be printed and given to students. <table><tr><th colspan="2">Evaluative Verbs</th></tr><tr><td>Strikingly</td><td>Cleverly</td></tr><tr><td>Skillfully</td><td>Successfully</td></tr><tr><td>Subtly</td><td>Carefully</td></tr><tr><td>Crucially</td><td>Significantly</td></tr><tr><td>Provocatively</td><td>Magnificently</td></tr><tr><td>Commendably</td><td>Wonderfully</td></tr><tr><td>Powerfully</td><td>Beautifully</td></tr><tr><td>Typically</td><td>Gradually</td></tr><tr><td>Precisely</td><td>Deftly</td></tr><tr><td>Proficiently</td><td>Expertly</td></tr><tr><td>Adroitly</td><td>Ably</td></tr></table> Students could respond with: - Stephen praying for darkness - After the first minute he wanted to die - Felt resigned to his fate - Opened his body for bullets - Longed for the end of the day - Unliveable reality of war - Condemned to live - No pattern- night and day, chaos and disruption Students then read the example response with their teacher and annotate what makes the response successful and what could be improved <i>I wholly agree with the idea that this part of the text shows us that Stephen has accepted his fate.</i> <i>Immediately, the writer describes Stephen as wanting to escape the German bombardment. The character ‘prayed for darkness’. The clever use of the verb ‘prayed’ highlights Stephen’s desperation and need for this traumatic experience to be over. Faulks couples the verb with the abstract noun ‘darkness’ to ensure that the reader knows that the protagonist would rather die than continue to suffer in this way.</i> <i>Additionally, the writer carefully describes Stephen’s body ‘opening’ for bullets. The metaphor here highlights to the reader that Stephen is desperate to be hit by a bullet and</i>	Evaluative Verbs		Strikingly	Cleverly	Skillfully	Successfully	Subtly	Carefully	Crucially	Significantly	Provocatively	Magnificently	Commendably	Wonderfully	Powerfully	Beautifully	Typically	Gradually	Precisely	Deftly	Proficiently	Expertly	Adroitly	Ably	Evaluate: To offer an overview of something and determine its value. To judge or determine the significance, worth, or quality of; assess: to evaluate the results of an experiment.	Students will need to know what evaluate means) see definition in vocab) The writer uses focus shifts and shifts in time to show the quantity of suffering and the prolonged suffering of Stephen. Students will need to know that the poem Remains by Simon Armitage displays the effects of war by highlighting PTSD using repetition to show entrapment and colloquial language to show how the soldier downplays the trauma but also that this is a common consequence of war.	The question about effects of war is a common practice question in the Power and Conflict Anthology. See Poems like Remains, Exposure, Kamikaze. Students have studied Heroes in Year 9 and the reality of war	Students will be assessed on these skills for GCSE Language Paper 1 Mock In November will be a full paper 1
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	<i>to be killed quickly. It's as if he is welcoming bullets and expanding himself as far as possible to end his misery, he seems to know that there is no other way out of the war. Furthermore, Faulks clearly states that Stephen 'felt resigned' to the fact that he will most likely die on the battlefield like all the other men around him and he 'longed' for the end of 'the day.' Faulks uses the metaphor to reinforce the fact that not only does he want the attack to end with nightfall but that ultimately Stephen desires death above all else. The 'end of the day' represents the end of life.</i> <i>Finally, the writer clearly shows that Stephen has accepted his fate with the use of the antithesis 'condemned to live.' Faulks powerfully shows that it is a terrible torment to suffer through a war such as this and Stephen hopes for the only escape possible- death. The use of the word 'condemned' is to show that life in this atmosphere is a punishment rather than a blessing.</i> Positive could be: Answer the question and stays focused The use of evaluative language Clear understanding Evidence and zooming in on language/effect. Improvements could be: Alternative interpretations of how the evidence supports the question e.g – eg. contrasting language of 'prayed for darkness' it is so bad he doesn't wish to be redeemed or saved but would rather have a blank nothingness than the life he currently has. A small conclusion could be included Students then plan their own Q4 to write up in the next lesson.				
Lesson Four: Question 4 Write up and Review	Students know how to answer Q4. Focus this part of your answer on the second half of the <u>source, from line 25 to the end.</u> <i>A student, having read this section of the text, said: "This part of the text, describing Stephen's thoughts about what he is experiencing shows that he has accepted his fate."</i> Students read over their plans for 3 mins. Students write for 20 minutes in silence and answer Q4.		Students will need to know that one way the writer shows the horrors of war in Birdsong by describing the brutal deaths of Byrne and Harrison. Additionally, he also shows how Stephen longs for death as an escape. Students will need to know that the metaphor 'body opened' suggests that	The question about effects of war is a common practice question in the Power and Conflict Anthology. See Poems like Remains, Exposure, Kamikaze.	Students will be assessed on these skills for GCSE Language Paper 1 Mock In November will be a full paper 1

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	After the 20 minutes teachers use the visualiser and review student examples. Look for: Evaluative vocabulary AO2 and analysis of structure/language Focus on the question Are two parts of the question evidenced? Is the answer developed enough? Using the mark scheme Read through the different answers with the class, ensure to discuss the difference in development, detail, evidence and clarity. [20 marks] <table><tr><th colspan="4">AO4 Evaluate texts critically and support this with appropriate textual references</th></tr><tr><th>Level</th><th>Skills Descriptors</th><th>How to arrive at a mark</th><th>Indicative Standard This indicative standard is not a model answer, or a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.</th></tr><tr><td>Level 4 Perceptive, detailed evaluation 16-20 marks</td><td>Shows perceptive and detailed evaluation: - Evaluates critically and in detail the effect(s) on the reader - Shows perceptive understanding of writer's methods - Selects a judicious range of textual detail - Develops a convincing and </td><td>At the top of the level, a student's response will meet all of the skills descriptors.</td><td>I don't see how anyone could disagree with the student's statement that this part of the text conveys the horror of war and the dreadful effect it has on Alfred. He remembers every detail in a flashback of that morning's battle and the description is graphic. The writer says there were 'bits of men hooked up and hanging there for all to see, like the display in an awful butcher's shop window', a simile to convey that the men were blown into pieces with their raw flesh almost exhibited on the wire fence as if for sale. It reduces real people to mere objects, and shows how dehumanising the</td></tr></table>	AO4 Evaluate texts critically and support this with appropriate textual references				Level	Skills Descriptors	How to arrive at a mark	Indicative Standard This indicative standard is not a model answer, or a complete response. Nor does it seek to exemplify any particular content. Rather, it is an indication of the standard for the level.	Level 4 Perceptive, detailed evaluation 16-20 marks	Shows perceptive and detailed evaluation: - Evaluates critically and in detail the effect(s) on the reader - Shows perceptive understanding of writer's methods - Selects a judicious range of textual detail - Develops a convincing and	At the top of the level, a student's response will meet all of the skills descriptors.	I don't see how anyone could disagree with the student's statement that this part of the text conveys the horror of war and the dreadful effect it has on Alfred. He remembers every detail in a flashback of that morning's battle and the description is graphic. The writer says there were 'bits of men hooked up and hanging there for all to see, like the display in an awful butcher's shop window', a simile to convey that the men were blown into pieces with their raw flesh almost exhibited on the wire fence as if for sale. It reduces real people to mere objects, and shows how dehumanising the	Stephen is welcoming and inviting his death by bullet. Owen wanted to show the effects of war in 'Exposure' to highlight the suffering of the men in WW1 and to speak out against the propaganda war machine.	Students have studied Heroes in Year 9 and WW2	
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	See where the students would place themselves and then get the students to improve a section or their whole answer using the class feedback and the mark scheme.																												
	<table><tr><td>6-10 marks</td><td> - Shows some understanding of writer's methods - Selects some appropriate textual reference(s) - Makes some response to the focus of the statement </td><td>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</td><td>them and for Alfred because they were his friends. The writer shows the effect it has on Alfred when he says he was 'used to seeing the remains chucked around among the living like so much discarded offal'. The noun 'remains' again shows us that the men had been blown up, and the effect it has on Alfred is that he has got used to seeing things like this.</td></tr><tr><td>Level 1 Simple, limited evaluation 1-5 marks</td><td>Shows simple, limited evaluation: - Makes simple, limited evaluative comment(s) on effect(s) on reader - Shows limited understanding of writer's methods - Selects simple, limited textual reference(s) - Makes a simple, limited response to the focus of the statement </td><td>At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have at least one of the skills descriptors.</td><td>I think the student is right. This part of the text shows the horror of war because the men were blown up. There are lots of short paragraphs of horrible things that happened to them to create a good effect on the reader, and it says the bodies were 'chucked around among the living like so much discarded offal'. 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At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</td><td>I completely agree with the student that this part of the text shows the horror of war and also the dreadful effect it has on Alfred. He remembers the battle in gory detail, especially how the men were blown to pieces when they climbed over the wire fence. The writer uses the simile 'bits of men hooked up and hanging there for all to see, like the display in an awful butcher's shop window'. This image has connotations of raw meat being put on show, which I think truly conveys the horror of war and what happened to the men. This idea is extended when the effect on Alfred is mentioned. It says he had become 'used to seeing the remains chucked around among the living like so much discarded offal'. Offal is the insides of animals so again it makes it sound like a butcher's shop, and we learn that the men are just carelessly thrown away as if they are worth nothing. 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Level 2 Some evaluation	Shows some attempts at evaluation: Makes some evaluative comment(s) on effect(s) on the reader	At the top of the level, a student's response will meet all of the skills descriptors.	I really agree with the student. The details of the battle that Alfred remembers are disgusting. The men were killed as they went over the wire fence and it says 'bits of men hooked up and hanging there for all to see'. The word 'bits' tells us they had been blown up, and this makes us feel sorry for																										

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Lesson Five: Regeneration Paper	Students complete Q1 list and find and then review. Q1: Question 1 - 4 marks Read again lines 1-5 of the source. List four things from this part of the source about the actions of Prior. - he gulped a mug of tea - he walked along the outermost position - he smelt bacon frying - he stopped to chat for a few minutes he found Sawdon and Towers Question 2 - 8 marks Look in detail at this extract, lines 10-25 of the source. How does the writer use language here to describe the men's actions in response to the shell? You could include the writer's choice of: - Words and phrases - Language features and techniques - Sentence forms <u>Students will know to use the structure:</u> WHAT At the beginning of the extract, (writer) achieves _____ through the use of _____ From the beginning of the extract, the writer creates _____ through... In lines _ to _ (writer) establishes _____ in their depiction of _____ The clever use of _____ by (writer) is evident throughout / at the start / in the latter half... (The writer) choses to _____ through the use of _____ HOW (Writer) writes that '...' The use of _____ shows For example, in line X we're told that '...' This clearly establishes... Notably, in line X, (writer) states '...' (Writer) achieves _____ For example, The use of _____ here is intentional; WHY Here, (writer) is arguably trying to make the reader... The inclusion of _____ is a clear attempt by (writer) to... One could interpret this as an attempt by (writer) to... Such language is indicative of (Writer's) clear efforts to... (Writer) is ensuring the reader ... <i>Students can then improve their own answer using the following model:</i> <i>Example answer for Qu2:</i> The writer describes the men's actions as full of horror and panic when discovering the destruction and death left behind by the shell. Barker describes Logan as keeping his face 'averted' as he is shovelling the remains of the men in the trench. The writer's	Chlorine - a chemical element that is isolated as a heavy greenish-yellow gas and is used especially as a bleach, Coaxing- persistent gentle persuasion. Bombardment - a continuous attack with bombs, shells, or other missiles. Parapets- a protective wall or earth defence along the top of a trench or other place of concealment for troops. Averted - turn away (one's eyes or thoughts). Blasphemously- Sinfully against God or sacred things; Obscenely- to a disgusting or immoral way	Wilfred Owen presents life in the trenches as brutal and miserable. The men lose their faith in God 'is it that God is dying?' and have little shelter or food. Students will know that men felt pressure to enlist in WW1 because of propaganda, many places around the UK formed 'PALS', men enlisted with friends and family, it was considered an honour to fight for the country. Men were given white feathers if they didn't fight. The country ran a massive propaganda campaign to encourage men to enlist 'your country needs you.' The conditions in the trenches were so terrible. Many men saw their friends die in horrific ways or witnessed or experienced life-changing injuries. Little was known about PTSD and it was called 'shell-shock.'	Power and Conflict Poetry- Exposure, War Photographer, Remains all deal with PTSD Students have studied Paper 1 in Year 10 Autumn One and Two Students have studied Heroes in Year 9 and WW2- PTSD and returning home discussed	Students will be assessed on these skills for GCSE Language Paper 1 Mock In November will be a full paper 1

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
	<i>poignant use of this verb helps the reader to understand the disgust and fear that Logan is feeling. We can clearly see that the damage and the deaths of Sawdon and Towers must be so horrendous that Logan cannot bear to look at it directly as he works. Furthermore, it appears that Logan is trying to protect himself distracting his gaze and numbing himself and Prior with alcohol.</i> Other content: • repetition of 'cry', Logan's cry • feeling sick in his stomach • felt something jar against his teeth • offering a rum bottle • feeling sick to his stomach • forcing down rum and bile • Logan swearing 'steadily, blasphemously, obscenely, inventively' • Imperatives, 'go get some lime'				
Lesson Six: Question 3 Regeneration	Student will know how to answer Question 3. Teacher introduces students to Q3. <u>How is the text structured to interest you as a reader?</u> You now need to think about the whole of the Source. • This text is the opening of a short story. • How is the text structured to interest you as a reader? You could write about: • what the writer focuses your attention on at the beginning • how and why the writer changes this focus as the Source develops any other structural features that interest you Students will know that they must ask: What happens? • Where does it happen? • Why is it interesting? Students need to might identify examples of: • Shifts in time, how a character acts, imagery, tone, thought (E.g. from past to future) etc. • The writer establishing: ○ Equilibrium – without too much tension. ○ False sense of equilibrium – everything seems calm but this turns out to be false. ○ Disequilibrium – with lots of tension. at the start or end of the extract	Perspective: how the characters view and process what's happening within the story.	<u>Students will need to know that Remains and War Photographer both highlight PTSD and how men suffer post-service.</u> <u>He becomes numb and loses the ability to speak. He narrowly misses being hit by a shell and must clear the remains of his friends. Finding an eye seems to be the catalyst for his PTSD.</u> <i>Averted - turn away (one's eyes or thoughts).</i>	Power and Conflict Poetry-Exposure, War Photographr, Remains all deal with PTSD Students have studied Paper 1 in Year 10 Autumn One and Two Students have studied Heroes in Year 9 and WW2- PTSD and returning	Students will be assessed on these skills for GCSE Language Paper 1 Mock In November will be a full paper 1

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
	• Zooming in from something big to something much smaller (or vice versa) • Moments of prolepsis – flash-forward • Moments of analepsis – flash-back • A sudden or gradual introduction of new characters at significant points • Moving from inside to the wider outside world (or vice versa) • Combining external actions with internal thoughts • Switching between different points of view • Reiteration – does the writer repeat anything? Are there any recurring motifs? • Circular structure – returning at the end to what happened at the beginning • In medias res • The story being told in a chronological order or is it a non-linear narrative? • Positioning of key sentences and their impact on the whole. Do be on the lookout for sentences which encapsulate key themes of the entire piece. WHAT At the beginning of the extract, (writer) draws our focus towards... Overall, the piece is structured in... Time / the focus / the tone appears to shift from... to... In medias res is used in a way to... (The writer) choses to HOW (Writer) writes that ‘...’ Interestingly, this clearly shows that... Notably, in line X, (writer)...’ This clearly establishes... For example, ... The opening of the novel is thus clearly being structured in a manner to evoke : The effect of this is to emphasise... WHY Here, (writer) is arguably trying to make the reader interested... The inclusion of such statements is a clear attempt by (writer) to... One could interpret this as an attempt by (writer) to... This structure is thus indicative of (Writer’s) clear efforts to... (Writer) is ensuring the reader ... Students will then spend 12-15mins complete their write up of Q3 in books – students can use the structural guide from the last paper to help them- dependent on class. <i>At the beginning of the extract the writer draws our focus towards the everyday normal actions of Prior ‘sipping tea’ and creating a false sense of equilibrium with the description of Sawdon and Towers cooking bacon. There is a shift in focus to the sound of the shell when Priro walks away and the writer immediately creates a change in pace with the use of short sentences such as ‘Logan was already there’ to highlight the panic and chaos felt during trench warfare, danger can arrive at any time. Barker continues to describe the two men struggling as they shovel the remains of the men hit by the shell,</i>			home discussed	

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	<i>the use of Logan's dialogue 'Get some lime!' helps to convey to the reader the terrible urgency and distress that the two characters are facing. Barker cleverly establishes a false sense of equilibrium once more as the men complete their task of shovelling. However, the focus shifts to Prior discovering the eye, 'found himself staring into an eye'. This is a significant point in the extract as this is the writer's catalyst for the change in Prior's character. The writer combines Prior's internal thoughts, 'he could see his hand was shaking' with external actions, 'but the shaking didn't seem to be anything to do with him' to ensure the reader understands the conflict and struggle that Prior is facing. Finally, the extract concludes with a tone of hopelessness, 'the numbness' that spreads through Prior's lower face indicates to the reader that he has been deeply affected by this experience and is completely different from the calm tea-sipping character of the beginning.</i> Students improve their responses using teacher and class feedback.				
Lesson 7 – Q4 Regeneration	Students will know how to answer Q4. <u>Question 4 - 20 marks Focus this part of your answer on the second part of the source, from line 21 to the end.</u> <i>A student, having read this section of the text, said: "This part of the text, describing Prior's experiences in the trench show why war was so damaging to the men."</i> To what extent do you agree? In your response, you could: - Consider your own impressions of Prior's experiences - Evaluate how the writer creates a mood and atmosphere - Support your opinions with quotations from the text Teachers must highlight the two parts to the extract/; - Prior's experiences in the trench - Why war is so damaging to men Students will know the following criteria: - Is the evidence relevant to the question? - Is it from the correct part of the text? - Dos the evidence provide a platform for AO2 analysis? - Can the evidence suggest more than one interpretation? - Are the pieces of evidence found to link in any way to create a more cohesive and structured answer? Responses could be: - Logan kept his face averted- couldn't look - Swearing under his breath, list of adverbs	Evaluate: <i>To offer an overview of something and determine its value.</i> <i>To judge or determine the significance, worth, or quality of; assess: to evaluate the results of an experiment.</i>	<i>Students will know that the writer conveys a change in Prior by his silence, the description of his numbness spreading and the strange encounter with the eye,</i> <i>Students will need to know that the line from kamikaze shows that how powerful propaganda was during the war in Japan. It was almost as of the men were under a patriotic spell. The 'shaved head' suggests purity and cleansing as well as preparation for death. It also has connotations of cult worship and strict beliefs.</i> <i>The trembling of the hands suggests the photographer is suffering from PTSD and his experiences have been traumatic.</i>	Power and Conflict Poetry- Exposure and War Photographer, Kamikaze- theme of returning home, and long-suffering PTSD Students have studied Paper 1 in Year 10 Autumn One and Two Students have studied Heroes in Year 9 and WW2- PTSD and trauma	Students will be assessed on these skills for GCSE Language Paper 1 Mock In November will be a full paper 1

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
	- Somebody came running- can't process events taking place, all men are the same - Imperatives used by Logan - Eye- the only thing left of the men - Prior holding the eye, unusual, delicate strange response, once living human being a moment ago - Shaking that can't control, his body is not his own - Numbness spread over his face Model: Model: <i>I wholly agree with the statement, it is clear from the beginning of this section why Prior's experience was so damaging to the men. When Logan and Prior are clearing the remains of the men, the writer describes Logan as 'averting his eyes.' The writer's clever use of the verb tells us that the sight is too much for Logan to bear. The verb clearly shows us that the men are struggling with this awful task and are trying to distance themselves from it.</i> <i>Additionally, I agree with the statement because...</i>			has been discussed.	
Lesson 8- Q4 Regeneration- Write up and Review	Students will know how to answer Q4: <u>Question 4 - 20 marks Focus this part of your answer on the second part of the source, from line 21 to the end.</u> <i>A student, having read this section of the text, said: "This part of the text, describing Prior's experiences in the trench show why war was so damaging to the men."</i> To what extent do you agree? In your response, you could: - Consider your own impressions of Prior's experiences - Evaluate how the writer creates a mood and atmosphere - Support your opinions with quotations from the text Students know the criteria is: Evaluative vocabulary AO2 and analysis of structure/language Focus on the question Are two parts of the question evidenced? Is the answer developed enough? Students will know the structure of writing:		<i>Students will need to know that the voice in Remains feels guilty because he shot the looter and he was 'possible armed, possibly not'.</i> <i>War Photographer shows that the western world sees foreign wars as 'news' between the 'bath and the pre-lunch beers'. They 'blink' and forget about the suffering in other places of the world.</i> <i>Barker shows the horrors of war by the brutal description of the death of the men cooking bacon. The horrific discovery of the eye reminds us that the men were in constant threat and</i>	Power and Conflict Poetry- Exposure and War Photographer the trauma experienced by the men Students have studied Paper 1 in Year 10 Autumn One and Two Students have studied Heroes in Year 9 and WW2- trauma and	Students will be assessed on these skills for GCSE Language Paper 1 Mock In November will be a full paper 1



Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
	What <i>In the beginning of this section it could be argued that (writer) does create...</i> <i>It is easy to see how one would find the initial phases of this section (reference to one of the points) ...</i> <i>There are various places early on in this section which could be deemed to be...</i> How <i>(Writer) states '...' This clearly shows that...</i> <i>For example, in line X we're told that ' From the word(s)... I infer that</i> <i>Notably, in line X, we read that' The (technique)... tells me that</i> Why <i>Here, (writer) is arguably trying to make the reader...</i> <i>The inclusion of such statements is a clear attempt by (writer) to...</i> <i>One could interpret this as an attempt by (writer) to...</i> Using the mark scheme below they will judge their own work and improve with guidance from the teacher		<i>witnessed terrible things serving their country.</i>	suffering from war	

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	<table><tr><td>6-10 marks</td><td> - Shows some understanding of writer's methods - Selects some appropriate textual reference(s) - Makes some response to the focus of the statement </td><td>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</td><td>them and for Alfred because they were his friends. The writer shows the effect it has on Alfred when he says he was 'used to seeing the remains chucked around among the living like so much discarded offal.' The noun 'remains' again shows us that the men had been blown up, and the effect it has on Alfred is that he has got used to seeing things like this.</td></tr><tr><td>Level 1 Simple, limited evaluation 1-5 marks</td><td>Shows simple, limited evaluation: - Makes simple, limited evaluative comment(s) on effect(s) on reader - Shows limited understanding of writer's methods - Selects simple, limited textual reference(s) - Makes a simple, limited response to the focus of the statement </td><td>At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have at least one of the skills descriptors.</td><td>I think the student is right. This part of the text shows the horror of war because the men were blown up. There are lots of short paragraphs of horrible things that happened to them to create a good effect on the reader, and it says the bodies were 'chucked around among the living like so much discarded offal'. This is a bad memory for Alfred.</td></tr><tr><td>Level 0 No marks</td><td colspan="3">No relevant comments offered in response to the statement, no impressions, no evaluation.</td></tr><tr><td></td><td>critical response to the focus of the statement</td><td>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</td><td>effects of war can be. The image of a butcher's shop is extended when it says Alfred had become 'used to seeing the remains chucked around among the living like so much discarded offal.' By comparing the men's remains to an animal's internal organs that are thrown away, it suggests the men are unwanted rubbish to be disposed of now they have served their purpose. This is reinforced with the verb 'chucked' and the adverb 'carelessly' to imply how casually life is thrown away in times of war. Alfred has seen so many of these dreadful sights that he has become immune.</td></tr><tr><td>Level 3 Clear, relevant evaluation 11-15 marks</td><td>Shows clear and relevant evaluation: - Evaluates clearly the effect(s) on the reader - Shows clear understanding of writer's methods - Selects a range of relevant textual references - Makes a clear and relevant response to the focus of the statement </td><td>At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</td><td>I completely agree with the student that this part of the text shows the horror of war and also the dreadful effect it has on Alfred. He remembers the battle in gory detail, especially how the men were blown to pieces when they climbed over the wire fence. The writer uses the simile 'bits of men hooked up and hanging there for all to see, like the display in an awful butcher's shop window'. This image has connotations of raw meat being put on show, which I think truly conveys the horror of war and what happened to the men. This idea is extended when the effect on Alfred is mentioned. It says he had become 'used to seeing the remains chucked around among the living like so much discarded offal.' Offal is the insides of animals so again it makes it sound like a butcher's shop, and we learn that the men are just carelessly thrown away as if they are worth nothing. It also tells us that Alfred has seen so many dreadful things that he has almost become used to it.</td></tr></table>	6-10 marks	- Shows some understanding of writer's methods - Selects some appropriate textual reference(s) - Makes some response to the focus of the statement	At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.	them and for Alfred because they were his friends. 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There are lots of short paragraphs of horrible things that happened to them to create a good effect on the reader, and it says the bodies were 'chucked around among the living like so much discarded offal'. This is a bad memory for Alfred.	Level 0 No marks	No relevant comments offered in response to the statement, no impressions, no evaluation.				critical response to the focus of the statement	At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.	effects of war can be. The image of a butcher's shop is extended when it says Alfred had become 'used to seeing the remains chucked around among the living like so much discarded offal.' By comparing the men's remains to an animal's internal organs that are thrown away, it suggests the men are unwanted rubbish to be disposed of now they have served their purpose. This is reinforced with the verb 'chucked' and the adverb 'carelessly' to imply how casually life is thrown away in times of war. 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Lesson 9 Whole Paper 1	Students will complete the 'A call to arms' paper (Reading section only) in timed conditions in class.	<i>Cholera: an infectious and often fatal bacterial disease of the small intestine, typically contracted from infected water supplies and causing severe</i>	<i>Students will need to know how to approach and answer the questions on Language Paper 1.</i> Q1: List four things Q2: Analyse language Q3: Analyse structure Q4: Evaluate	Power and Conflict Poetry-Exposure Storm on the island- Nature vs. War vs. Man theme Students have studied	Language Paper 1 Mock In November will be a full paper 1																			

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		<i>vomiting and diarrhoea.</i>		Paper 1 in Year 10 Autumn One and Two	
Lesson 10 – Q1 and Q2 Review	Students will know how to answer Question 1: Task [4 marks] Read again the first part of the source, lines 1 to 5. Possible answers can include: - It was late summer - The Village looked across the river - There were pebbles and boulders in the river - The pebbles and boulders were dry and white - The water was clear - The water moved swiftly in the river - The road was dusty - The dust was on the leaves of the trees List four things from this part of the source that you learn about the setting of the opening of the novel. Question 2: Focusing on language Look in detail at this extract from lines 5 to 20. (8 marks) • How does the author use language to describe the setting? Students will know to use the structure: WHAT At the beginning of the extract, (writer) achieves _____ through the use of _____ From the beginning of the extract, the writer creates _____ through... In lines _ to _ (writer) establishes _____ in their depiction of _____ The clever use of _____ by (writer) is evident throughout / at the start / in the latter half... (The writer) choses to _____ through the use of _____ HOW (Writer) writes that '...' The use of _____ shows For example, in line X we're told that '...' This clearly establishes... Notably, in line X, (writer) states '...' (Writer) achieves _____ For example, The use of _____ here is intentional;		<i>Students will need to know that the title means a call to fight.</i> <i>Students will need to know that Seamus Heaney uses personification and similes to describe the storm's impact. 'chorus of a gale' 'spits like a tame cat' He uses weather to help us understand how unpredictable and damaging living with conflict can be.</i> <i>Owen uses personification to help us understand the brutality of nature 'winds that knife us' 'flocks that feel for our faces';</i>	Power and Conflict Poetry-Exposure Storm on the island- Nature vs. War vs. Man theme Students have studied Paper 1 in Year 10 Autumn One and Two	Language Paper 1 Mock In November will be a full paper 1

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
	WHY <i>Here, (writer) is arguably trying to make the reader... The inclusion of _____ is a clear attempt by (writer) to... One could interpret this as an attempt by (writer) to... Such language is indicative of (Writer's) clear efforts to... (Writer) is ensuring the reader ...</i> <i>The following could be included:</i> -Dust rising, leaves falling – metaphorical for death -road bare and white – empty, skeleton -like -nature a metaphor for the death of the men -mountain as a place of death- 'brown and bare' -mysterious- somewhere in the dark -like summer lightening – juxtaposition of beautiful nature and war machine -sensory language- hear marching, see troop passing, flashes of artillery <i>Students can then improve their own answer using the following model:</i> <i>Example answer for Qu2:</i> Overwhelmingly, the writer is successful in using juxtaposing imagery to describe the setting as a place of life and growth but also death and destruction. The writer displays the natural environment as beautiful with the description of the 'plain was rich with crops.' The clever use of the adjective 'rich' had connotations of bountiful growth and golden beauty, yet Hemmingway cleverly contrasts this with the 'brown and bare' mountain in which the men are fighting. The poignant use of the adjective 'bare' has connotations of death and decay whilst 'brown' is a dull and dark opposition to a shining and glorious 'rich'. Hemmingway skilfully ensures the mountain is recognised by the reader as a place of harm and danger.				
Lesson 11- Q3 Review	Students know how to answer 3. Question 3: Analysing the structure Look in detail at the whole source. (8 marks) How does the writer structure the text to interest the reader? You now need to think about the whole of the Source. • This text is the opening of a short story. • How is the text structured to interest you as a reader? You could write about: • what the writer focuses your attention on at the beginning • how and why the writer changes this focus as the Source develops any other structural features that interest you: •		<i>Students will need to know a structural device such as:</i> <i>Mise en scene</i> <i>Circular structure</i> <i>One sentence paragraph</i> <i>Analepsis or prolepsis</i> <i>Students will need to know that Owen uses rhetorical questions to show the men have given up hope, their</i>	Power and Conflict Poetry- Exposure Storm on the island- Nature vs. War vs. Man theme	Language Paper 1 Mock In November will be a full paper 1

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
	Students know they must use this structure: What happens? Where does it happen? Why is it interesting? 1. Identify structural features. We might identify examples of: Shifts in time, how a character acts, imagery, tone, thought (E.g. from past to future) etc. - The writer establishing: - Equilibrium – without too much tension. - False sense of equilibrium – everything seems calm but this turns out to be false. - Disequilibrium – with lots of tension. at the start or end of the extract - Zooming in from something big to something much smaller (or vice versa) - Moments of prolepsis – flash-forward - Moments of analepsis – flash-back - A sudden or gradual introduction of new characters at significant points - Moving from inside to the wider outside world (or vice versa) - Combining external actions with internal thoughts - Switching between different points of view - Reiteration – does the writer repeat anything? Are there any recurring motifs? - Circular structure – returning at the end to what happened at the beginning - In medias res - The story being told in a chronological order or is it a non-linear narrative? - Positioning of key sentences and their impact on the whole. Do be on the lookout for sentences which encapsulate key themes of the entire piece. WHAT <i>At the beginning of the extract, (writer) draws our focus towards...</i> <i>Overall, the piece is structured in...</i> <i>Time / the focus / the tone appears to shift from... to...</i> <i>In medias res is used in a way to...</i> <i>(The writer) choses to</i> HOW <i>(Writer) writes that '...' Interestingly, this clearly shows that...</i> <i>Notably, in line X, (writer)... This clearly establishes...</i> <i>For example, ... The opening of the novel is thus clearly being structured in a manner to evoke</i> <i>: The effect of this is to emphasise...</i> WHY <i>Here, (writer) is arguably trying to make the reader interested...</i>		belief in religion and the need to fight. <i>Students will need to know that poems that discuss the theme of man vs. nature are:</i> <i>Ozymandias</i> <i>The Prelude</i> <i>Storm on the Island</i> <i>Exposure</i> <i>Kamikaze</i>	Students have studied Paper 1 in Year 10 Autumn One and Two	

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	The inclusion of such statements is a clear attempt by (writer) to... One could interpret this as an attempt by (writer) to... This structure is thus indicative of (Writer's) clear efforts to... (Writer) is ensuring the reader ... Possible answers could include: - The use of the seasons to help reader understand how the situation is worsening, begins summer, autumn then ends with winter - Circular structure- endless cycle of violence - Repetition of 'gray' to describe the war machine - The narrator is distanced, repetition of 'there was' 'there were' passive voice, conflict is normalised, cannot be changed - The repletion of rain to show that the situation is hopeless - Long sentences with syndetic listing of 'and' to highlight how many troops and vehicles arrive at the mountain' - The extract ends with death, creates a tone of hopelessness - Description of men and soldiers shifts to become more detailed – ammunition described later in the extract to imply growing threat and closeness				
Lesson 12 Q4 Review	Students answer Q4. Question 4: Evaluating (20 marks) Focus on lines 21 to the end: After reading this text, a student said: 'After the narrator states that the fighting was not successful, the atmosphere becomes negative and I get this feeling that there will be some danger ahead.' To what extent do you agree? In your response, you could: - consider your own thoughts and feelings about how war affects people in the extract - evaluate how the writer shows the impact of war on people support your response with references to the text. Q4 needs to contain evaluative language AO2 and student analysis Relevant evidence Some possible answers could include: - Pathetic fallacy – use of rain for misery and death - Mists and clouds over the river- loss of clarity and hope - Tree trunk 'black' with rain – unnatural, rot and death - Rifles wet – useless, defenceless, - Simile- six months pregnant, loaded, tired, slow, vulnerable, weak		<i>Students will know that Hemmingway uses pathetic fallacy when describing the rain and the mist to highlight the situation is worsening for the men.</i> Students will know that in the Prelude, Nature is described as beautiful and 'glittering' as well as 'huge and mighty forms' to show its power. Students will know that the Romantics idolised nature because of the Industrial Revolution at the time in which nature was destroyed or dominated for advancement.	Power and Conflict Poetry- Exposure Storm on the island- Nature vs. War vs. Man theme Students have studied Paper 1 in Year 10 Autumn One and Two	Language Paper 1 Mock In November will be a full paper 1



Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
	- Things going very badly- adverb to highlight even the distant narrator understands terrible situation 'only seven thousand died' contrasting language to emphasise the loss of life, normalised Model; <i>I wholeheartedly agree with the statement, Hemmingway successfully creates a sense of impending doom and danger in the extract. Firstly, from line 21, the description of rain, mud and mist highlight the terrible conditions the men are now facing. The writer successfully uses pathetic fallacy to establish an environment that is hopeless and dangerous. The use of 'mists' create a lack of clarity and conviction, these men do not know what they will face, it may also imply that they do not know when the war will end.</i>				