



The Sutton Academy

Knowledge Rich Curriculum Plan

Year 10: Language Paper 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 to the wider curriculum	Assessment
<u>Lesson One – Alex Cold Language Paper 1 – Question 1</u>	<p>Students will know how to describe the atmosphere evoked by an image, identifying words that capture its mood and potential symbolism.</p> <p>Students will know the concept of symbolism, understanding how concrete objects can represent abstract ideas such as freedom, danger, or betrayal.</p> <p>Students will know how to identify and articulate what is happening in a passage, focusing on key events and their significance within the narrative.</p> <p>Students will know how to analyse a character's emotions, particularly how Alexander Cold is feeling in the text, and support their interpretations with evidence from the text.</p> <p>Students will know how to identify symbolism within a passage, such as the black bird in Alex's nightmare, and explain what it represents in the context of the story.</p> <p>Students will know how to effectively retrieve and list specific information from a text, especially when answering targeted questions like those in Language Paper 1, Question 1</p>	<p>Symbolism: The use of a concrete object to represent an abstract concept such as freedom, danger, or betrayal.</p>	<p>Students should already know how to read and understand a narrative passage, including recognising key elements such as characters, setting, and plot.</p> <p>Students should already know basic vocabulary related to literature and analysis, such as terms like "symbolism" and "atmosphere."</p> <p>Students should already know how to identify and interpret the emotions and motivations of characters within a text.</p> <p>Students should already know how to extract specific information from a text, focusing on details that answer targeted questions.</p> <p>Students should already know how to use context clues within a passage to infer meaning, especially when dealing with abstract concepts like symbolism.</p> <p>Students should already know the structure and expectations of a Language Paper 1 exam, including how to approach questions that ask for retrieval of information or analysis of language.</p>	<p>This lesson reinforces skills in close reading and text analysis, which are essential for understanding and interpreting literature.</p> <p>This lesson develops students' ability to identify and explain the use of literary devices, such as symbolism, which is a key aspect of both English language and literature studies.</p> <p>This lesson supports the curriculum focus on comprehension and inference, helping students to draw conclusions from explicit and implicit information in a text.</p> <p>This lesson enhances students' proficiency in answering exam-style questions, particularly those that involve retrieving specific information and analysing language.</p> <p>This lesson builds on students' understanding of characterisation and narrative structure, which are central to the study of novels, short stories, and other literary forms.</p>	<p>KR: On their mind maps students' responses could include the following night time / nightmares / crows symbolise death / storm / unsettled feelings</p> <p>First Reading – As we read the text think about the following questions – highlight any parts of the text that could help with your answer.</p> <p><i>What is happening in the passage? Alex has a vivid nightmare – we learn his family are struggling due to his mother's illness.</i></p> <p><i>How is Alexander Cold feeling in the text? He feels trapped / in a nightmare / helpless and frustrated with his father / angry at his mother for being ill.</i></p> <p><i>How do you know this? Quote – ‘He had been dreaming that an enormous black bird had crashed against the window with a clatter of shattered glass, flown into the house, and carried off his mother.’</i></p> <p><i>What symbolism is used in the passage? What does it represent?</i></p> <p><i>His mother being taken by a bird of prey symbolises her illness.</i></p> <p>List four things about the bird in Alex's nightmare from this part of the source.</p> <p>Indicative content; students may include:</p> <ul style="list-style-type: none"> • It was black • It was enormous • It crashed against the window • It shattered the glass • It flew into the house • It carried off Alex's mother • It had yellow claws • It disappeared into the dark sky

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				This lesson contributes to students' overall literacy skills, including their ability to articulate responses clearly and effectively in both written and spoken English.	
<u>Lesson Two – Alex Cold Language</u> <u>Paper 1 – Question 2 Language analysis</u>	<p>Students will know how to identify and categorise words into different word classes, such as pronouns, verbs, nouns, and adjectives, using the provided text.</p> <p>Students will know the definitions and functions of metaphors and personification, understanding how these literary devices are used to create vivid imagery and convey abstract ideas.</p> <p>Students will know how to analyse language in a given text, focusing on the impact of the writer's word choices, language features, and sentence structures.</p> <p>Students will know how to plan a response to a language analysis question using the what/how/why structure, which involves identifying ideas, explaining techniques, and interpreting the writer's intentions.</p> <p>Students will know how to annotate a text effectively, recognising and discussing the use of language devices, such as aggressive verbs or personification, to convey the effects of a storm.</p> <p>Students will know how to construct a well-supported analytical response to an exam-style question, including the use of embedded quotations, accurate subject terminology, and consideration of the writer's purpose and the impact on the reader.</p>	<p><u>Metaphor:</u> A metaphor describes one thing using the qualities of something else without using like or as. It is used by writers to create a vivid image in their reader's mind.</p> <p><u>Personification:</u> "the attribution of human characteristics to things, abstract ideas, etc., as for literary or artistic effect"</p>	<p>Students should already know how to identify and understand different word classes, such as nouns, verbs, adjectives, and pronouns.</p> <p>Students should already know the basic concepts of literary devices, including metaphors and personification, and how they are used to enhance descriptive writing.</p> <p>Students should already know how to read and interpret a text, recognising key details that contribute to the overall meaning and atmosphere.</p> <p>Students should already know how to annotate a text, highlighting and making notes on significant words, phrases, and techniques used by the writer.</p> <p>Students should already know the structure of an analytical response, including how to use evidence from the text to support their interpretations.</p> <p>Students should already know the process of constructing a clear and coherent argument in response to a language analysis question, using subject terminology accurately.</p>	<p>This lesson strengthens students' analytical skills, which are crucial for both English literature and language, as they learn to dissect and interpret the use of language in texts.</p> <p>This lesson enhances students' understanding of literary devices, such as metaphors and personification, which are key elements in the study of literature and are frequently analysed in both prose and poetry.</p> <p>This lesson supports students in developing critical thinking skills, enabling them to evaluate the writer's choices and their effects, which is a fundamental aspect of the literature curriculum.</p> <p>This lesson builds on students' ability to write structured</p>	<p><u>KR:</u> <i>Pronoun – He</i> <i>Noun – Pacific Ocean</i> <i>Adjective – Roaring</i> <i>Verb – Pictured</i></p> <p>How does the writer use language here to describe the effects of the storm? <i>How is the storm described – what adjectives could you use to describe the storm? Are there are language devices used to create specific effects? How is Alexander Cold feeling in the text about the storm? How do you know this? What symbolism is used in the passage? What does it represent?</i></p> <p><u>Students may comment on the following:</u> <i>The writer uses language to present the storm as having a scary, immobilising effect on Alex, making him feel overpowered and helpless.</i> The use of violent vocabulary to convey the power of the storm - verb 'lashing' implying it is so forceful it is ruthlessly thrashing them. • use of personification of the storm - 'furious waves' suggests how the Pacific Ocean is pounding at the rocks, uncontrollably • use of both auditory and visual imagery.</p> <p><u>First reading response</u> – Response B was given 7/8 and Response A 4/8.</p> <p><u>How does the writer use language here to describe the effects of the storm?</u> "Wind lashing the trees":</p>

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	<p>Students may use the writing frame to structure their response.</p> <p>The writer undoubtedly makes the effects of the storm seem <u>cruel, frightening</u> and ultimately, <u>physically unsettling</u>.</p> <p>The writer cleverly introduces the violent and cruel nature of the storm when the reader is told...</p> <p>Next in the extract, the writer conveys how frightening the storm is through the use of ____</p> <p>Following on, the writer creates ____ through...</p> <p>Then the writer quickly establishes a feeling of ____ in their depiction of ____</p> <p>The clever use of ____ by (writer) is evident throughout / at the start / in the latter half...</p> <p>The writer chooses to ____ through the use of ____</p> <p>(Writer) writes that '...' The clever use of ____ shows</p> <p>For example, in line X we're told that '...' This clearly establishes...</p> <p>Notably, in line X, (writer) states '...' (Writer) achieves ____</p> <p>For example, The use of ____ here is intentional;</p> <p>Here, (writer) is arguably trying to make the reader...</p> <p>The inclusion of ____ is a clear attempt by (writer) to...</p> <p>One could interpret this as an attempt by (writer) to...</p> <p>Such language is indicative of (Writer's) clear efforts to...</p> <p>(Writer) is ensuring the reader ...</p>			<p>analytical essays, a skill that is essential across both language and literature courses, particularly in exam settings.</p> <p>This lesson reinforces the importance of close reading and text interpretation, which are central to understanding and appreciating complex literary texts in the broader curriculum.</p> <p>This lesson links to broader themes in literature, such as the portrayal of emotions, nature, and human experience, helping students connect their analysis to wider literary contexts and discussions.</p>	<p>The verb "lashing" connotes violence and aggression, suggesting the wind is not merely blowing but actively attacking the trees. The word "lashing" evokes the image of something being whipped or struck repeatedly, implying that the storm is powerful and destructive. This creates a sense of relentless force and danger, highlighting the storm's ferocity and its impact on the environment.</p> <p>"Sensation of being adrift in a boat": The phrase "adrift in a boat" conveys a feeling of helplessness and lack of control. The word "adrift" implies being carried away by external forces without any direction or stability, much like the protagonist feels in the storm. This metaphor suggests that the storm has created a situation where Alex is vulnerable, at the mercy of nature, and unable to find solid ground. The imagery reinforces the overwhelming and disorienting effect of the storm.</p> <p>"Pushed closer to the bulk of the large dog": The word "bulk" emphasises the size and solidity of the dog, suggesting it is a source of comfort and security for Alex. By "pushing closer" to the dog, Alex is seeking physical closeness to something stable and protective in the midst of the chaos outside. This action illustrates his need for reassurance and safety, highlighting how the storm has created a sense of fear and uncertainty.</p> <p>"Roaring Pacific Ocean": The adjective "roaring" personifies the ocean, giving it a voice that is loud, intimidating, and full of power. This word choice suggests that the ocean, like the storm, is wild and uncontrollable, contributing to the overall atmosphere of danger. The "roaring" sound also evokes a primal, animalistic force, further emphasising the overwhelming and destructive power of the storm.</p> <p>"Spilling in furious waves": The word "furious" conveys intense anger, attributing a human-like emotion to the waves. This personification suggests that the ocean is reacting violently, almost as if it is alive and raging against the</p>

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					<p>shore. The verb "spilling" implies that the waves are overflowing uncontrollably, adding to the sense of chaos and destruction. Together, these words depict the storm as a force that is both emotional and unrestrained, causing havoc in its path.</p> <p>"Tangled in the images": The verb "tangled" suggests that Alex is caught or trapped within the imagery of his bad dream, unable to escape from the mental and emotional effects of the storm. The word "tangled" connotes confusion and entrapment, implying that the storm has left a lasting impact on his psyche, intertwining with his fears and anxieties. This phrase illustrates the psychological effect of the storm, showing that its impact extends beyond the physical environment and into Alex's inner world.</p>
<p><u>Lesson three – Question Three - Structure</u></p>	<p>Students will know:</p> <p>How to identify and analyse structural features within a text, including how the writer's choices at the beginning, middle, and end of a text affect the reader.</p> <p>The importance of tracking the writer's focus throughout the text and understanding why certain structural devices are used in specific parts of the text.</p> <p>How to apply the 'Why that? Why there?' questioning technique to understand the writer's intentions behind structural choices, such as shifts in focus or changes in pacing.</p> <p>The impact of different structural features, such as repetition, contrast, and temporal references, and how they contribute to the overall meaning and effect of the text.</p> <p>The difference between analysing language and structure, and how structural analysis specifically focuses on the organisation and arrangement of ideas within a text.</p>		<p>Students should already know:</p> <p>Basic literary terms and concepts, including metaphor, personification, and symbolism, as these will be used to understand structural techniques.</p> <p>How to identify and analyse the effects of language in a text, as this forms a foundation for understanding how structure influences meaning.</p> <p>The purpose of different structural features in literature, such as openings, shifts in focus, and endings, and their impact on the reader.</p> <p>The basic components of a text, including its beginning, middle, and end, and how to track changes and developments throughout the text.</p> <p>How to annotate a text effectively, marking key structural features and shifts to support their analysis.</p>	<p>Development of Analytical Skills: Connection: This lesson focuses on analysing structural techniques in a text, a key component in literary analysis across various English and literature curricula.</p> <p>Understanding how writers use structure to shape narratives and engage readers is fundamental to studying different genres and styles.</p> <p>Curriculum Link: It builds on analytical skills that are essential for interpreting texts in both language and literature studies, reinforcing the ability to critically evaluate how structural choices</p>	<p>KR:</p> <ol style="list-style-type: none"> <i>The writer uses a metaphor when she says 'he had the sensation of being adrift in a boat' to create the effect that Alex feels lost and abandoned.</i> <i>The writer uses personification when she says, 'wind lashed at the trees' to create the effect of turmoil and danger in Alex' life.</i> <p><u>Using your annotations on the whole of the extract and your understanding of the assessment criteria, you will now have 10 minutes to complete your response to Q3 independently. (model response using AQA indicative content)</u></p> <p><i>The text is divided into two parts that are linked by one character and an increasing sense of foreboding. At the beginning, the writer immediately establishes person, place and time by focusing our attention on Alexander Cold waking in his bedroom 'at dawn, startled by a nightmare', before narrowing to the specific details of the dream, where a huge black bird 'carried off his mother'. The use of the word 'startled' in the first sentence creates an urgent, abrupt opening with a sense of immediacy, and this, together with a focus on the nightmare which follows,</i></p>

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	<p>How to organise and articulate their responses to structural analysis questions, using a clear structure that discusses the focus, evidence, and impact on the reader in a coherent and logical way.</p> <p>Students will know that this question will always be presented in the following way:</p> <p>You now need to think about the whole of the source. This text is from the beginning of a novel. How has the writer structured the text to interest you as a reader?</p> <p>You could write about:</p> <ul style="list-style-type: none"> • what the writer focuses your attention on at the beginning of the source • how and why the writer changes this focus as the source develops • any other structural features that interest you. 		<p>The question format for analysing structure in literature, specifically how to respond to questions about the writer's use of structure and its effects on the reader.</p>	<p>impact reader engagement and thematic development.</p> <p>Integration of Structural and Thematic Understanding: Connection: By examining how structural features affect the reader's perception of the text, students connect structural analysis with thematic exploration. This integration helps in understanding how narrative techniques contribute to the overall meaning of the text.</p> <p>Curriculum Link: This aligns with curriculum objectives that require students to explore how form and structure shape content, a key aspect of understanding and discussing literary themes and character development.</p> <p>Application of Literary Techniques: Connection: The lesson emphasises the importance of various structural techniques such as pacing, focus, and shifts in narrative perspective, which are crucial for a</p>	<p><i>generates an atmosphere of unease in the reader that is carried over into the second half of the text when Alex interacts with the rest of the family at breakfast. Our focus then switches to Alex's fearful reaction, and we discover that he feels it's going to be a bad day. The key sentence 'There had been a lot of days like that since his mother got sick' is structurally important because it is the first mention of his mother being ill. It takes us back to the nightmare at the beginning and we now understand the significance of his mother being carried off: the black bird is a symbol of death. In particular, the words 'watched helplessly' take on a new meaning for the reader at this point in the text: possibly the reason Alex feels so bad is that he can do nothing to protect his mother.</i></p> <p>Some Structural Techniques and Their Impact: Opening Scene (Lines 1-5) What does the writer show? The writer introduces a nightmarish vision that disturbs Alexander Cold. How do they show it? The use of vivid imagery and a dramatic description of the black bird crashing into the window creates a sense of fear and helplessness. The broken window and dark clouds contribute to an atmosphere of menace and foreboding. Why do they do it? This opening grabs the reader's attention by setting a tense and unsettling tone, immersing them in Alexander's troubled state of mind. It also establishes the emotional weight that will carry through the rest of the text.</p> <p>Shift to the Storm (Lines 6-12) What does the writer show? The writer transitions from the nightmare to the real storm outside, blending Alexander's dream with his current reality. How do they show it? Descriptions like "wind lashing the trees" and "roaring Pacific Ocean" create a sensory link between the nightmare and the storm. The metaphor of feeling "adrift in a boat" emphasises Alexander's disorientation. Why do they do it? This shift effectively connects Alexander's internal fears with the external storm, illustrating how the storm mirrors his emotional turmoil. It maintains the tension and engages readers</p>

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				<p>comprehensive understanding of literary techniques used by authors. Curriculum Link: This supports broader curriculum goals that involve the application of literary devices in analysis, helping students to recognize and evaluate these techniques in a variety of texts.</p> <p>Preparation for Exam Techniques: Connection: The focus on structural analysis prepares students for exam questions that require them to discuss how structural elements contribute to the text's overall effect. This practical application is crucial for success in English Language and Literature assessments. Curriculum Link: It directly ties into exam preparation strategies, where understanding the role of structure in a text is essential for addressing questions about how writers craft their narratives and engage readers.</p> <p>Enhancement of Critical Thinking:</p>	<p>by deepening their understanding of Alexander's state.</p> <p>Routine and Realisation (Lines 13-17) What does the writer show? The writer highlights Alexander's disillusionment with his current life and the weight of his mother's illness. How do they show it? The description of a "terrible day" and the description of the house's atmosphere conveys a sense of pervasive sadness and heaviness. This section contrasts the earlier tension with a more grounded, everyday struggle. Why do they do it? This shift to the mundane and the practical aspects of Alexander's life helps readers see the broader impact of his mother's illness, moving from the dramatic to the everyday. It enhances empathy by depicting the personal and familial consequences of the illness.</p> <p>Family Dynamics at Breakfast (Lines 18-33) What does the writer show? The writer reveals the strained family relationships and the impact of the mother's illness on daily life. How do they show it? Through the detailed depiction of the father's failed pancakes and the children's candid, emotional dialogue. The use of dialogue and specific family interactions adds realism and depth to the family dynamics. Why do they do it? By focusing on these interactions, the writer demonstrates the breakdown of normal family routines and emotional connections. This segment draws the reader into the everyday reality of Alexander's life, highlighting the ongoing strain and emotional conflict within the family.</p> <p>Reflection on Absence (Lines 34-46) What does the writer show? The writer reflects on the mother's absence and its profound impact on Alexander and the family. How do they show it? Detailed descriptions of the mother's former vitality and her current weakened state contrast her past presence with her present absence. Phrases like "silent ghost" and descriptions of her deteriorated state evoke a deep sense of loss.</p>

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				<p>Connection: Analysing how and why a writer uses specific structural techniques fosters critical thinking. Students learn to question and evaluate the choices authors make, enhancing their ability to think critically about texts. Curriculum Link: This approach aligns with curriculum goals that encourage students to develop higher-order thinking skills, essential for sophisticated literary analysis and interpretation.</p> <p>Building Analytical Writing Skills: Connection: The lesson's emphasis on structured responses to analysis questions helps students practice writing analytically and coherently. This skill is transferable across various types of writing tasks in both language and literature studies. Curriculum Link: This supports the curriculum's focus on developing clear and structured writing, which is vital for expressing complex</p>	<p>Why do they do it? This reflection underscores the central emotional conflict of the text—the impact of the mother's illness on Alexander and his family. It elicits sympathy from the reader and deepens the emotional engagement with the narrative.</p>

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				ideas and arguments effectively.	
Lesson Four – Question 3 Structure	<p>Students will know how to identify various structural features in a text, such as shifts in focus, the use of flashbacks, and the contrast between different elements. They will understand how to explain how these features contribute to the text's overall meaning and impact.</p> <p>How to Apply Structural Analysis Techniques:</p> <p>Students will know how to apply structural analysis techniques to different parts of a text, focusing on the beginning, middle, and end. This includes recognising how the structure influences the reader's understanding and engagement with the text.</p> <p>The Importance of Tracking Focus Changes:</p> <p>Students will know the importance of tracking how the focus of the narrative changes throughout the text. They will be able to explain why the writer shifts the focus and how these shifts affect the reader's perception of the story.</p> <p>How to Use Structural Terminology Accurately:</p> <p>Students will know how to use relevant subject terminology accurately to describe structural features. They will be able to apply terms such as 'juxtaposition,' 'flashback,' 'contrast,' and 'pacing' in their analysis.</p> <p>How to Compare and Evaluate Responses:</p> <p>Students will know how to compare and evaluate responses to structural analysis questions, understanding what constitutes a higher-level answer versus a lower-level answer based on the depth of analysis and use of evidence.</p> <p>How to Construct a Well-Organised Analytical Response:</p> <p>Students will know how to construct a well-organised analytical response to a question on structure, incorporating a clear introduction, detailed analysis of</p>	-	<p>Students should already know:</p> <p>Students should have a foundational understanding of how to analyse literary texts, including recognizing and interpreting various literary devices and techniques.</p> <p>Students should be familiar with different structural features used in texts, such as flashbacks, shifts in focus, and the use of dialogue. They should understand how these features contribute to the narrative and affect the reader.</p> <p>Students should know key literary and structural terminology, including terms like juxtaposition, foreshadowing, pacing, and contrast, and understand their meanings and uses in analysis.</p> <p>Students should be able to track how a text's focus shifts from the beginning to the middle and end. They should understand how to identify and explain these shifts in their analysis.</p> <p>Students should be capable of structuring an analytical essay or response, including writing clear topic sentences, providing evidence from the text, and explaining the significance of their analysis.</p> <p>Students should have prior experience with questions that require analysing text structure and be familiar with the approach to such questions, including how to use evidence and terminology effectively in their responses.</p>	<p>Critical Reading and Analysis:</p> <p>The lesson builds on students' ability to critically read and analyse texts, a fundamental skill in the English curriculum. Understanding structural techniques helps students engage more deeply with texts, enhancing their overall analytical capabilities.</p> <p>Literary Devices and Techniques:</p> <p>By focusing on structural features like flashbacks, shifts in focus, and juxtaposition, the lesson connects to the broader study of literary devices. This aligns with curriculum objectives that require students to explore how writers use various techniques to create meaning and effect.</p> <p>Writing Skills:</p> <p>The lesson supports the development of writing skills, which are essential across all</p>	<p>KR: 1. <i>The writer zooms in on the father's inadequacies when she says 'There was nothing in the fridge' to show the reader the stark differences between the mother and father and how the family isn't coping without her.</i></p> <p>2. <i>The writer uses a flashback when she says ' _ his mother could work several hours in her studio, keep the house immaculate, and still welcome her children after school with cookies' to show the reader that Alex desperately misses his mother and recalls happier times when she was well.</i></p> <p>Students to write a full response to question 3</p> <p>When analysing the models with the students, use the annotated PDF copies to help with examiner's comments.</p>

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	structural features, and a thoughtful conclusion on the impact of these features on the reader.			<p>areas of the English curriculum. Analysing structure prepares students for writing coherent and well-structured analytical essays, improving their ability to argue and explain their points effectively.</p> <p>Understanding Narrative Structure:</p> <p>The focus on narrative structure and how it affects reader engagement links to the broader study of storytelling. This understanding is crucial for both literary analysis and creative writing, helping students grasp how different elements contribute to a compelling narrative.</p> <p>Exam Preparation:</p> <p>The lesson aligns with exam preparation strategies, particularly for GCSE and A-Level English Literature and Language assessments.</p> <p>Understanding how to analyse structural features prepares students for specific exam questions and assessment criteria.</p> <p>Interdisciplinary Links:</p>	

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				The skills developed in this lesson are transferable to other subjects and disciplines. For example, understanding narrative techniques can aid in analysing historical texts, interpreting media, or crafting persuasive arguments.	
Lesson Five – Question 4 – Evaluate	<p>Students will be able to identify different word classes in a given text, such as pronouns, verbs, nouns, and adjectives. For example, from the line ‘She was little more than a silent ghost’, they will be able to classify the words into their respective categories (e.g., pronoun: "She"; verb: "was"; noun: "ghost"; adjective: "silent").</p> <p>Students will understand how to approach Question 4 of Paper 1 by agreeing with the statement made by a ‘student’ to a significant degree while also considering counter-evidence from the text.</p> <p>Students will know how to use specific evidence from the text to support their agreement or disagreement with the statement. They will be able to select appropriate quotations and explain how these quotations support their evaluation. Analysis of Language and Structure:</p> <p>Students will be able to analyse both language and structural choices made by the writer in the latter part of the text. They will understand how different methods are used to convey Alex’s struggle with his mother’s illness.</p> <p>Students will learn to use evaluative vocabulary effectively to critique the text. They will be familiar with terms that help them critically assess how well the text conveys Alex’s emotional state and struggles.</p>	Evaluate: To form an idea about the success or impact of something.	<p>Students should be familiar with basic grammatical terminology and able to identify pronouns, verbs, nouns, and adjectives in a text.</p> <p>Students should know the structure and expectations of Question 4 in their English paper, including how to evaluate a statement about a text and support their views with evidence.</p> <p>Students should have experience in annotating texts, including highlighting key quotations and identifying literary techniques. Analysis of Language and Structure:</p> <p>Students should understand how language and structural choices in a text can convey meaning and affect the reader's perception. Use of Evaluative Vocabulary:</p> <p>Students should be aware of evaluative language and how to use it to critique and assess literary texts effectively. Essay Writing Skills:</p> <p>Students should be comfortable writing structured responses, including making clear arguments, supporting them with evidence, and providing analysis.</p>	<p>The lesson focuses on evaluating a text, which aligns with broader curriculum goals of developing critical reading and analytical skills. Evaluating how a character copes with a situation involves interpreting and assessing both language and structural choices, which is central to literary analysis.</p> <p>By exploring how the writer depicts Alex's struggle through language and structure, students gain a deeper understanding of literary techniques such as tone, character development, and narrative structure. This is crucial for understanding how authors craft their</p>	<p>KR: pronoun: "She"; verb: "was"; noun: "ghost"; adjective: "silent"</p> <p><u>A student said ‘This part of the story, set during breakfast time, shows that Alex is struggling to cope with his mother’s illness. To what extent do you agree?’ – suggested teacher model (indicative content from mark scheme)</u></p> <p>Some ideas students might explore: Language Devices: Tone of Disinterest and Disengagement: Quotation: “At breakfast Alex was not in the mood to applaud his father’s efforts at making pancakes.” Analysis: The phrase “not in the mood to applaud” conveys Alex’s lack of enthusiasm and emotional exhaustion. His disinterest in his father’s efforts highlights how overwhelmed and distracted he is by his mother’s illness. Descriptive Language: Quotation: “His father was not exactly a good cook; the only thing he knew how to do was pancakes, and they always turned out like rubber-tyre tortillas.” Analysis: The simile “like rubber-tyre tortillas” vividly describes the pancakes as unappetising and reflects the family’s strained situation. This adds to the sense of Alex’s frustration and discomfort. Emotional Outbursts: Quotation: “‘Shut up, Nicole,’ Alex replied.”</p>

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	Students will know how to organise their responses for Question 4 by using a structured approach to present their evaluation. They will be able to organize their thoughts into clear sections, including quotation selection, method analysis, and explanation of how these elements suggest Alex's struggle.			<p>stories and convey themes.</p> <p>The lesson emphasises how language and structural choices impact meaning. This integration of language and structure is a fundamental aspect of studying literature, helping students see how different elements work together to create effects and convey messages.</p> <p>Evaluative skills are essential for higher-level literary analysis. The lesson encourages students to critically assess a statement about the text and consider different perspectives, fostering skills that are valuable for both literature and language studies.</p> <p>Crafting well-supported responses to evaluative questions is a key skill in both language and literature. The lesson helps students practise structuring arguments, using evidence effectively, and writing analytically, which are important for writing essays and academic</p>	<p>Analysis: Alex's sharp and dismissive response to his sister Nicole reveals his heightened emotional state. His outburst indicates his inability to manage his emotions, which is a sign of his struggle to cope.</p> <p>Direct Speech: Quotation: "‘Liar! She’s not going to die!’ shrieked Nicole."</p> <p>Analysis: Alex's defensive and aggressive reaction to Nicole's statement reflects his deep-seated fear and denial. His reaction shows how Alex is grappling with the harsh reality of his mother's illness.</p> <p>Narrative Reflection: Quotation: "Alex was angry with his father, his sisters, life in general – even with his mother for getting sick."</p> <p>Analysis: The list of Alex's frustrations underscores his internal turmoil and helplessness. His anger is a coping mechanism for his overwhelming feelings of powerlessness.</p> <p>Contrasting Imagery: Quotation: "She was stricter than his father, and sharper... She seemed to have shrunk; she was little more than a silent ghost."</p> <p>Analysis: The juxtaposition between his mother's past vitality and her current frailty emphasises the extent of her decline. This contrast highlights Alex's profound sense of loss and sorrow.</p> <p>Structural Devices: Contrast Between Past and Present: Quotation: "Her canvases, which once were explosions of colour, sat forgotten on their easels, and her oil paints dried in their tubes."</p> <p>Analysis: The structural contrast between the past (vibrant, active) and present (forgotten, neglected) underscores the dramatic change in Alex's mother and reflects the impact of her illness on the family. This shift in focus illustrates the depth of Alex's struggle with her illness.</p> <p>Focus on Domestic Disarray: Quotation: "Except for his father's pancakes and an occasional tuna-and-mayonnaise sandwich, no one in the family had cooked for months."</p> <p>Analysis: The focus on the lack of home-cooked meals and reliance on takeout shows the breakdown of the family's routine and care. This disruption in daily life</p>

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				<p>papers across the curriculum.</p> <p>The lesson links to broader themes such as coping with personal challenges and character development. Understanding how characters deal with their struggles can connect to discussions on themes and motifs in literature, enriching students' overall comprehension and appreciation of texts.</p>	<p>mirrors Alex's emotional upheaval and coping difficulties.</p> <p>Narrative Shift to Alex's Emotional State: Quotation: "He missed her easy laughter and her affection, even her discipline." Analysis: The shift to Alex's reflections on what he misses about his mother reveals his emotional distress. By contrasting his mother's past presence with her current state, the narrative deepens our understanding of Alex's internal struggle.</p> <p>Direct Characterisation: Quotation: "He was still tangled in the images of his bad dream." Analysis: This direct characterisation of Alex's state of mind indicates how his dream is a reflection of his real fears and anxieties. It shows his inability to separate his emotional distress from his daily life.</p> <p><i>I agree that Alex is very angry with everyone, 'his father, his sisters, life in general – even with his mother for getting sick', which is a definite symptom of not coping with his mother's illness. His behaviour is irrational, especially blaming his mother for becoming ill, but he is a young boy, caught up in circumstances over which he has no control, and he is full of frustration and desperate to find someone to blame. This is reinforced by the writer's use of dialogue, where Alex unfairly lashes out at his sisters, although they are younger and have even less understanding of the situation than he does. The writer also shows Alex isn't coping through a comparison of past and present versions of his mother: she was an artist whose paintings were once 'explosions of colour' but now 'her oil paints dried in their tubes'. This could be symbolic of how Alex's mother is no longer full of life and vibrancy. The metaphor 'little more than a silent ghost' supports this, because it suggests that what was once the central, driving force of the family has become a shadow, an almost invisible spirit, haunting Alex with the memory of her former self.</i></p>

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Lesson Six – Question 4 -Evaluate	<p>Students will know how to evaluate a text by considering both agreement and disagreement with a given statement, using evidence from the text to support their points.</p> <p>Students will know how to identify and use both language and structural devices in their evaluation, understanding how these techniques contribute to the text's overall effect.</p> <p>Students will know how to analyse the impact of the writer's choices on the reader, including how specific language and structural techniques influence their perception of characters and themes.</p> <p>Students will know how to structure their response to Question 4 effectively, including how to begin by agreeing with the statement, find relevant evidence, and explain how the writer's methods impact the reader.</p> <p>Students will know how to critically evaluate different student responses using the mark scheme, understanding what distinguishes high-level answers from those at lower levels.</p> <p>Students will know how to link their analysis back to the statement provided, ensuring that their response stays focused on the specific aspects of the text being evaluated.</p>		<p>Students should already know:</p> <p>How to identify and analyse different aspects of a text, including key themes, characters, and plot developments.</p> <p>The structure and expectations of Question 4 in English Literature exams, specifically how to evaluate and critique a given statement about a text.</p> <p>How to select appropriate quotations from the text and analyse them, explaining how they support their response to the question.</p> <p>Familiarity with literary techniques and structural features, such as tone, imagery, juxtaposition, and flashbacks, and their effects on the reader.</p> <p>How to form a reasoned argument, considering both agreement and disagreement with the given statement, and supporting their views with textual evidence.</p> <p>An understanding of the mark scheme criteria for evaluation questions, including what constitutes detailed, perceptive analysis versus more basic or limited evaluation.</p> <p>How to structure an analytical response, including introducing their argument, presenting evidence, and linking their analysis back to the question.</p>	<p>Development of Critical Thinking: Enhances students' ability to critically evaluate texts and form well-supported arguments.</p> <p>Analytical Skills: Practices analyzing language and structural techniques, which is essential for interpreting various forms of texts.</p> <p>Understanding of Literary Techniques: Deepens knowledge of literary devices and structural choices, applicable across different texts.</p> <p>Evidence-Based Writing: Refines skills in supporting arguments with textual evidence, crucial for essay writing and critical responses.</p> <p>Examination Preparation: Prepares students for evaluation questions in exams, aligning with goals for GCSE and A-Level assessments.</p> <p>Language and Structure: Explores how language and structure impact</p>	<p>KR: Label the following statements about question 4 as 'true' or 'false'. Be prepared to explain your ideas.</p> <ol style="list-style-type: none"> 1.I should always disagree with the student statement (False) 2.I should support my ideas with evidence and analyse the evidence too (True) 3.I should only use structural evidence to support my ideas about the statement (False) <p>Students should spend 25 minutes and answer the question in full – Look for ideas above in student answers.</p> <p>Explore the modelled responses and use annotated PDF student responses to help with examiner annotations and comments</p>

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				meaning, supporting broader curriculum objectives in literary studies.	
<u>Lesson Seven – Kino and the Scorpion – Question 1</u>	<p>Students will know how to list and identify key details about the setting and action in a text, specifically from the first part of the extract.</p> <p>Students will know how to interpret and describe the setting of a passage, including identifying whether it is set in a familiar or unfamiliar place and time.</p> <p>Students will know how to analyse how language and imagery are used to create atmosphere and convey information about the setting and characters.</p> <p>Students will know how to explain how contrast is used in literature, particularly how contrasting elements within a passage can highlight tension or other thematic elements.</p> <p>Students will know how to conduct a detailed analysis of a text by focusing on specific language techniques and their effects, such as the contrast between the peaceful setting and the dangerous presence of the scorpion.</p> <p>Students will know how to respond to questions about a text by providing evidence from the text, using structured approaches to support their answers effectively.</p>		<p>Basic Textual Analysis: Students should understand how to identify and describe key elements in a text, such as setting, characters, and plot.</p> <p>Setting and Context: Students should be familiar with how to interpret and describe the setting of a story, including identifying if it is set in a familiar or unfamiliar time or place.</p> <p>Language Techniques: Students should know how to identify and analyse basic language techniques such as imagery, symbolism, and tone.</p> <p>Contrast in Literature: Students should understand the concept of contrast and how it can be used to highlight differences or create tension in a text.</p> <p>Responding to Literature Questions: Students should know how to answer questions about a text by referring to specific evidence from the text and structuring their responses clearly.</p> <p>Basic Literary Terminology: Students should be familiar with literary terms and concepts such as setting, imagery, and characterisation to support their analysis of the text.</p>	<p>Comprehending how the setting influences the narrative, character development, and overall mood.</p> <p>Identifying and interpreting figurative language and imagery used to evoke atmosphere and symbolism.</p> <p>Exploring how authors use descriptive language to create vivid scenes and convey deeper meanings.</p> <p>Analysing how characters are presented through their actions and interactions within a given setting.</p> <p>Understanding how contrast is used to highlight differences and create tension or emphasis in a narrative.</p> <p>Developing skills in critical reading, including making</p>	<p>KR: What does the image symbolise?</p> <p>Comfort and Security: The warm sunlight on the house suggests a sense of safety and comfort within the home.</p> <p>Daily Life: The setting sun and the simplicity of the brush house evoke the routine and simplicity of rural life.</p> <p>Isolation and Vulnerability: The modest nature of the house might also symbolise the family's isolation and vulnerability to external threats or challenges.</p> <p>First Read Qs:</p> <ol style="list-style-type: none"> 1. What is happening in the passage? Kino and Juana are at home with their baby Coyotito when a scorpion crawls down the rope of the baby's hanging bed-box and stings the baby. Kino tries to kill the scorpion, but Coyotito is stung and suffers. Juana attempts to help by sucking out the poison while neighbours come to assist. 2. Is the setting one you are familiar with? The setting is likely unfamiliar to many readers. It is a rural Mexican village with traditional, simple living conditions. 3. Is it set in the present day or another time? It is set in another time, not the present day. The setting and lifestyle reflect a pre-modern era. 4. How do you know that this story is set in a different place (and possibly a different time)? What phrases suggest this? Phrases like "brush house," "dark blue shawl," and the communal actions of the people suggest a traditional, rural setting, indicative of a past era and different cultural context. <p>Students may 'list the following things:</p>

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				<p>inferences and supporting interpretations with textual evidence. Engaging in detailed analysis of texts, including how different elements work together to affect the reader's understanding and interpretation.</p> <p>Practising clear, structured writing to respond to questions about a text, focusing on evidence-based analysis.</p> <p>Applying literary analysis skills to write informed and well-supported responses to literary questions.</p>	<ol style="list-style-type: none"> 1. We learn that the brush house is warmed by the sun. 2. We learn that sunlight falls in streaks through the crevices of the house. 3. We learn that one of these streaks illuminates the hanging bed-box where the baby, Coyotito, is sleeping. 4. We learn that the scorpion is descending the rope that supports the baby's bed-box. 5. We learn that Kino and Juana notice the scorpion's movement and react with alarm. <p>How does the writer use contrast in the opening paragraph?</p> <p>Setting vs. Threat: The brush house is described as being warmed by the sun, creating an image of comfort and security. In contrast, the scorpion represents a deadly threat, moving towards the baby.</p> <p>Peace vs. Danger: The sunlight is depicted as a gentle, warming presence, while the scorpion's slow and deliberate movement down the rope contrasts sharply with this peaceful setting, emphasising the imminent danger.</p> <p>Calm vs. Alarm: The initial calm of the sun's rays and the warmth of the house is disrupted by Kino and Juana's sudden alarm and focus on the scorpion, illustrating a shift from tranquility to tension.</p>
Paper One: Lesson Eight – Language Analysis	<p>How to Identify Word Classes: Students will be able to accurately identify words from specific word classes (preposition, verb, noun, adverb) within a given text.</p> <p>The Structure of a Language Analysis Response: Students will understand and be able to apply the what/how/why structure when analysing language in a text.</p> <p>Techniques for Analysing Language: Students will know how to analyse the effects of a writer's language choices, including words, phrases, language features, techniques, and sentence forms.</p> <p>The Importance of Subject Terminology: Students will know how to use subject terminology effectively and</p>		<p>Identify and Understand Word Classes: Students should already know how to distinguish between different word classes, such as prepositions, verbs, nouns, and adverbs.</p> <p>Annotate Texts: Students will need to know how to annotate texts effectively, marking key language features and techniques that contribute to meaning.</p> <p>Understand Basic Literary Devices: Students should be familiar with common literary devices and language techniques (e.g.,</p>	<p>This lesson links to the wider curriculum by reinforcing key skills in literary analysis, critical thinking, and close reading. It builds on students' ability to interpret and evaluate a writer's use of language, a core component of English studies, which is essential for success in GCSE English Language and Literature. The lesson also</p>	<p>KR:</p> <p>body: Noun glided: Verb quietly: Adverb across: Preposition room: Noun noiselessly: Adverb smoothly: Adverb</p> <p>When annotating the text students may identify:</p> <p>"Kino's breath whistled in his nostrils": Language: The verb "whistled" conveys a sense of sharpness and tension. It suggests Kino's nervousness and the physical manifestation of his fear.</p>

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	<p>accurately in their analysis to articulate their understanding of the text.</p> <p>How to Develop a Thesis Statement: Students will know how to craft a triple thesis statement that outlines the key ideas they will explore in their analysis.</p> <p>The Impact of Language Choices on the Reader: Students will know how to discuss and evaluate the impact of the writer's language choices on the reader, considering the writer's intentions and the emotional or thematic effects created.</p> <p>The writer cleverly introduces the dramatic the conflict between Kino and the scorpion when the reader is told...</p> <p>Next in the extract, the writer conveys that that the interaction is almost performative is through the use of ____</p> <p>Following on, the writer creates _____ through...</p> <p>Then the writer quickly establishes a feeling of _____ in their depiction of _____</p> <p>The clever use of ____ by (writer) is evident throughout / at the start / in the latter half...</p> <p>The writer choses to ____ through the use of ____</p> <p>(Writer) writes that '...' The clever use of ____ shows For example, in line X we're told that '...' This clearly establishes...</p> <p>Notably, in line X, (writer) states '...' (Writer) achieves _____</p> <p>For example, The use of ____ here is intentional;</p> <p>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...</p> <p>(Writer) is ensuring the reader ...</p>		<p>metaphors, similes, personification) and their effects on a text.</p> <p>Extract Relevant Quotations: Students will need to know how to select appropriate and meaningful quotations from a text to support their analysis.</p> <p>Use Subject Terminology: Students should be comfortable using basic subject terminology (e.g., metaphor, simile, adjective) to describe and discuss language features in their analysis.</p> <p>Write Analytical Paragraphs: Students should already know how to structure analytical paragraphs that explore the use of language in a text, including making clear statements, embedding quotations, and discussing the effects of the writer's choices.</p>	<p>strengthens their ability to write analytically, a skill applicable across various forms of writing and essential for higher-level study in English and other humanities subjects.</p>	<p>Connotation: The sound of whistling breath could also imply that Kino is holding his breath, trying to remain silent, adding to the suspense.</p> <p>"Then the startled look was gone from him and the rigidity from his body": Language: The phrase "startled look" indicates initial fear or surprise, while "rigidity" implies stiffness, likely from fear or tension. The removal of these reactions suggests that Kino is mentally preparing for the confrontation. Connotation: The shift from fear to calmness can be seen as Kino steeling himself for the inevitable conflict, reflecting a transition from vulnerability to determination.</p> <p>"The Song of Evil": Language: "Song" here is metaphorical, representing a theme or presence. The use of "Evil" personifies the scorpion as a malevolent force. Connotation: The phrase evokes a sense of ominousness and danger, as if the scorpion embodies a larger, malevolent force that threatens Kino and his family.</p> <p>"Music of the enemy": Language: The metaphor of "music" to describe the presence of the enemy adds a layer of inevitability, as if this conflict is part of a larger, predestined struggle. Connotation: The word "enemy" directly labels the scorpion as an adversary, intensifying the sense of conflict.</p> <p>"Foe of the family": Language: "Foe" suggests a personal and direct threat, reinforcing the idea that the scorpion is an immediate danger to Kino's loved ones. Connotation: This phrase heightens the stakes, turning the scorpion from just a creature into a significant and personal threat to Kino's familial bonds.</p> <p>"A savage, secret, dangerous melody": Language: The adjectives "savage," "secret," and "dangerous" all carry negative connotations, painting</p>

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	<p>You now need to think about the whole of the source.</p> <p>This text is from the beginning of a novel. How has the writer structured the text to interest you as a reader?</p> <p>You could write about:</p> <ul style="list-style-type: none"> • what the writer focuses your attention on at the beginning of the source • how and why the writer changes this focus as the source develops • any other structural features that interest you. <p>I Do What is the writer focussing our attention on? How are they doing this? Why might the writer have chosen to focus our attention on this specifically?</p> <p>We Do What is the writer focussing our attention on? How are they doing this? Why might the writer have chosen to focus our attention on this specifically?</p> <p>You Do What is the writer focussing our attention on? How are they doing this? Why might the writer have chosen to focus our attention on this specifically?</p>				<p>the scorpion as both ruthless and stealthy. "Melody" implies something continuous and unavoidable. Connotation: The phrase creates an image of the scorpion as a sinister, almost unseen force, one that is both violent and hidden, adding to the suspense.</p> <p>"Underneath, the Song of the Family cried plaintively": Language: The adverb "plaintively" conveys sadness and desperation, suggesting that the scorpion's threat is overpowering the family's safety. Connotation: The juxtaposition of the "Song of the Family" with the "Song of Evil" illustrates the struggle between good and evil, where the family's harmony is under attack.</p> <p>"The scorpion moved delicately down": Language: The verb "moved delicately" gives the scorpion a sense of precision and grace, heightening the tension as it approaches its target. Connotation: The delicate movement of the scorpion contrasts with its deadly potential, making it seem even more dangerous as it approaches stealthily.</p> <p>"His (Kino's) body glided": Language: The verb "glided" suggests smooth, controlled movement, indicating Kino's focused and careful approach. Connotation: This word choice conveys Kino's intent to avoid alarming the scorpion, showing his determination and skill in handling the threat.</p> <p>"Noiselessly" and "smoothly": Language: Both adverbs emphasize silence and fluidity in Kino's actions, underscoring the tension and the need for absolute control in this life-threatening situation. Connotation: These words highlight the carefulness required in the moment, emphasising the high stakes and the potential for disaster if Kino makes a wrong move.</p> <p>"Little jerks" and the "curved thorn" on the tail's end "glistened":</p>

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					<p>Language: The phrase "little jerks" suggests sudden, unpredictable movements, while "curved thorn" and "glistened" create a vivid image of the scorpion's tail, emphasising its danger.</p> <p>Connotation: The sharp, glistening thorn is a symbol of imminent danger, while the jerking movements suggest the scorpion's readiness to strike, heightening the tension.</p> <p>"Very slowly, very smoothly":</p> <p>Language: The repetition of "very" paired with "slowly" and "smoothly" emphasises Kino's deliberate and controlled actions, highlighting the gravity of the situation.</p> <p>Connotation: This careful approach reflects the intensity of the moment, as Kino knows any sudden movement could provoke the deadly scorpion.</p> <p>"The thorned tail jerked upright":</p> <p>Language: The phrase "jerked upright" conveys a sudden, aggressive movement, signalling the scorpion's readiness to strike.</p> <p>Connotation: This moment represents the peak of the conflict, as the scorpion's defensive posture signifies the imminent danger to Kino and his family.</p> <p>Together, these phrases create a detailed and intense depiction of the conflict, emphasising the danger, tension, and the life-and-death stakes in the confrontation between Kino and the scorpion.</p>
Lesson Nine – Q3 - Structure	<p>How to identify and define various structural devices such as narrative perspective, shifts in focus, analepsis, prolepsis, circular structure, and tone.</p> <p>How to track the focus of a text by analysing what the writer is drawing attention to at the beginning, middle, and end of a passage.</p> <p>How to analyse the impact of structural choices on the reader by understanding why a writer might focus on certain details or shift the focus throughout a text.</p> <p>How to articulate the relationship between structure and meaning by explaining how the organisation of a text influences its themes and the reader's experience.</p>		<p>Basic understanding of narrative structure: Students should be familiar with the concepts of beginning, middle, and end in a text, as well as the idea of a narrative having a plot that progresses through these stages.</p> <p>Knowledge of basic literary terms: Students should have an understanding of fundamental literary terms such as narrative perspective, tone, and focus.</p> <p>Experience with close reading: Students should be able to read a text closely, paying</p>	This lesson links to the wider English curriculum by deepening students' understanding of how writers structure texts to create meaning and engage readers. It builds on previous lessons focused on language analysis, moving students toward a more holistic analysis of texts that considers both	<p>KR: Narrative perspective: The person telling the story (First person, third person, omniscient narrator)</p> <p>Shift in focus: The writer draws the reader's attention to something different e.g. a different setting.</p> <p>Analepsis (flashback): Looking at something that has happened in the past.</p> <p>Prolepsis (flashforward): Looking ahead at something which happens after the time period in the text.</p> <p>Circular / Cyclical structure: The text mentions something from the beginning of the text again at the end.</p> <p>Tone: Feeling/atmosphere of text. This can change from positive to negative and vice versa</p>

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	<p>How to construct a coherent analytical response to a structural question, focusing on identifying structural techniques, providing evidence, and explaining the effect on the reader.</p> <p>How to use subject-specific terminology accurately when discussing structural features, ensuring clear and precise analysis in their written responses.</p>		<p>attention to details and recognising shifts in the writer's focus or perspective.</p> <p>How to identify and annotate key features in a text: Students should already know how to annotate a text, marking key points of interest such as changes in tone, shifts in focus, and significant imagery or symbols.</p> <p>Basic analytical writing skills: Students should have experience writing about literature, including how to structure an analytical paragraph that discusses evidence from the text.</p> <p>Familiarity with the context of the text being studied: In this case, students should have a basic understanding of the narrative and themes of Kino and the Scorpion to effectively engage with the structural analysis.</p>	<p>content and form. This skill is essential for success in GCSE English, where students are required to analyse how structure contributes to the overall effect of a text. Additionally, it enhances critical thinking and analytical writing skills, which are fundamental across all areas of English study</p>	<p>When annotating the text identify the following:</p> <p>Focus on the peaceful setting with descriptive imagery: The writer describes the sun warming the brush house and the light falling on the baby's bed-box, creating a serene and calm atmosphere.</p> <p>Introduction of tension through foreshadowing: The description of the scorpion's slow movement and its menacing tail introduces an element of danger.</p> <p>Impact: This contrast between the tranquil setting and the emerging threat draws the reader in, creating suspense and engaging their curiosity about the impending conflict.</p> <p>Middle:</p> <p>Shift in focus to Kino's internal conflict and actions: The narrative delves into Kino's psychological state with references to the "Song of Evil," using metaphor to reflect his internal struggle.</p> <p>Use of detailed, sensory imagery and slow pacing: Kino's actions are described in meticulous detail ("glided quietly," "noiselessly and smoothly"), and the tension is built as the scorpion's tail rises in "little jerks," creating a slow build-up to the climax.</p> <p>Impact: The detailed focus on Kino's cautious approach and the scorpion's movements increases tension and suspense, making the reader more invested in the outcome of this confrontation.</p> <p>End:</p> <p>Climax with dramatic action: The focus shifts to the scorpion's sting and Kino's frantic response.</p> <p>Shift to Juana's urgent actions and community involvement: The narrative then moves to Juana's desperate measures to treat the baby, and the response from the neighbours is introduced.</p> <p>Use of juxtaposition: Juana's calm and determined response is contrasted with Kino's violent reaction, highlighting her strength and the severity of the situation.</p> <p>Impact: The climax and the subsequent focus on Juana's actions and the community's response heighten the emotional stakes and urgency, leaving the reader with a strong sense of concern for the baby and admiration for Juana's resolve.</p>

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Lesson Ten – Q3 - Structure	<p>How to Identify Structural Techniques: Students will understand how to identify and label key structural techniques used in a text, such as contrast, shifts in focus, and use of imagery.</p> <p>How to Track Focus Shifts: Students will be able to track how the writer's focus shifts throughout a text, noting what is being highlighted at the beginning, middle, and end.</p> <p>How to Analyse the Impact of Structural Choices: Students will learn to analyse how structural choices impact the reader, such as creating tension or highlighting character development.</p> <p>How to Use Evidence Effectively: Students will know how to select and use textual evidence to support their analysis of structural techniques.</p> <p>How to Compare and Contrast Different Parts of the Text: Students will be able to compare the focus and techniques used in different parts of the text, such as the calm beginning versus the tense middle and resolution.</p> <p>How to Apply the Mark Scheme Criteria: Students will understand how to apply the mark scheme criteria for Question 3, including how to demonstrate perceptive, detailed analysis of structural features to achieve higher marks.</p>		<p>Basic Structural Techniques: Students should understand key structural techniques such as contrast, focus shifts, and the use of imagery.</p> <p>Textual Analysis Skills: Students need to be familiar with how to analyse text, including identifying and explaining the effects of specific techniques and structures used by the writer.</p> <p>How to Annotate Texts: Students should be able to annotate a text effectively, marking where different structural techniques are used and noting changes in focus.</p> <p>Understanding of Narrative Elements: Students should know basic narrative elements like character development, setting, and plot progression.</p> <p>Familiarity with Question Formats: Students should be familiar with the format of analysis questions, particularly Question 3, which focuses on structural analysis rather than language analysis.</p> <p>Knowledge of Structural Terms: Students should know key structural terms such as "shift in focus," "analepsis (flashback)," "prolepsis (flashforward)," "circular structure," and "tone," and be able to apply these concepts to a text.</p>	<p>This lesson links to the wider English curriculum by reinforcing the analysis of structural techniques in literary texts, which aligns with key curriculum goals. It helps students develop critical thinking and analytical skills necessary for understanding how writers craft their narratives and create effects. By focusing on structural elements, students gain a deeper appreciation of how texts are constructed, which complements their studies of themes, character development, and language use. This holistic approach enhances their overall literary analysis capabilities and prepares them for more advanced study in both literature and writing.</p>	<p>KR: Contrast in 'sun warming the brush house' and 'Kino and Juana froze' to show the change in atmosphere Shifts to Juana when he says 'but Juana had the baby in her arms now' to show how she takes control of the situation and becomes the hero of the story.</p> <p>When modelling the beginning of an answer for the students, use the guidance/focus in lesson nine.</p> <p>Students should complete the rest of the response independently.</p>
Lesson Eleven – Evaluate.	<p>Students will know how to evaluate a character's actions by identifying and analysing specific quotations from the text that show how a character, such as Kino or Juana, responds to a crisis. They will be able to assess the effectiveness of their actions based on evidence from the text.</p> <p>Students will know how to use evidence to support their evaluation by selecting and explaining relevant quotations that illustrate how a character's behaviour aligns with or contradicts a given statement. They will</p>		<p>How to Analyse Character Actions: Students should understand how to evaluate characters' actions and motivations in a text, focusing on how they respond to challenges and what this reveals about their character.</p> <p>How to Identify and Use Quotations: Students should be familiar with how to select relevant quotations from the text to support their analysis and evaluation of characters.</p>	<p>This lesson links to the wider curriculum by developing students' skills in literary analysis and critical evaluation, which are fundamental to English Language and Literature studies. By focusing on evaluating character responses</p>	<p>KR: Kino good father – protective and proactive / tackles and kills scorpion Juana good mother – protective, proactive and nurturing / soothes baby after attack / sucks poison out</p> <p>When annotating the text, explore some of the following ideas: Juana's Actions to Save the Baby Quotation: "But Juana had the baby in her arms now. She found the puncture with redness starting from it</p>

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	<p>understand how to link textual evidence to broader interpretations of character traits.</p> <p>Students will know how to analyse the writer's use of language and structure in relation to character evaluation. They will examine how specific words, phrases, and structural choices impact their understanding of a character's role and actions.</p> <p>Students will know how to balance their evaluation by considering both sides of the statement, acknowledging where the character's actions might both support and contradict the claim. They will learn to present a nuanced view rather than a one-sided argument.</p> <p>Students will know how to integrate contextual understanding into their responses, by considering how the writer's choices and the characters' actions fit into the broader context of the narrative and the themes of the text.</p> <p>Students will know how to craft a structured response to Question 4 by clearly organising their analysis into a coherent argument, using appropriate evaluative vocabulary, and ensuring that their response addresses both parts of the statement and supports their evaluation with textual evidence.</p>		<p>Basic Structural and Language Techniques: Students should know key structural and language techniques (e.g., imagery, dialogue, narrative perspective) and how these techniques contribute to character development and thematic elements.</p> <p>The Concept of Evaluation: Students should have a clear grasp of what it means to evaluate a statement, including agreeing or disagreeing with it to varying degrees and providing reasons for their position.</p> <p>The Format of Question 4: Students should be aware of the format and requirements of Question 4 on the exam paper, including how to structure their responses and the importance of using textual evidence to support their analysis.</p> <p>Evaluative Vocabulary: Students should know and be able to use evaluative vocabulary to express their opinions and critiques effectively, such as "effective," "unsuccessful," "convincing," and "weak."</p>	<p>and the writer's presentation of characters, students build their abilities to engage with texts critically and support their interpretations with evidence. These skills are not only essential for literary analysis but also enhance students' overall critical thinking and argumentative writing abilities, which are applicable across various subjects and real-world contexts</p>	<p>already. She put her lips down over the puncture and sucked hard and spat and sucked again'</p> <p>Analysis: Juana's actions are described with immediacy and urgency. The use of direct verbs ("sucked," "spat") highlights her proactive and hands-on approach to treating Coyotito's sting.</p> <p>Impact: This portrayal emphasises Juana's determination and her willingness to act swiftly to relieve her baby's pain, showcasing her maternal instinct and care.</p> <p>Quotation: "Juana stopped sucking the puncture for a moment. The little hole was slightly enlarged and its edges whitened from the sucking, but the red swelling extended farther around it in a hard mound."</p> <p>Analysis: Juana's careful examination of the wound and her detailed description of the swelling illustrate her thorough approach to dealing with the emergency.</p> <p>Impact: This reinforces Juana's role as a dedicated mother who is attentive to the severity of the situation and is actively trying to mitigate the effects of the poison.</p> <p>Quotation: "With one hand she arranged her dark blue shawl over her head and made of one end of it a sling to hold the moaning baby and a shade over his eyes to protect him from the light."</p> <p>Analysis: Juana's use of the shawl to create a sling and shade demonstrates her resourcefulness.</p> <p>Impact: This highlights Juana's dedication and adaptability, enhancing the reader's perception of her as a competent and loving mother.</p> <p>Kino's Actions and Perceived Unhelpfulness</p> <p>Quotation: "Kino's hand leaped to catch it, but it fell past his fingers, fell on the baby's shoulder, landed and struck."</p> <p>Analysis: Kino's frantic and somewhat ineffective actions ("leaped," "fell") suggest a sense of urgency but also highlight his lack of control over the situation.</p> <p>Impact: This portrays Kino as struggling and not fully succeeding in protecting his baby, suggesting a lack of effectiveness in his role at this moment.</p> <p>Quotation: "Kino hovered; he was helpless, he was in the way."</p>

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					<p>Analysis: The description of Kino as “helpless” and “in the way” reflects his passive role and inability to actively contribute to saving the baby.</p> <p>Impact: This starkly contrasts with Juana’s proactive actions, emphasising Kino’s ineffectiveness and positioning him as a figure of inaction in the crisis.</p> <p>Quotation: “The doctor would not come,” Kino said to Juana.</p> <p>Analysis: Kino’s statement reveals his defeatist attitude and lack of initiative in seeking help, showing his reluctance or inability to act decisively.</p> <p>Impact: This adds to the portrayal of Kino as unhelpful, especially in contrast to Juana’s determination to get the doctor despite the obstacles.</p> <p>Overall:</p> <p>Juana: Through direct, vivid action and detailed observation, the writer demonstrates Juana’s active role in trying to save the baby, portraying her as resourceful, knowledgeable, and dedicated.</p> <p>Kino: The writer uses dynamic and passive descriptions to highlight Kino’s struggle and ineffectiveness, showing his lack of active involvement in the immediate crisis.</p>
<p>Lesson Twelve – Evaluate. (Kino and the Scorpion)</p>	<p>Students will know how to critically evaluate a statement by fully agreeing or partially disagreeing with it, using textual evidence to support their position.</p> <p>Students will know to analyse both language and structural choices made by the writer to understand how these contribute to the portrayal of characters and themes.</p> <p>Students will know how to use a range of evaluative vocabulary to effectively critique the text and convey their analysis.</p> <p>Students will know the importance of considering multiple perspectives when evaluating character actions and their effectiveness within a text.</p> <p>Students will know how to identify and interpret key shifts in tone and their impact on the reader's perception of characters and events.</p>		<p>Students should know how to identify and annotate key quotations from a text to support their analysis.</p> <p>Students should know how to differentiate between language techniques (such as similes, metaphors, and active verbs) and structural techniques (such as shifts in focus and tone) and their effects on the reader.</p> <p>Students should know the format and requirements of Question 4 on Paper 1, including how to critically evaluate a statement with textual evidence.</p> <p>Students should know how to structure a formal analytical essay, including how to form a clear thesis, use topic sentences, and provide supporting evidence.</p>	<p>This lesson links to the wider curriculum by enhancing students' critical thinking and analytical skills, which are essential across various subjects.</p> <p>Evaluating texts and analysing characters develop students' ability to interpret and critique complex ideas, a skill valuable in literary studies</p> <p>Additionally, the emphasis on structured responses and using evidence supports overall academic writing skills, which are applicable in</p>	<p>KR: I agree with the evaluative statement ‘Kino is unhelpful’ because Kino’s reaction to the scorpion bite initially seems more focused on attacking the scorpion rather than helping his son. The description of Kino as “helpless” and “in the way” underscores his ineffectiveness in the critical moments. While Kino does act quickly to kill the scorpion, his actions are driven by anger and a desire for revenge rather than a clear focus on addressing Coyotito’s immediate medical needs.</p> <p>I agree that it is Juana who tries to save the baby’s life because Juana immediately takes action to care for Coyotito by sucking out the poison from the wound. The writer’s depiction of Juana’s urgent and selfless actions, including her detailed efforts to relieve the baby’s pain and her determination to seek medical help, highlights her as the primary figure taking responsibility for the baby’s welfare. Her actions demonstrate a focused and caring response,</p>

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	Students will know how to structure a coherent and detailed response to Question 4 by integrating analysis of textual details with evaluative commentary.		Students should know the basics of character analysis, including how to assess character actions and motivations in relation to the themes of a text. Students should know how to use evaluative language and terminology to effectively critique and analyse a text's features and their impact on the reader.	essays and reports across the curriculum.	contrasting with Kino's more chaotic and less directed approach. Students to spend 25 minutes answering the question (use the table from previous lesson to help) Look for ideas expressed in guidance of lesson eleven.
Lesson Thirteen – Evaluate – Propping up the Line	<p>Students will know how to identify words belonging to different word classes (preposition, verbs, pronouns, conjunctions) in the passage from Propping Up the Line. This will enhance their grammatical understanding and analytical skills.</p> <p>Students will know how to analyse and respond to questions about the time and setting of the story, identifying specific phrases that reveal that the story is set in a different place and time, particularly World War One.</p> <p>Students will know how to evaluate character emotions, specifically Alfred's feelings, by identifying and interpreting evidence in the text that illustrates his emotional state.</p> <p>Students will know how to select and annotate quotations that support the evaluation of key themes, such as the horror of war, using both language and structural techniques to demonstrate how the writer conveys these themes.</p> <p>Students will know how to construct a reasoned and well-supported evaluation of a statement regarding the impact of war on Alfred, using textual evidence to assess how the writer portrays the dreadful effects of battle on soldiers.</p> <p>Students will know how to complete a 20-mark response by independently applying their annotations to write a critical evaluation of the text, focusing on both the writer's techniques and the emotional and psychological toll of war on Alfred.</p>		<p>Students should already be able to identify and classify basic word classes such as prepositions, verbs, pronouns, and conjunctions, ensuring they can understand and label language elements within a text.</p> <p>Students should already be able to comprehend and engage with historical context, particularly regarding World War One, enabling them to recognize and interpret references to time, setting, and historical significance in literature.</p> <p>Students should already be able to understand how to infer a character's emotions from textual evidence, supporting their ability to analyse how characters feel and respond to situations.</p> <p>Students should already be able to annotate texts, identifying key quotations and linking them to specific literary techniques (such as imagery, symbolism, or sentence structure) to support their analysis.</p> <p>Students should already be able to write evaluative responses that express personal interpretations of a text, backing their ideas with evidence and explaining the impact of the writer's choices.</p> <p>Students should already be able to manage timed written tasks, allowing them to structure their answers within a set time</p>	<p>This lesson links to the wider curriculum in several key ways:</p> <p>English Language Skills: It develops students' ability to evaluate texts critically, a core skill in GCSE English Language exams. They learn to identify word classes, interpret language and structure, and evaluate the writer's techniques.</p> <p>Literature and History: The lesson deepens students' understanding of war literature, particularly World War One, linking to both English Literature and History. This thematic connection helps students appreciate how historical events are represented in literature.</p> <p>Critical Thinking and Analysis: By evaluating how war impacts the</p>	<p>KR: In the sentence "He could feel something struggling and pushing to get past him", the word classes are as follows: Preposition: "past" Verbs: "could feel," "struggling," "pushing," "get" Pronoun: "he," "something," "him" Conjunction: "and"</p> <p>First Response answers might include: What is happening in the passage? Alfred, a British soldier, is in a trench during World War One. He encounters a rat and initially reacts with disgust. Despite normally ignoring rats, something inside him drives him to chase and kill it. The passage also includes Alfred's reflection on the horrors of war and his desensitisation to the death and destruction around him.</p> <p>Is it set in the present day or another time? The passage is set in another time, specifically during World War One.</p> <p>How do you know that this story is set in a different place and time? What phrases suggest this? Phrases like "trenches of France," "dead soldiers," and "remains left behind after a 6am push" suggest that the story is set during World War One. Additionally, references to "barbed wire," "artillery bombardments," and "the men streamed over" reflect the trench warfare typical of that era.</p> <p>How is Alfred feeling in the text? How do you know this? Alfred feels a mix of disgust, anger, and desensitisation. His revulsion toward the rat shows</p>

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			frame and complete a coherent, well-developed response.	<p>character and using evidence to support claims, students practice critical thinking.</p> <p>Communication and Expression: The lesson enhances students' ability to articulate ideas in a structured, evaluative format, which contributes to their overall writing skills.</p>	<p>his disgust, while the fact that he gives chase after it suggests a pent-up rage or frustration. His reflection on being "almost used" to the sight of his fallen comrades shows he has become numb or desensitised to the horrors of war, although he recognises that this is wrong.</p> <p>When annotating the text students may identify some (though this is not an exhaustive list) of the following examples from line 21 onward:</p> <p>a) Horror of War: Graphic imagery: The writer describes the "terrible sad debris of dead soldiers" and "bits of men hooked up and hanging there for all to see," vividly illustrating the grotesque and brutal nature of the battlefield. This stark portrayal shocks the reader and conveys the sheer horror of war's aftermath.</p> <p>Simile: The comparison of the soldiers' remains to "the display in an awful butcher's shop window" powerfully evokes the dehumanisation of soldiers, reducing them to pieces of meat. This simile reinforces the horror by associating death with something as mundane yet horrifying as a butcher's display.</p> <p>Juxtaposition: The writer contrasts the battlefield to domestic life with the phrase "like the washing on the line flapping on a Monday morning at home," using an ordinary, peaceful image to heighten the disturbing nature of the scene. This stark contrast amplifies the horror by making the battlefield's destruction seem even more out of place.</p> <p>b) Dreadful Effect on Alfred: Repetition: The repeated use of the phrase "almost used to" emphasises Alfred's desensitisation to the constant exposure to death and violence. The repetition reinforces how, despite his best efforts, he is gradually becoming numb to the horrific sights he encounters daily.</p> <p>Anaphora: The use of "used to seeing" multiple times at the beginning of sentences highlights Alfred's grim acceptance of the traumatic scenes he witnesses,</p>

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					<p>such as "legs, hands, heads" and "insides suddenly all spilled out." This repetition mirrors his mental exhaustion and how war has normalised these appalling experiences for him.</p> <p>Personification: The description of "faces stare up at him blankly from the grey mud" personifies the remains, adding a haunting quality to the corpses. This technique reflects the profound psychological impact on Alfred, as he is constantly reminded of the human lives lost, further deepening his trauma.</p> <p>Students to complete response to question independently – look for some examples of the above.</p>
Lesson Fourteen – Evaluate – Propping up the Line	<p>Students will know how to identify and explain how specific adjectives, such as "heavy" in "heavy artillery bombardment," contribute to creating the intensity of war and its unrelenting nature.</p> <p>Students will know how to analyse similes, like "like the display in an awful butcher's shop window" and "like the washing on the line," to understand how the writer uses imagery to convey the dehumanisation and normalisation of death during war.</p> <p>Students will know how to evaluate the impact of word choice, such as the use of verbs like "flapping" and "twisted," to show the physical and psychological toll war takes on Alfred and other soldiers.</p> <p>Students will know how to critically assess the structure of the text, such as the use of the one-line paragraph "Alfred had grown almost used to such sights," to demonstrate how the writer emphasises Alfred's emotional desensitisation and the grim reality of war.</p> <p>Students will know how to explain the significance of repetition, such as the phrase "almost used to" and the word "remains," to show how the writer reinforces the theme of the horrors of war and its long-term impact on Alfred's mental state.</p> <p>Students will know how to apply the evaluation mark scheme criteria to assess the quality of a written</p>		<p>students will already need to be able to:</p> <p>Identify and analyse literary techniques: Students should have a good grasp of techniques such as similes, adjectives, verbs, and repetition, and understand how they contribute to meaning within a text.</p> <p>Understand how to evaluate a text: They should be familiar with how to make evaluative comments about the writer's methods, assessing the impact on the reader, and backing up their analysis with relevant evidence.</p> <p>Interpret complex imagery: Students should already be able to interpret vivid imagery, such as metaphors and similes, and explain how these images contribute to the themes or atmosphere of the text.</p> <p>Write structured responses: They need to know how to structure a critical response, including an introduction, clear points supported by textual evidence, and a conclusion.</p> <p>Engage with historical context: Students should already have some knowledge of</p>	<p>English Language and Literature: It builds critical evaluation skills, a key component of GCSE English exams, by encouraging students to analyse texts for themes, literary techniques, and the effects on the reader.</p> <p>Historical Understanding: The lesson connects to the history of World War One, helping students gain insights into the emotional and psychological impact of the war on soldiers.</p> <p>Critical Thinking and Analysis: The evaluation of how the writer portrays war develops higher-order thinking skills, which are essential across subjects like History,</p>	

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	<p>response, focusing on understanding the writer's methods, evaluating effects on the reader, and selecting judicious textual evidence to support their arguments.</p>		<p>World War One or other war-related literature, helping them understand the setting and themes of Propping Up the Line.</p> <p>Use a marking scheme: They should be comfortable using mark schemes and assessment criteria to self-evaluate or peer-evaluate responses, as this will guide their understanding of how to improve their answers.</p>	<p>encouraging students to think deeply and critically.</p> <p>Emotional Literacy and Empathy: Through the exploration of Alfred's trauma and desensitisation, the lesson promotes emotional awareness, empathy, and an understanding of the human impact of war.</p> <p>Communication and Writing Skills: The lesson enhances students' ability to express ideas clearly, support arguments with evidence, and structure their responses effectively—skills that are crucial across all subjects.</p> <p>Exam Preparation and Assessment: By working with mark schemes and practising structured responses, the lesson directly supports students' exam skills, which are applicable to any subject involving written assessments.</p>	

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Lesson Fifteen – A Sound of Thunder Language Paper 1 – Question 4 Evaluate					
Lesson Sixteen – Evaluate – A Sound of Thunder					