



Yr hanner tymor hwn: Sgiliau, Gwybodaeth a Dealltwriaeth i'w ddatblygu;
During this half term: Skills, Information and Understanding to be developed;

SGILIAU / SKILLS

Communication- pupils will develop analysis skills for the extract question in the Unit 1 Literature exam.
 Reading skills will be developed including inference and deduction skills.

GWYBODAETH / INFORMATION a DEALLTWRIAETH / UNDERSTANDING

Students will develop their understanding of 'Of Mice and Men' (character, plot and style) and its context- 1930s America.

Geiriau / Termau Allweddol;

Key Terms / Words;

Annotation	Mood and atmosphere
Quotation	Verb/adjective/noun
Tracking	Racism/discrimination/oppresion/prejudice
Metaphor	Foreboding
Symbolism	

Deilliannau Dysgu / Learning Outcomes

Asesiad / Assessment

Meini Prawf Llywydoant / Success Criteria

Gwaith Cartref / Homework

Deilliannau Dysgu Wythnos 1 / Week 1 Learning Outcomes

- Students will examine the scene of the shooting of Candy's dog (chapter 3) in order to understand how conflict reflects the hierarchical structure of ranch life in 1930s America. They will observe a re-enactment of the scene and discuss key ideas in groups.
- Students will define key vocabulary; prejudice, discrimination, oppression and racism. They will apply the vocabulary to the novel so far.
- Students will revise their knowledge of Crooks by considering key quotations from chapter 2.

Find the meaning for key vocabulary.

Deilliannau Dysgu Wythnos 2 / Week 2 Learning Outcomes

- Students will participate in a range of activities which will establish how Steinbeck uses description of setting and character, dialogue and symbolism to present Crooks in chapter 4.
- Students will make connections to the racism and American Dream prevalent in 1930s America.

To understand how Crooks is presented and the contextual significance

Read chapter 5 of 'Of Mice and Men'



<p>Deilliannau Dysgu Wythnos 3 / Week 3 Learning Outcomes</p> <ol style="list-style-type: none"> Students will be introduced to the GCSE Literature Unit 1 Marking scheme and model exemplar material in order to formulate the success criteria. Plan and write an essay on Crooks under timed conditions. 	<p>GCSE Literature essay on Crooks</p>	<p>Be able to show an understanding of how Crooks is presented and the significance of contextual factors.</p>	
<p>Deilliannau Dysgu Wythnos 4 / Week 4 Learning Outcomes</p> <ol style="list-style-type: none"> Students will revise the success criteria for extract analysis and apply to a mood and atmosphere extract in chapter 5 via annotation and paired/whole class discussion. Students will consider to what extent the reader sympathises with Curley's wife and groups will present their findings in a format of their choice. Students will examine a model essay on Curley's wife and use this, as well as whole class feedback, to self-assess and make improvements to their Crooks essays. 		<p>To gain a deeper understanding of Curley's wife</p>	<p>Read chapter 6.</p>
<p>Deilliannau Dysgu Wythnos 5 / Week 5 Learning Outcomes</p> <ol style="list-style-type: none"> Students will compare the opening of chapter 1 with the opening of chapter 6 with focus on the theme of nature, including animal nature. Students will revise the meaning of foreboding as a key technique in the novel. Students will explore Lennie's character and the symbolism of the hallucinated Aunt Clara and giant rabbit. Students will complete a range of activities which examine George's motives, the reaction of the other characters at the end of the chapter and the significance of setting. Students will be encouraged to make links to the shooting of Candy's dog as an act of foreshadowing. 		<p>To understand how theme and character are presented in the final section and make links to previous chapters</p>	<p>Detective activity- make a list of the clues to show that the novel would end in tragedy.</p>
<p>Deilliannau Dysgu Wythnos 6 / Week 6 Learning Outcomes</p> <ol style="list-style-type: none"> Students will complete a market-place style activity in order to explore how Steinbeck presents life on the ranches in the 1930s. Students will be guided through a past paper in a 'walking-talking' style mock. 			<p>Of Mice and Men revision</p>



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During this half term: Skills, Information and Understanding to be developed;

SGILIAU / SKILLS

Literature- students will further develop close reading skills as well as developing their understanding of the craft of the writer for both the novel and poems studied.

Language- students will develop their writing with specific focus on sentence structures and stylistic devices.

GWYBODAETH / INFORMATION a DEALLTWRIAETH / UNDERSTANDING

Literature- Students will have a greater understanding of the themes and characterisation in 'Of Mice and Men' as well as have a knowledge of the poetic devices.

Language- Students will develop their understanding of travel writing.

Geiriau / Termau Allweddol;

Key Terms / Words;

<i>notation</i>		<i>Mood and atmosphere</i>
<i>Quotation</i>		<i>Verb/adjective/noun</i>
<i>Tracking</i>		<i>stanza</i>
<i>Senses</i>		<i>tone</i>
<i>Simple/compound/complex sentences</i>	<i>enjambment</i>	
<i>Alliteration</i>		<i>simile</i>
<i>Personification</i>		<i>imagery</i>
<i>Metaphor</i>		

Deilliannau Dysgu / Learning Outcomes

Asesiad / Assessment

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Deilliannau Dysgu Wythnos 1 / Week 1 Learning Outcomes

- Students will participate in a range of activities including viewing clips from 'Travels in Trumpland with Ed Balls' and 'Miriam's Big American Adventure' to compare how America is presented today compared with the 1930s.
- Model exemplar materials on travel writing will be studied in order to develop pupils' understanding of how writers try to engage and interest the reader.

Students will be introduced to the GCSE Unit 2 Writing Marking scheme and develop their understanding of how to use sentences for effect.

Be able to recognise the conventions of travel writing

Plan their memorable journey.

Deilliannau Dysgu Wythnos 2 / Week 2 Learning Outcomes

Students will complete worksheets /activities on simple/compound/complex sentences.
 Students will write their memorable journey in timed conditions.

Writing- A Memorable Journey

Be able to apply the conventions of travel writing to their own work

Sentences worksheet



Deilliannau Dysgu Wythnos 3 / Week 3 Learning Outcome		To understand how to approach the poetry comparison in the exam	
<p>Students will be introduced to the unseen poetry comparison component of the Literature exam. They will be shown how to annotate and explore two poems.</p>			
<p>Deilliannau Dysgu Wythnos 4 / Week 4 Learning Outcomes</p> <ol style="list-style-type: none"> Students will participate in a range of activities including making predictions, tracking mood and atmosphere and analysing language/structure when analysing poems. Students will fill a poetry comparison grid. Students will examine exemplar material in order to understand the marking scheme and success criteria. 		To explore poems with confidence	Read and annotate two poems from a past paper.
<p>Deilliannau Dysgu Wythnos 5 / Week 5 Learning Outcomes</p> <ol style="list-style-type: none"> Students will examine the title and final line of two poems in order to form an interpretation and identify changes or similarities in mood and tone. Students will discuss and annotate in groups and as a whole class. Students will use sentence starters provided to write a section of analysis. 		To consolidate their learning in previous weeks on comparing poems	
<p>Deilliannau Dysgu Wythnos 6 / Week 6 Learning Outcomes</p> <ol style="list-style-type: none"> Whole class feedback on the mock performance with examination of model answers. 			Unit 1 Literature exam revision



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SGILIAU / SKILLS

Communication- be able to read a range of non-fiction texts about journeys/teenagers using skimming, scanning, summary and close analysis skills. Be able to write an exposition essay using the various techniques identified in the stimulus materials.

GWYBODAETH / INFORMATION a DEALLTWRIAETH / UNDERSTANDING

Writing- Show control, coherence and a sense of personal style when writing in a continuous form, e.g. use effective plot and character construction, pace, imagination and creativity, shape, detail and other devices, to achieve particular effects and firmly sustain the readers' interest. Craft their writing; confidently use the standard forms of English, e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses. Proofread their own work and the work of others with independence and confidence, editing carefully; use a wide range of peer- and self-assessment strategies to effectively evaluate and improve the text.

Reading- consider what they read/view, responding orally and in writing to ideas, language and organisation/presentation, selecting textual detail to support and articulate their views.

Geiriau / Termau Allweddol;

Key Terms / Words;

Summarise	intensifier	rhetorical question
Exposition	emotive language	
4 uses	repetition	
Register	imperative/command	
Structure	connectives	

Deilliannau Dysgu / Learning Outcomes

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Deilliannau Dysgu Wythnos 1 / Week 1 Learning Outcomes

- Students will predict the events of two explorers' accounts of journeys they have made using a series of images.
- Students will compare the images using connectives of comparison and contrast.
- Students will read the articles and complete a comparison grid.
- Students will examine the marking criteria before formulating a 'pupil friendly' version.

Be able to compare two texts

Comprehension questions worksheet from Hodder/Oxford workbook

Deilliannau Dysgu Wythnos 2 / Week 2 Learning Outcomes

- Students will respond to the GCSE comparison question in timed conditions. (End of Journeys Unit)

Teenagers Unit:

Students will understand the meaning of 'summarise' and respond to a summarise question on under-age drinking as h/w. Peer-assessment to follow.

- Students will be introduced to the term 'exposition' before identifying features of an exposition essay.

Reading- GCSE 10 mark tariff question; comparison

Be able to respond to a GCSE style question

Summarise question



<p>Deilliannau Dysgu Wythnos 3 / Week 3 Learning Outcomes</p> <ol style="list-style-type: none"> Students will recap on how society views teenagers today before completing a cause and effect grid. Students will create a true representation of a teenager today. Students will understand the meaning of a topic sentence and connectives and indicators before writing their 6 point plan. 		<p>Understand how to structure a paragraph effectively</p>	
<p>Deilliannau Dysgu Wythnos 4 / Week 4 Learning Outcomes</p> <ol style="list-style-type: none"> Students will write their own exposition essay under timed conditions. Students will examine model exemplar material in order to amend/suggest changes to their own work in order to make improvements. Follow on activities from the TALK THE TALK day- developing presentation/persuasive skills. Complete the 5 minute challenge- persuade parents to let you go to a party. 	<p>Writing- Exposition essay describing life as a teenager</p>	<p>Be able to apply the conventions of exposition writing to their own work</p>	
<p>Deilliannau Dysgu Wythnos 5 / Week 5 Learning Outcomes</p> <ol style="list-style-type: none"> Students will be introduced to the presentation task and marking scheme. Students will learn about register, content and delivery. Students will respond to a range of speeches and examples of talk in both digital and written form examining common features of speeches, techniques to engage and structure. Students will participate in a range of 5 minute speech challenges in order to apply their learning. 		<p>Understand the features of a persuasive/ argumentation speech</p>	<p>Speech annotation</p>
<p>Deilliannau Dysgu Wythnos 6 / Week 6 Learning Outcomes</p> <ol style="list-style-type: none"> Students will examine effective speech openings and conclusions before writing their own example openings/conclusions. Students will choose a topic and question for their speech and research and plan their individual presentations. 		<p>Gain a clear understanding of what makes an effective speech opening and conclusion</p>	<p>Individual presentation preparation</p>