

STUDY PLAN - DISTANCE LEARNING

Name of Teacher: Ms Rosemary

Class and Section: YEAR 11 A/D/E

Subject: English Literature (GCSE 9-1)

Week 1: 22nd March to 26th March. No. of lessons - 4

Week 2: 29TH MARCH – 2ND APRIL No. of lessons - 4

Student's access to Work: Work sent to students through Class Group gmail or Google Classroom (email answers)/ Class English WhatsApp Group (Clear doubts)

Topic: Drama, Poetry and Prose

Overall Objectives : To understand and analyse writers' use of language, structure and form and how these are used to create literary effects

To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.

Challenge – Research on the socio-political and historical background

RESOURCES: Macbeth

An Inspector Calls

Dr. Jekyll and Mr. Hyde

Poetry (Unseen and Anthology)

DATE	ACTIVITY
WEEK 1	22ND MARCH – 26TH MARCH
22nd March 2020, Sunday 2 lessons (period 1&2)	<p>STRANGE CASE OF DR JEKYLL AND MR HYDE (Passage will be attached in the Google classroom)</p> <p><u>Lesson Objectives</u></p> <p>AO1- Read, understand and respond to text Students should be able to:</p> <ul style="list-style-type: none"> ● To explore the development and show critical appreciation of the plot, characters and themes. <p>AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3- Show understanding of the relationships between texts and the contexts in which they were written</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> ● Focus the life and times while linking it to development of plot, characters, themes and significant incidents ● Examine the voice of the narrator ● Show understanding of the religious and philosophical ideas that prevailed in Victorian England <p><i>From the ‘Last Night’ “Mr Utterson was sitting by his fireside... and flecked the blood onto his face”</i></p> <p><i>1 (a) Explore how Stevenson presents fear in this extract. Give examples from the extract to support your ideas.</i></p> <p><i>(20 Marks)</i></p>

<p>24th March,2020 Tuesday (1 Lesson) Period 2</p>	<p>STRANGE CASE OF DR JEKYLL AND MR HYDE (Passage will be attached in the Google classroom)</p> <p><u>Lesson Objectives</u></p> <p>AO1- Read, understand and respond to text Students should be able to:</p> <ul style="list-style-type: none"> ● To explore the development and show critical appreciation of the plot,characters and themes. <p>AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3- Show understanding of the relationships between texts and the contexts in which they were written</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> ● Focus the life and times while linking it to development of plot, characters, themes and significant incidents ● Examine the voice of the narrator ● Show understanding of the religious and philosophical ideas that prevailed in Victorian England <p><i>1 (b) In this extract, Poole goes to Mr Utterson for help. Explain why Mr Utterson is important elsewhere in the novel. In your answer, you must consider:</i></p>

	<ul style="list-style-type: none"> • <i>what Mr Utterson says and does</i> • <i>what we learn about his character.</i> <p>(20 Marks)</p>
<p>25th March,2020 Wednesday (1 Lesson) Period 2</p>	<p>UNSEEN POETRY (will be attached in the Google classroom)</p> <p><u>Lesson Objectives</u></p> <p>AO1- Read, understand and respond to text Students should be able to:</p> <ul style="list-style-type: none"> • To explore the development and show critical appreciation of the plot,characters and themes. <p>AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3- Show understanding of the relationships between texts and the contexts in which they were written</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Examine the background of the poet • Explore the writer’s purpose & time • Able to understand & identify the Central Idea, the use of literary & linguistic devices • Explore the writer’s purpose & themes • Able to integrate informed personal response <p><i>Compare the ways the writers present their thoughts about shopping in Poem 1:Childhood memories – Shopping in the 1940s and Poem 2: Shopping.</i> <i>In your answer, you should compare:</i></p> <ul style="list-style-type: none"> • <i>the ideas in the poems</i> • <i>the poets’ use of language</i>

	<p>• <i>the poets' use of form and structure.</i> <i>Use evidence from the poems to support your comparison.</i></p> <p><i>(20 marks)</i></p>
DATE	ACTIVITY
WEEK 2	29TH MARCH – 2ND APRIL
<p>29th March 2020, Sunday</p> <p>2 lessons (period 1&2)</p>	<p>SEEN POETRY (will be attached in the Google classroom)</p> <p><u><i>Lesson Objectives</i></u></p> <p>AO1- Read, understand and respond to text Students should be able to:</p> <ul style="list-style-type: none"> • To explore the development and show critical appreciation of the plot, characters and themes. <p>AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3- Show understanding of the relationships between texts and the contexts in which they were written</p> <p><u><i>Success Criteria:</i></u></p> <ul style="list-style-type: none"> • Examine the background of the poet • Explore the writer's purpose & time • Able to understand & identify the Central Idea, the use of literary & linguistic devices • Relate the poem to its social, cultural & historical context • Explore the writer's purpose & themes • Able to integrate informed personal response <p><i>2 Re-read She Walks in Beauty. Choose one other poem from the Relationships</i></p>

	<p><i>anthology.</i> <i>Compare how admiration for another person is presented in the two poems.</i> <i>In your answer, you should consider the:</i></p> <ul style="list-style-type: none"> • <i>poets' use of language, form and structure</i> • <i>influence of the contexts in which the poems were written.</i> <p><i>(Total for Question = 20 marks)</i></p> <p>-OR-</p> <p><i>3 Re-read War Photographer. Choose one other poem from the Conflict anthology.</i> <i>Compare how powerful images are presented in the two poems.</i> <i>In your answer, you should consider the:</i></p> <ul style="list-style-type: none"> • <i>poets' use of language, form and structure</i> • <i>influence of the contexts in which the poems were written.</i> <p><i>(Total for Question = 20 marks)</i></p>
<p>31st March,2020 Tuesday (1 Lesson) Period 2</p>	<p>Macbeth (passage will be attached in Google classroom)</p> <p>Lesson Objectives:</p> <p>AO1- Read, understand and respond to text Students should be able to:</p> <ul style="list-style-type: none"> • To explore the development and show critical appreciation of the plot,characters and themes. <p>AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3- Show understanding of the relationships between texts and the contexts in which they were written</p> <p>Success Criteria:</p>

	<ul style="list-style-type: none"> • To be able to identify the writer’s craft • To be able to identify & explore the development main characters • To be able to respond to the text critically & imaginatively; select & evaluate relevant textual detail to illustrate & support interpretations • To explain how language, structure & form contribute to writer’s presentation of ideas, themes & settings • To be able to relate text to their social, cultural & historical contexts; explain how texts have been influential & significant to self & other readers in different contexts & at different times <p><i>Refer to Act 2, Scene 3, lines 1-32</i></p> <p><i>In this extract, the porter is imagining he is letting in evil visitors at the gate of hell.</i></p> <p><i>Explain the importance of evil elsewhere in the play.</i></p> <p><i>In your answer you must consider how evil is shown the reasons for evil within the play. (20 marks)</i></p>
<p>1st April,2020 Wednesday (1 Lesson) Period 2</p>	<p>An Inspector Calls</p> <p><i>Lesson Objectives:</i></p> <p>AO1- Read, understand and respond to text Students should be able to:</p> <ul style="list-style-type: none"> • To explore the development and show critical appreciation of the plot,characters and themes. <p>AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3- Show understanding of the relationships between texts and the contexts in which they were written</p>

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- To be able to identify the writer's craft
- To be able to identify & explore the development main characters
- To be able to respond to the text critically & imaginatively; select & evaluate relevant textual detail to illustrate & support interpretations
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- To be able to relate text to their social, cultural & historical contexts; explain how texts have been influential & significant to self & other readers in different contexts & at different times

How does Priestley explore the issue of class in An Inspector Calls?(40 Marks)