

STUDY PLAN - DISTANCE LEARNING

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 11 A/D/E

Subject: English Literature (EDEXCEL GCSE)

Week 1: 30TH AUGUST–3RD SEPTEMBER **No. of lessons – 4 (Zoom -3 and GC-1)**

Week 2: 6TH SEPTEMBER–10TH SEPTEMBER **No. of lessons – 4 (Zoom -3 and GC-1)**

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: (Unseen Poetry+ Seen Poetry Relationships- Romantic)

Overall Objectives : To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.

Challenge – Research on the background of the poets

RESOURCES: Unseen poetry worksheets

The Pearson Edexcel GCSE (9-1) English Literature Poetry Anthology

DATE	ACTIVITY
WEEK 1	30TH AUGUST–3RD SEPTEMBER
30th August 2020, Sunday 1 lesson (period 4) & 1st September 2020, Tuesday 1 lesson (period 1)	<p><i>Set text:</i> <i>Unseen Poem</i> <i>Lesson 1 Zoom, Lesson 2 GC</i></p> <p><i>Lesson Objectives</i></p> <ul style="list-style-type: none"> • AO1- Read, understand and respond to text • Students should be able to: <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations • AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate • AO3- Show understanding of the relationships between texts and the contexts in which they were written <p><i>Success Criteria:</i></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>Introduction:</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

Teacher directed focus:

- The teacher will introduce the poem by giving the students an insight into the background of the poet & the times it was written in
- The students will be encouraged to give their own insight as well as informed personal response
- The teacher will ensure that students show a clear understanding of the writer's use of writer's craft, linguistic and literary devices

- **Independent student-led activity:**

- Silent reading of the poem
- Students then show their understanding of the title from the silent reading
- Students will identify the central idea, characters and themes
- They will be given the characters & reading will take place
- Students will share information and during the course of the discussion they will take notes

Teacher input:

- The teacher will let the students take the lead
- Ensure that the students think critically and are constantly focused

Review & Reflect: *The students will take the lead to recap the main point. Clearing of doubts.*

Homework: *Review the skills learnt.*

PREPARE FOR ASSESSMENT I- TERM 1

	<u>POETRY- UNSEEN (20 MARKS)</u>
1st September 2020, Tuesday 1 lesson (period 1) & 2nd September Wednesday 1 lesson (period 2)	<p><i>Set text:</i> <i>The Pearson Edexcel GCSE (9-1) English Literature Poetry Anthology</i> <i>A Complaint by William Wordsworth</i> <i>Lesson 3 and 4 Zoom</i></p> <p><i>Lesson Objectives</i></p> <ul style="list-style-type: none"> • AO1- Read, understand and respond to text • Students should be able to: <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations • AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate • AO3- Show understanding of the relationships between texts and the contexts in which they were written <p><i>Success Criteria:</i></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>Introduction:</i></p> <ul style="list-style-type: none"> • Q. What is your first impression of the poem? • Q. Skim and scan the poems and identify the key ideas. • Q. What are the main themes? • Q. Identify the main persona of both the poem.

Teacher directed focus:

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DATE	ACTIVITY
WEEK 2	6 TH SEPTEMBER–10 TH SEPTEMBER
<p>6th September 2020, Sunday 1 lesson (period 4) & 8th September 2020, Tuesday 1 lesson (period 1)</p>	<p><i>Set text:</i> <i>The Pearson Edexcel GCSE (9-1) English Literature Poetry Anthology</i> <i>One Flesh by Elizabeth Jennings</i> <i>Lesson 1 and 2 Zoom</i></p> <p><i>Lesson Objectives</i></p> <ul style="list-style-type: none"> • AO1- Read, understand and respond to text • Students should be able to: <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations • AO2- Analyse the language, form and structure used by a writer to create meanings and <ul style="list-style-type: none"> • effects, using relevant subject terminology where appropriate • AO3- Show understanding of the relationships between texts and <ul style="list-style-type: none"> • the contexts in which they were written <p><i>Success Criteria:</i></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>Introduction:</p>

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Homework: *Review the skills learnt.*

<p>8th September 2020, Tuesday 1 lesson (period 1) & 9th September Wednesday 1 lesson (period 2)</p>	<p><i>Set text:</i> <i>The Pearson Edexcel GCSE (9-1) English Literature Poetry Anthology</i> <i>I Wanna Be Yours by John Clarke</i></p> <p><i>Lesson 3 Zoom and Lesson 4 GC</i> <i>Lesson Objectives</i></p> <ul style="list-style-type: none"> • AO1- Read, understand and respond to text • Students should be able to: <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations • AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate • AO3- Show understanding of the relationships between texts and the contexts in which they were written <p><i>Success Criteria:</i></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>Introduction:</p> <ul style="list-style-type: none"> • Q. What is your first impression of the poem? • Q. Skim and scan the poems and identify the key ideas. • Q. What are the main themes? • Q. Identify the main persona of both the poem.
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Google Classroom Activity: Identify the points of comparison between the poems One Flesh and I Wanna be Yours

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Homework: *Review the skills learnt.*

ASSESSMENT I- TERM 1

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