**Academic Year 2020 – 2021**

**English Department Curriculum**

 **Remote Learning Plan – Schemes of Learning Overview**

**Year 10:**

Term 1

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| **Lesson number** | **Core content** |
| 1. Anthology Poetry: London (Part 1).

<https://classroom.thenational.academy/lessons/london-part-1-6rvp6t> | In this lesson, we will explore the meaning and key ideas presented in William Blake's poem 'London'. You will be provided with key information about the context of the poem to help you understand Blake's motivations for writing it. |
| 1. Anthology Poetry: London (Part 2).

<https://classroom.thenational.academy/lessons/london-part-2-c9hkee> | In this lesson, we are going to examine some of the ways Blake uses language, form and structure to create meaning within the poem. We will be focusing specifically on Blake's ideas about power. |
| 1. Anthology Poetry: Ozymandias (Part 1).

<https://classroom.thenational.academy/lessons/ozymandias-part-1-chjkct> | In this lesson, we will explore the meaning and key ideas of Percy Bysshe Shelley's poem 'Ozymandias' (1818). You will be provided with key information about the context of the poem to help understand Shelley's motivations for writing it. |
| 1. Anthology Poetry: Ozymandias (Part 2).

<https://classroom.thenational.academy/lessons/ozymandias-part-1-chjkct> | In this lesson, we will explore the meaning and key ideas of Percy Bysshe Shelley's poem 'Ozymandias' (1818). You will be provided with key information about the context of the poem to help understand Shelley's motivations for writing it. |
| 1. Anthology Poetry: My Last Duchess (Part 1).

<https://classroom.thenational.academy/lessons/my-last-duchess-part-1-cnk68t> | In this lesson, we will explore the meaning and key ideas presented in Robert Browning's poem 'My Last Duchess' (1842). You will be provided with key information about the meaning of the poem to help develop your understanding of this 19th century text. |
| 1. Anthology Poetry: My Last Duchess (Part 2).

<https://classroom.thenational.academy/lessons/my-last-duchess-part-2-cthk0e> | In this lesson, we are going to examine some of the ways Browning uses language and form to present the Duke. We will be focusing specifically on how Browing presents ideas about control. |
| 1. Anthology Poetry: Charge of the Light Brigade (Part 1).

<https://classroom.thenational.academy/lessons/charge-of-the-light-brigade-part-1-6wv6cc> | In this lesson, we will explore how the soldiers are presented in Alfred Lord Tennyson's poem 'The Charge of the Light Brigade'. You will be provided with key contextual information to help you to understand Tennyson's motivations for writing it. |
| 1. Anthology Poetry: Charge of the Light Brigade (Part 2).

<https://classroom.thenational.academy/lessons/charge-of-the-light-brigade-part-2-cgrkjd> | In this lesson, we are going to examine the ways Tennyson uses language, form and structural features to present the theme of heroism in the poem. |
| 1. Anthology Poetry: Exposure (Part 1).

<https://classroom.thenational.academy/lessons/exposure-part-1-ccwp4d> | In this lesson, we will explore the key ideas in Wilfred Owen's poem 'Exposure' (1918). You will be provided with key contextual information about the poem to help to develop your understanding about its meaning. This poem depicts the harsh conditions of trench warfare in the First World War. |
| 1. Anthology Poetry: Exposure (Part 2).

<https://classroom.thenational.academy/lessons/exposure-part-2-68u62r> | In this lesson, we are going to examine some of the ways Owen uses language, form and structural features to present the themes of suffering, and present ideas about the power of nature in the poem. |

Term 2

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| **Lesson number** | **Core content** |
| 1. Anthology Poetry: Poppies (Part 1).

<https://classroom.thenational.academy/lessons/poppies-part-1-6dgk0d> | In this lesson, we will explore the key ideas in Jane Weir's poem 'Poppies' (2009). Weir presents the deep suffering experienced by a mother who has lost her son to war. You will be provided with key information about the meaning of the poem to help to develop your understanding of this text. |
| 1. Anthology Poetry: Poppies (Part 2)

<https://classroom.thenational.academy/lessons/london-part-2-c9hkee> | In this lesson, we are going to examine some of the ways Blake uses language, form and structure to create meaning within the poem. We will be focusing specifically on Blake's ideas about power. |
| 1. Anthology Poetry: Tissue (Part 1)

<https://classroom.thenational.academy/lessons/tissue-part-1-69h66c> | In this lesson, we will explore the meaning and key ideas of Imtiaz Dharker's poem 'Tissue' (2006). You will be provided with key information about the meaning of the poem to help to develop your understanding of the text. |
| 1. Anthology Poetry: Tissue (Part 2)

<https://classroom.thenational.academy/lessons/tissue-part-2-65k3gc> | In this lesson, we will examine some of the choices of language, form and structure Dharker has made to convey ideas about power in the poem 'Tissue'. |
| 1. Anthology Poetry: Emigree (Part 1).

<https://classroom.thenational.academy/lessons/the-emigree-part-1-cct6at> | In this lesson, we will explore the meaning and key ideas of Carol Rumens' poem 'The Emigrée' (1993). You will be provided with key information on the poem to help to develop your understanding of the meaning of it. |
| 1. Anthology Poetry: Emigree (Part 2).

<https://classroom.thenational.academy/lessons/the-emigree-part-2-6djk2d> | In this lesson, we will examine some of the choices of language, form and structure which Rumens has used to convey ideas about identity in the poem 'The Emigrée'. |
| 1. Anthology Poetry: Checking Out Me History (Part 1).

<https://classroom.thenational.academy/lessons/checking-out-me-history-part-1-cgtk4d> | In this lesson, we will explore the meaning and key ideas in John Agard's poem 'Checking Out Me History'. You will be provided with key information to help to develop your understanding of the meaning of the poem. |
| 1. Anthology Poetry: Checking Out Me History (Part 2).

<https://classroom.thenational.academy/lessons/checking-out-me-history-part-1-cgtk4d> | In this lesson, we will explore the meaning and key ideas in John Agard's poem 'Checking Out Me History'. You will be provided with key information to help to develop your understanding of the meaning of the poem. |

Term 4

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| **Lesson number** | **Core content** |
| 1-3Much Ado About nothing | First, read this summary of the play’s story:<https://www.shmoop.com/study-guides/literature/much-ado-about-nothing/summary>Then watch the play (keeping careful track of who is who!!!)<https://www.youtube.com/watch?v=IUx5p-Os8UY&t=569s> |
| 4 Much Ado – The Plot! | Visit this website to help with the following activities: <https://www.bbc.co.uk/bitesize/guides/z3xhn39/revision/1>1. From page one of this website, turn the plot summary into a bullet point list. (e.g. 1. Ben, Claud and DP arrive, 2. Ben and Bea have a fight). Try to use your own words rather than copy phrases from the website.
2. Check your list against SLIDE 2 from the website. Did you miss anything out? If so, add it in.
3. Read slides 3, 4 and 5.
4. Watch the video.
5. Do the test!
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| 5 and 6 Much Ado - Characters | Visit this website to help with the following activities: <https://www.bbc.co.uk/bitesize/guides/zgtnfg8/revision/1>1. Read slide 1 from the webpage.
2. For slide 2 – turn the information into a poster or mindmap that includes all of the key details about Benedick. (Be careful to include the context-information as well. That is very important.
3. Now make similar mindmaps / posters for Beatrice, Claudio and Hero (on slides 3, 4 and 5).
4. You could continue and do the last two characters from this webpage on slides 6 and 7.
5. Do the test on this webpage!
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| 1. Much Ado – the themes
 | Visit this webpage to help with the following activities: <https://www.bbc.co.uk/bitesize/guides/zcpfvcw/revision/1>1. Read slide 1.
2. Read the info on slide 2 AND watch the little video. Then answer the question towards the bottom of the screen. (How does Shakespeare use the theme of nothing and noting in the play?) Once you’ve written your answer you can check what the website makers said!
3. Repeat step 2 for slides 3 and 4.
4. Do the “test” for this section.
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| 8 Much Ado - Casting | Visit this website to help with the following activities: <https://www.bbc.co.uk/bitesize/guides/zw3r4wx/revision/1>1. Read all 3 slides from this webpage.
2. Draw a table like the one below and use it to think about which famous celebs you would cast as each character.

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| Character | Which Celeb would I cast? | Why? |
| Benedick |  |  |
| Beatrice |  |  |
| Hero |  |  |
| Claudio |  |  |
| Don Pedro |  |  |
| Don John |  |  |
| Leonato |  |  |

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| 9 Much Ado – quiz time. | Visit this webpage and do the quiz: <https://www.sparknotes.com/shakespeare/muchado/quiz/>For any questions you get wrong, write down the question and record the correct answer on a flashcard. Later in the day use the flashcard to text yourself on those trickier bits of information.  |
| 10 and 11 Much Ado – time to rewatch it! | Now you know the play well you will get even more out of watching it. There is a more modern version available to rent on Youtube or Amazon streaming services:<https://www.youtube.com/watch?v=73iRV4WshKY> |