

Learning Programme Template

| Topic/Content | Objectives/Skills | Homework | Assessment | Success Criteria (for E/S/D at KS3) | Stretch & Challenge (Thirst for Learning) |
|---|--|---|--|--|---|
| <p><u>'White Poppies'</u> A play by Sue Saunders</p> <p>Consolidating understanding of a range of reading skills</p> <p>Developing performance skills</p> | To understand the context of the play | | Information retrieval - peer assessed | | <p>Read other literature from the KS3 reading list relevant to the topic of war e.g. 'The Machine Gunners' by Robert Westall, 'Goodnight, Mr Tom' by Michelle Magorian, 'Blitzed' by Robert Swindells</p> <p>Visit Imperial War Museum in Manchester</p> <p>Carry out further research, using a range of sources such as learning resources (BBC Bitesize https://www.bbc.co.uk/education/topics/z4crd2p contains 72 clips focusing on a range of topics relating to WW1)</p> <p>Visit a library to read history texts about the subject</p> <p>Creative writing – Write a poem inspired by the content of this module</p> |
| | To explore character through performance | | Speaking and Listening -performed in groups and drama based | | |
| | To explore a writer's technique | Comprehension questions - 'Invictus' | Poetic terms test (peer marked but sampled) | | |
| | To empathise with a character | | | | |
| | To analyse the purpose and effects of propaganda, emotive language and other persuasive techniques | Explore the impact of wartime propaganda | End of unit assessment focusing on reading skills. This will be a comparative, analytical response | | |
| | To consider how viewpoint is conveyed within a text | | | | |
| | To explore the presentation of setting within the text | | | | |
| | To look closely at how mood and atmosphere can be conveyed through language and staging | Write an analytical response, focusing on mood and atmosphere | The homework highlighted in red or green will also be used when forming judgements/grades. | | |
| WW1 poetry | To compare the presentation of war in a range of poetry | | | The data/grades will NOT be based on the | |
| | To be able to identify poetic techniques | Revise key poetic terminology | | | |

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|--|--|------------------------|---|--|--|
| | To comment on the effects of poetic techniques used by WW1 poets | | one off end of unit assessment but a combination of all assessed tasks. | | |
| | To write a formal and analytical comparative essay | Prepare for assessment | <p>Tasks highlighted in green will be teacher assessed with diagnostic feedback given.</p> <p>Tasks highlighted in red will be self or peer assessed with marks recorded.</p> | | |