


Learning Plan 4		Subject/Pwnc: English	Year/Blwyddyn: 10	
<p><u>The Four Purposes in English:</u> Ambitious, capable learners, who: set themselves high standards; seek and enjoy challenge; are increasingly knowledgeable and skilful; ask questions; enjoy solving problems; communicate effectively; explain ideas and concepts. Enterprising, creative contributors, who: connect and apply knowledge and skills to generate ideas; express ideas and emotions through different media; give of their energy and skills so that other people will benefit Ethical, informed citizens, who: find, evaluate and use evidence in forming views; know about their culture, community, society and the world. Healthy, confident individuals, who: are confident, resilient and empathetic; form positive relationships based upon trust and mutual respect; face and overcome challenge.</p>				
<p>Knowledge focus/what matters:</p> <ul style="list-style-type: none"> Languages connect us. Understanding languages is key to understanding the world around us. Expressing ourselves through languages is key to communication. Literature fires imagination and inspires creativity. 				
Learning objective/key question	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)	Homework/Gwaith cartref to support progress	
<p>Week 1 <i>How does Carol Ann Duffy challenge traditional ideas of love?</i></p>	<p>SYL: low-tariff exam questions.</p> <ul style="list-style-type: none"> Understand the central ideas of the poem 'Valentine'. Identify how imagery and symbolism are used to present love. Recognise how language choices create tone and meaning. 	<p>SYL: low-tariff exam questions.</p> <p>I can:</p> <ul style="list-style-type: none"> Identify word classes accurately. Select short quotations that match the question. Explain what a word or phrase means in context. Explain the effect of language on meaning. Answer questions clearly using the poem. 	Wk 1	<p>Homework: Poem summary.</p> <p>Set: W/B 2nd February</p> <p>Due: W/B 9th February</p>
<p>Week 2 <i>How does Douglas Dunn present love as realistic and restrained?</i></p>	<ul style="list-style-type: none"> Understand the tone and mood of 'Modern Love'. Identify how domestic imagery and structure shape meaning. Compare ideas about love across two poems. Develop Section B descriptive writing skills, shaping language to convey emotion and atmosphere. 	<p>I can:</p> <ul style="list-style-type: none"> Identify language choices that create a quiet or distant tone. Explain how structure contributes to meaning. Select quotations that show realistic relationships. Write an analytical paragraph about one poem Compare how 'Valentine' and 'Modern Love' present love. Use descriptive language to show emotions and atmosphere. Choose words and sentence lengths to create an effect. 	Wk 2	<p>Homework: Explain the effect.</p> <p>Set: W/B 9th February</p> <p>Due: W/B 23rd February</p>
<p>Week 3 <i>How does poetic voice shape identity?</i></p>	<p>SYL: 5 mark exam question</p> <ul style="list-style-type: none"> Understand how identity is constructed in the poem. Identify the impact of repetition and voice. Explain how structure supports meaning. Develop Section B speech writing skills, using language and structure to present a clear viewpoint on identity. 	<p>SYL: 5 mark exam question</p> <ul style="list-style-type: none"> Explain what the poem shows about identity. Use short quotations from the poem. Explain the effect of repetition or voice. Explain how structure supports meaning. Write a focused response that answers the question. 	Wk 3	<p>Homework: Analytical sentence building.</p> <p>Set: W/B 23rd February</p> <p>Due: W/B 2nd March</p>

<p>Week 4 <i>How does poetry give voice to resistance and injustice?</i></p>	<ul style="list-style-type: none"> Understand the historical context of the poem. Identify symbolism and tone. Compare how poets present identity and voice. 	<p>I can:</p> <ul style="list-style-type: none"> Identify key contextual details that shape meaning. Explain how language presents resistance. Select quotations that show power and injustice. Compare 'I Come From' and 'Miz Rosa Rides the Bus'. Write a comparative paragraph. 	<p>Wk 4</p>	<p><u>Homework:</u> Mini comparison. Set: W/B 2nd March</p> <p>Due: W/B 9th March</p>
<p>Week 5 <i>How do poets present the aftermath of conflict?</i></p>	<ul style="list-style-type: none"> Understand the poet's message about war and its effects. Identify repetition and tone. Explain how ordinary actions convey meaning. Develop Section B descriptive or narrative writing skills, using setting and imagery to convey the impact of conflict. 	<p>I can:</p> <ul style="list-style-type: none"> Summarise the poet's viewpoint on conflict and its effects. Identify examples of repetition and listing. Explain how ordinary actions are used to convey message. Select short quotations to support ideas. Write an analytical paragraph focused on tone or structure. Describe a setting or moment to convey tension or impact. Use imagery and verbs to create mood. 	<p>Wk 5</p>	<p><u>Homework:</u> Show, don't tell. Set: W/B 9th March</p> <p>Due: W/B 16th March</p>
<p>Week 6 <i>How can poetry be used as protest?</i></p>	<p>SYL: Comparison</p> <ul style="list-style-type: none"> Understand the poet's message about injustice. Identify metaphor and repetition. Compare different responses to conflict. 	<p>SYL: Comparison</p> <p>I can:</p> <ul style="list-style-type: none"> Compare how both poems present conflict. Use short quotations from both poems. Explain how language or imagery shows protest or injustice. Explain one clear similarity or difference. Organise my ideas into a clear comparative paragraph. 	<p>Wk 6</p>	<p><u>Homework:</u> Adapt the form. Set: W/B 16th March</p> <p>Due: W/B 23rd March</p>
<p>Week 7 <i>How does Simon Armitage use the natural world to warn the reader?</i></p>	<ul style="list-style-type: none"> Understand the central message of <i>Ark</i>. Identify how extended metaphor is used. Explain how language creates urgency and warning. 	<p>I can:</p> <ul style="list-style-type: none"> Summarise the poet's warning in my own words. Identify key images linked to danger and responsibility. Identify word classes and techniques accurately. Explain how specific language choices create urgency. Write a focused analytical paragraph on one method. 	<p>Wk 7</p>	<p><u>Homework:</u> Improve the writing. Set: W/B 23rd March</p> <p>Due: W/B 13th April</p>