

English Remote Learning Content: Module One

All lesson activities within the lesson must be completed in your classwork books. This work must be labelled 'Self-Isolation Work' and will be checked in your next scheduled book-look. This work is for module one and will be updated when these modules have been completed.

Year 7 Remote Learning Module One – Short Stories & 'Animal Farm'

Week	Title	Activities for classwork book	Lesson Link
One	Creative Writing: What Makes a Good Short Story?	<ul style="list-style-type: none"> • Mind map favourite stories • Explain your favourite story and why. • “As I stepped through the window I saw” descriptive writing task. 	https://classroom.thenational.academy/lessons/creative-writing-what-makes-a-good-short-story-70u30c
	Creative Writing – narrative structure	<ul style="list-style-type: none"> • Copy out and label Freytag's pyramid. • Apply pyramid to a book/film/short story of your choice. • Narrative Hook - questions/answers. • Record sentence and label it with the narrative hook it is using. 	https://classroom.thenational.academy/lessons/creative-writing-narrative-structure-6wu3ec (teacher
Two	Developing Character	<ul style="list-style-type: none"> • Make notes on Propp's character types. • Create Character biography. • Developing Character. • Sinking ship character description. 	https://teachers.thenational.academy/lessons/creative-writing-developing-character-6rtp2r
	Figurative Language	<ul style="list-style-type: none"> • Opinions on the paragraph. • What is figurative language? questions. • Improving sentences task • Write an introduction to a story that begins in a forest. 	https://teachers.thenational.academy/lessons/creative-writing-figurative-language-c8up4r

Students to continue with their reading of Animal Farm. Students are to find out from class mates the pages covered in class and make sure they have read the necessary material. Different classes cover the text at a slightly different pace, so students will need to communicate with classmates to find this information out.

Year 8: Remote Learning Module One – The Gothic

Week	Title	Activities for Classwork Book	Link
One	Analysing language in Jekyll and Hyde (Part 1)	<ul style="list-style-type: none"> Read the extract and complete the four questions in your exercise book and then self-assess your answers using the guide and prompts. Complete the Gothic conventions activity and self-assess using green pen. Answer the final question of the lesson on setting in your exercise book. Self-assess your perfect paragraph using the example to help you. 	https://classroom.thenational.academy/lessons/analysing-language-in-jekyll-and-hyde-part-1-74rk8c
	Analysing language in Jekyll and Hyde (Part 2)	<ul style="list-style-type: none"> Read the second extract and complete the four questions in your exercise book and then self-assess your answers using the guide and prompts. Answer the final question of the lesson on language in your exercise book. Self-assess your perfect paragraph using the example to help you. 	https://classroom.thenational.academy/lessons/analysing-language-in-jekyll-and-hyde-part-2-6gu3et
	Analysing structure in Jekyll and Hyde (Part 1)	<ul style="list-style-type: none"> Make notes on Todorov's Theory of Narrative in your exercise books. Work through the questions applying the theory to the extract and when you have finished, self-assess using green pen. 	https://classroom.thenational.academy/lessons/analysing-structure-in-jekyll-and-hyde-part-1-ccukjc
Two	Analysing structure in Jekyll and Hyde (Part 2)	<ul style="list-style-type: none"> Make notes on the way that Dickens juxtaposes the ideas present in the extract. (Note down your ideas in your exercise books.) Self-assess your work with green pen when you finished. Make a note in your books of the structural features you spot in the extract and self-assess your work when you have finished. Write up your notes into a perfect paragraph. Self-assess your perfect paragraph using the example to help you. 	https://classroom.thenational.academy/lessons/analysing-structure-in-jekyll-and-hyde-part-2-6gt62c
	"The Uncanny" in Gothic literature	<ul style="list-style-type: none"> After reading / listening to all the information, answer the four question on the theory of the Uncanny in your exercise books. Self-assess your responses. Complete the task on 'Jekyll and Hyde' in your exercise books and self-assess your work when you have finished. Complete the definition activity and self-assess your work when you have finished. 	https://classroom.thenational.academy/lessons/understand-the-uncanny-and-how-it-applies-to-gothic-literature-c8v68r

Year 9: Module One – Short Stories & Creative Writing

Week	Title	Activities for Classwork Book	Link
One	Reading for Meaning in 'The Story of an Hour'	<ul style="list-style-type: none"> • Make notes of 'important elements of short stories'. • Record definition of 'affliction' • List up to three things we know for certain about Mrs Mallard. • List up to three things we can predict about Mrs Mallard. • 2 sentences answering the question, 'What do you think Mrs Mallard will be thinking and feeling when she hears of her husband's death? • Summary of events so far in the story. • Two sentences answering 'What have we discovered about Mrs. Mallard's feelings?' 	https://classroom.thenational.academy/lessons/reading-for-meaning-in-the-story-of-an-hour-c4u62r
	Language in 'The Story of an Hour'	<ul style="list-style-type: none"> • Intro quiz. (digital) • True or false task. • Record definitions of new vocabulary (liberation) • Record answers to Multiple Choice Questions. • Write a summary of the story. • Quotation analysis: How does Chopin use language to present liberation? • Did you like the twist at the end of the story (2 sentences) Exit quiz (digital)	https://classroom.thenational.academy/lessons/language-in-the-story-of-an-hour-70u62e
Two	Form and Structure in 'The Story of an Hour'	<ul style="list-style-type: none"> • Intro quiz (digital) • Retrieval grid answers. • What is the purpose of the twist? • Define structure • Events of the story in order tasks. • Sketch structure pyramid. • Define dramatic irony. • What is the twist at the end of the story and how is it an example of dramatic irony? Exit quiz (digital)	https://classroom.thenational.academy/lessons/form-and-structure-in-the-story-of-an-hour-70v68r
	Evaluation and Personal Response: 'The Story of an Hour'	<ul style="list-style-type: none"> • Intro quiz • Record new vocabulary: subordinate • What is your opinion of Mrs Mallard and her actions? • How is marriage presented in 'The Story of an Hour' tasks. What happens next in the story?	https://classroom.thenational.academy/lessons/evaluation-and-personal-response-the-story-of-an-hour-cnjp6r

Year 10 English Language: Module One – Creative Writing

Week	Title	Activities for Classwork Book	Link
One	Descriptive writing: Responding to a setting stimulus	<ul style="list-style-type: none"> Record the success criteria for descriptive writing. Go through activities and produce a comprehensive, whole page table plan. Develop plan in response to second image. Big picture ideas; final review. Exit Quiz (digital) 	https://classroom.thenational.academy/lessons/descriptive-writing-responding-to-a-setting-stimulus-6wrp6c
	Descriptive writing: Responding to an 'image' stimulus	<ul style="list-style-type: none"> Intro quiz (digital) 5-10 adjectives on man's face. Notes on character types and function and Direct/Indirect characterisation. Who did you create? Task. Second image character type tasks 4 photos task. Two other photos description task. Exit quiz. (digital) 	https://classroom.thenational.academy/lessons/descriptive-writing-responding-to-an-image-stimulus-cdh68t
Two	Use of symbolism in your writing	<ul style="list-style-type: none"> Intro quiz (digital) Record definition of symbolism. Images as symbol of relationships: record in book. Symbol of a tree analysis. Planning table for designing your own writing. 	https://classroom.thenational.academy/lessons/use-of-symbolism-in-your-writing-6xjkad
	Narrative writing	<ul style="list-style-type: none"> Intro quiz (digital) Initial ideas for story suggested by image. Notes on qualities and features of narrative writing. Organise ideas into initial planning grid. Beginning of a story task. Middle of story tasks. Ending of story tasks. Exit quiz (digital) 	https://classroom.thenational.academy/lessons/narrative-writing-6rrkgt

Assessment Task: Have a completed narrative no longer than two sides of A4 inspired by the final lesson. Ideally, this will be typed and uploaded to the Teams page, but if you do not have the necessary technology, feel free to write it in your book.

Year 10 English Literature: Module One – ‘Lord of the Flies’

Week	Title	Activities for your classwork book	Lesson
One	Eco-criticism and ‘Lord of the Flies’	<ul style="list-style-type: none"> Write down the key vocabulary and definitions. Write down the definitions of eco-criticism. Make notes in response to the passage from Chapter 1 where Golding describes the island, following Mr O’Neill’s ideas and adding your own. Make notes in response to the passage from Chapter 3 where Golding describes Simon’s clearing, following Mr O’Neill’s prompts. Make notes in response to the passage from Chapter 1 where Golding describes the boys pushing the rock and destroying part of the forest. Make a list of other parts of the book where you might apply an eco-critical approach and then write down the summary of Golding’s messages. 	https://www.youtube.com/watch?v=aNDQ4PGWfc4
	Thomas Hobbes and ‘Lord of the Flies’	<ul style="list-style-type: none"> Write down the key vocabulary and definitions. Write down the main ideas of the philosopher Thomas Hobbes. Make notes in response to the passage from Chapter 2 where Golding describes the meeting, following Mr O’Neill’s ideas and adding your own. Make notes in response to the passages from Chapter 4 where Golding describes Maurice kicking down the sandcastles and Roger throwing stones at Henry, following Mr O’Neill’s prompts. Make a list of other parts of the book where the theme of the social contract is evident and then write down the summary of Golding’s messages. 	https://www.youtube.com/watch?v=w0yk4qpfBug
Two	Democracy and ‘Lord of the Flies’	<ul style="list-style-type: none"> Write down the key vocabulary and definitions. Write down the political and historical contexts. Make notes in response to the passage from Chapter 3 where Golding describes Simon picking fruit for the littluns, following Mr O’Neill’s ideas and adding your own. Make notes in response to the passage from Chapter 1 where Golding describes the boys electing their leader, following Mr O’Neill’s prompts. 	https://www.youtube.com/watch?v=_p0ZryKjY5k
	Fascism and ‘Lord of the Flies’	<ul style="list-style-type: none"> Write down the key vocabulary and definitions. Make notes in response to the passage from Chapter 1 where Golding introduces Jack and his choir, following Mr O’Neill’s ideas and adding your own. Make notes in response to the passages from Chapter 4 where Golding describes Jack taking the conch and speaking about the beast, following Mr O’Neill’s prompts. Make a list of other parts of the book where democracy seems to be breaking down and Jack’s totalitarianism takes over. 	https://www.youtube.com/watch?v=Glib2jfo9B8

Year 11 English Language: Module One – Writing Non-fiction			
Week	Title	Activities for Classwork Book	Lesson
One	View -point writing: What is it?	<ul style="list-style-type: none"> “All Sport should be fun, fair and open to everyone. It is the taking part not the winning that counts.”. Plan what you would want to say about this statement. Answer prompt questions to the student’s response and make notes on how it has been written. Exit quiz – digital. 	https://classroom.thenational.academy/lessons/view-point-writing-what-is-it-c9jk4d
	Planning techniques: Logos, pathos and ethos	<ul style="list-style-type: none"> Intro Quiz - digital Notes on Greek terms logos, pathos, ethos. Plan using the logos, pathos, ethos. Developing initial ideas. Develop planning. Sequence your plan: structure. Exit Quiz - digital 	https://classroom.thenational.academy/lessons/planning-techniques-logos-pathos-and-ethos-6mwk0c
Two	What makes an effective introduction and conclusion?	<ul style="list-style-type: none"> Intro Quiz - digital Notes on an effective introduction to a non-fiction text and how it links with second paragraph. Notes on sentence and punctuation choices. Notes on an effective conclusion. Draft of introduction and conclusion. Exit Quiz - digital	https://classroom.thenational.academy/lessons/what-makes-an-effective-introduction-and-conclusion-6cr38d
	Rhetorical devices: Designing the main body of your essay	<ul style="list-style-type: none"> Intro Quiz digital Notes on rhetorical devices. Write the whole ‘essay’ addressing the task and using the types of technique taught in this suite of lessons. Submit as an assignment on Teams by Monday 5th October as a typed up document. Exit Quiz. – digital	https://classroom.thenational.academy/lessons/rhetorical-devices-designing-the-main-body-of-your-essay-68v66t

Year 11 English Literature Module One – Power and Conflict Poetry

Select four lessons from the list below that corresponds with poems that are being covered in class when you are self-isolating. Complete all tasks for these four lessons in your book. Ask classmates for this information. If you cannot find out, or if your poems are not listed, pick two poems to revise and complete activities on them.

London	Part One	https://classroom.thenational.academy/lessons/london-part-1-6rvp6t
	Part Two	https://classroom.thenational.academy/lessons/london-part-2-c9hkee
Ozymandias	Part One	https://classroom.thenational.academy/lessons/ozymandias-part-1-chjkct
	Part Two	https://classroom.thenational.academy/lessons/ozymandias-part-2-language-form-and-structure-65j68d
My Last Duchess	Part One	https://classroom.thenational.academy/lessons/my-last-duchess-part-1-cnk68t
	Part Two	https://classroom.thenational.academy/lessons/my-last-duchess-part-2-cthk0e
Charge of the Light Brigade	Part One	https://classroom.thenational.academy/lessons/charge-of-the-light-brigade-part-1-6wv6cc
	Part Two	https://classroom.thenational.academy/lessons/charge-of-the-light-brigade-part-2-cgrkjd
Exposure	Part One	https://classroom.thenational.academy/lessons/exposure-part-1-ccwp4d
	Part Two	https://classroom.thenational.academy/lessons/exposure-part-2-68u62r
Poppies	Part One	https://classroom.thenational.academy/lessons/poppies-part-1-6dgb0d
	Part Two	https://classroom.thenational.academy/lessons/poppies-part-2-6xjk4c
Tissue	Part One	https://classroom.thenational.academy/lessons/tissue-part-1-69h66c
	Part Two	https://classroom.thenational.academy/lessons/tissue-part-2-65k3gc

The Emigree	Part One	https://classroom.thenational.academy/lessons/the-emigree-part-1-cct6at
	Part Two	https://classroom.thenational.academy/lessons/the-emigree-part-2-6dj2d
Checking Out Me History	Part One	https://classroom.thenational.academy/lessons/checking-out-me-history-part-1-cgtk4d
	Part Two	https://classroom.thenational.academy/lessons/checking-out-me-history-part-2-6dj0t