

Lesson Planning Proforma

Date: 18.10.2017	Room: 101	Class: 9x5	Teacher: Miss Freeland
Period: 5	No of Pupils: 25	Ability: mixed	Observer: <i>Redacted</i>
<u>Pupil Categories</u> SEN: <i>Redacted</i> G&T: <i>Redacted</i>			
Recap from previous lesson (<i>Key points form the previous lesson</i>) Moving from horror stories to conflict poetry, starting with free writing.			
Learning Objectives <i>(What pupils will learn in this lesson)</i> 1. To understand the context of World War I 2. To look for linguistic devices and accompanying effects.		Learning outcomes <i>(What pupils should know, new skills, work produced, activities)</i> All: Must understand the link between World War I and Owen's poetic response Most: Should be able to produce a well annotated poem with devices and effects.	
Assessment opportunities (<i>Formative, summative, questioning, peer assessment, verbal feedback, etc.</i>) <i>Peer Assessment, questioning, verbal feedback</i>			
Key Questions			
Prepare for Learning <i>(Connect the learning. Build on prior knowledge)</i>		The Big Picture <i>(Discuss how lesson fits into whole topic or module)</i>	
		Agree Learning Outcomes <i>(Discuss what they will be learning, why they will be learning it and how they will know if they are successful.)</i>	
Timing	Task/Activity	Differentiation	Resources
Starter 16 minutes	10 minutes quiet reading and six minutes immersive free writing for continuity from previous lesson.	Teacher one on one to assist with writing.	
Pre Activity 5 minutes	Five minutes defining 'anthem'.	Levels of definition will demonstrate weaker processors.	
Activity 1 5 minutes	Listen to Sean Bean reading Anthem For Doomed Youth whilst taking down notes on tone and mood.	Mixed media for different learners.	Interactive whiteboard and A3 worksheets.
Activity 2 10 minutes	Five bullet points from articles about Wilfred Owen.		
Activity 3 5 minutes	What are these posters called? Talk about jingoism and ask which lines are anti-jingoistic.		
Activity 4 15 minutes	15 minutes to look for linguistic devices in pairs, but labelling separately. Teacher to offer one-on-one support.	Hints in red on the side of the page.	

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Plenary 2 5-7 minutes	Talk about one device to answer the question: How does Owen use language and form to convey the 'pity of war'?		
Evaluation/Follow-up/Link with subsequent lessons:			
ECM Agenda <i>(Tick bullet points and/or comment as appropriate if your lesson will demonstrate any/some/all of the 5 ECM outcomes):</i> <ul style="list-style-type: none">• Enjoyment:• Staying Safe:• Healthy Lifestyle:• Positive Contribution to the Community:• Economic Well-being:			