



EDEN Boys' School, Bolton LONG TERM PLAN YEAR **YEAR 7** 2015-16

	Autumn one (8)		Autumn two (7)		Spring one (6)		Spring two (5)	Summer one (5)	Summer two (7)	
KEY CONCEPTS/SUBJECT CONTENT	Writing: 1.3,1.6,5.1,6.1,6.2,6.3,7.1,7.2,7.3 Reading: 4.1,4.2,4.3,4.4,4.5 Spoken Language: 1.1		Writing: 1.1 1.6,2.2,2.3,3.2,4.2,5.1,6.1,6.2,6.3,7.1,.7.2,7.3,10.1,11.1,11.2 Reading: 1.1,1.2,2.3,3.1,3.2,3.3,3.4,3.5,4.1,6.1,6.2,6.3 Spoken Language: 1.1,1.2		Writing: 1.2,2.1,2.2,2.3 3.1,3.3,4.2,5.1,6.1,6.2,6.3,7.1,.7.2,7.3,9.1,10.1,11.1,11.2 Reading: 2.1,2.2,2.3,1.3,2.3,3.4,3.5,4.2,4.4,4.5 Spoken Language: 1.1,1.2,1.3		Writing: Reading: 8.2 Spoken Language: 1.2	Writing: 1.3,1.6,5.1,6.1,6.2,6.3,7.1,7.2,7.3. Reading: 2.1,2.2,2.3 Spoken Language: 1.1,1.2,1.3,1.4	Writing: 1.5, 1.6,8.1,8.2, Reading: 1.2, 3.1,3.2,3.3,3.4,3.5,4.1,4.2,4.3,4.4,4.5 5.1,8.1 Spoken Language: 1.4	Writing: 1.1,1.6,,5.1, Reading: 2.1, 2.3,3.1,3.2, 3.3,3.4,3.5, 4.1,4.2,4.3, 4.4,4.5,6.1, 6.2,6.3,7.1, 7.2,
THEMES	Tense Tales and Ghostly Goings On	Writing Skills (one week)	Writing Skills (one week)	Holes/ Millions	Introduction to Media	Author Project	Introduction to Shakespeare AND The Globe	Introduction to poetry and poetry	The Play of Room 13	
SUGGESTED ACTIVITIES	See Appendix A	See Appendix A		See Appendix A	Carry out research on chosen author.	See Appendix A	See Appendix A	See Appendix A	See Appendix A	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL THEME (SMSC) AND FBV	Freedom of Choice, consequences of choice, respect, fairness, social responsibility.			Being respectful to all; young, old, male, female, race, gender. Use appropriate language with all. Freedom of choice; freedom of thought; freedom of speech; freedom of association and the role of the media in such values.			Building and maintaining good relationships with ALL.			
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Write a short story titled, 'The House.' All WAFs Feedback – Autumn 1, week 8.		How does Stanley change throughout the novel? All RAFs Feedback – Autumn 2 – week 7		Read the leaflet. How does the writer persuade readers to adopt an orang-utan Feedback – Spring 1 – week 6		Carry out presentation on chosen author.		Produce a leaflet for your school persuading them to visit The Globe All WAFs Feedback – Spring 2 – week 5	EOY exam. Writing: Q1. Your school has a bell that you do not like. Write a letter to the Head teacher persuading him to change it into a proper bell. OR



						<p>Q2. Write a story based on any of the following titles:</p> <ul style="list-style-type: none">•Hope•The Invisible Man•Underground•The Tramp•The Room <p>Reading: Read the leaflet 'Adopt a Leopard.' How does the writer persuade the reader to adopt a leopard? Consider</p> <ul style="list-style-type: none">•The language and persuasive techniques the writer has used.•The presentational features. <p>Reading: How does the writer persuade the reader to adopt a leopard?</p> <p>Feedback – Summer 2 – week 6</p>
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Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary: writing AFs 7 and 8. Reading to develop fluency AF1 is ongoing.

Websites that can help my learning: <http://www.bbc.co.uk/learningenglish/> <http://www.bbc.co.uk/schoolreport> <http://www.bbc.co.uk/education/levels/zc9d7ty>
<http://www.bbc.co.uk/schools/studentlife/bookclub/> <http://www.bbc.co.uk/scotland/education/int/eng/lilies/> https://elt.oup.com/learning_resources/?cc=global&sellLanguage=en

Visits to places that can help my learning: Plays – theatre, sports games, local events, poetry performances

FBV include: democracy; the rule of law; freedom of religion; freedom of choice; freedom of thought ; freedom of speech; freedom of association; tolerance and respect; fairness; liberty; social responsibility; and equality for all.



Eden Boys



SUGGESTED ACTIVITIES: Appendix A

Tense Tales and Ghostly Goings On

Pupils study a variety poetry/short stories for inspiration, for example, 'The Highway man', 'The Pied Piper of Hamelin,' extracts from 'The Red Room' and 'The Signalman'

Features of creative writing

Characters

Twists

Sentence structure for effect

Wide vocabulary

Work on writing skills – sentence variety, use of punctuation, description and so on.

Pupils to create their own story.

Holes/ Millions

-Discuss and explore devices Sachar uses in the opening paragraphs to 'hook' the reader.

- Setting- Explore the descriptive techniques are used.

- Explore how Sachar gives the reader a strong first impression on what the characters are like.

- Recap the format and features of informal letters. Model/show example.

-Write a letter by Stanley to his mum about the events of chapters 11 & 12. Focus on Mr Pendanski's character.

-Explore symbolism.

-Create a poster of Camp Green Lake's rules.

-Explore how Stanley's character has changed and how they think he will grow and develop.

Discuss how Kate Barlow's story is the sub-plot of the novel as well as a flashback. Identify the setting, time and place of the flashback now?

- Explore the social context of the sub-plot and why it was seen as an outlaw what Katherine Barlow did.

- Read Chapter's 27 and 28. Class discussion about the chapter:

How is the setting in this chapter different from the setting in the last chapter?

-Conflict: Who has a conflict in this chapter?

-How is the conflict resolved?

-Recap features of writing to inform. Pupils to write an article about the Kate Barlow murders.

-Explore tension in chapter 31 and 32.

-Pupils write a diary entry by Zero after he has run away.

- On the IWB write "How Stanley and Zero's path crossed" and have an image of holding hands in the middle. On one side of the board class come up with facts about Stanley. Do the same on the other side of the board about Zero. Explore the similarities, differences and interwoven experiences.

- Role on the wall – Stanley's character

Watch the film, take notes



-Features of film reviews

-Mini film review

Introduction to Media

- Introduction to the term 'media' and what this means.
- Examination of examples from around the community – what do pupils know about language, style and structure?
- Understanding of how purpose and audience affect the language and the structure.
- Analysis of different types of media:
 - News papers – tabloid and broadsheets
 - Magazine front covers
 - Advertisements
 - Leaflets
 - Speeches
- Specific focus on looking at language and style and how these can affect/manipulate the reader.
- Examination of persuasive techniques.

Author Project

Introduction to Shakespeare AND The Globe

- Shakespeare and his language.
- Make insult banners and hurl insults at each other. Watch Horrible Histories YouTube clip on Shakespeare's language and see how many every day phrases are direct quotes from Shakespeare.
- What do they know about Shakespeare? Shakespeare team quiz.
- Work in pairs (or threes where necessary) research and produce a 5 minute interview with Shakespeare.
- Shakespeare and the Globe Theatre. Set up a variety of stations in class where pupils can research different aspects of the Globe.
- Describe the Globe applying appropriate techniques.
- From their research, students work in groups of three or four to create cardboard theatres of The Globe and give short presentations back to the class explaining why they have created their theatre in a particular way.
- Examine what the Elizabethan audience expected from a play: what did they want to see when they went to the theatre? What entertained them? Discuss superstitions from the time: why did people believe in these superstitions so much? Historical/social/cultural context.
- Writing letters for different purposes and audiences

Poetry around the theme of Relationships



- Introduce the themes of the poems.
- What makes poems different from stories?
- Introduce pupils to poetic techniques – simile, metaphor, alliteration, enjambment, onomatopoeia, etc
- Read poems which show examples of these techniques so pupils have an understanding of how and why they work.
- Teach analysis skills

Room 13

- Introduce the play – discuss what pupils think it could be about from the title. Read abridged version - Look at plot, characters and themes.
- Use drama to explore the content, events, characters and layers of meaning.

Read Scene One, two and three

- What have we learnt about individual characters?
- Turn to page 65 (keeping track) and answer the questions on the scene either open book or in the form of a test/quiz.

Read scenes four, five and six

Imagine you are Fliss and you go back to your room after the scary experience in room 13 write a detailed diary/journal extract about what has just happened to you and what you think might be behind the door.

Think about:

- Style of diary (First person)
- Tense (Past) but with an immediate feel
- Detailed descriptions, use adjectives and adverbs.
- A suitable ending and opening for the diary extract

Read scene 7

- hot seat some of the main characters in the text. Ask them some of the questions in the questionnaire or ask them alternatives questions made up by the pupils themselves.
- Ensure all pupils get a chance to play a character, For those who are reluctant ensure they ask questions to the characters so they are included.

Continue reading scenes 8, 9, 10

Writing A News Report. Following the incidents at the Crow's Nest In Whitby the local press ran a story on the suspected events and the suspicions surrounding 'Room 13.' The day after this story went to press the the national press heard of it and were intrigued. You are a reporter sent by one of the big national newspapers to investigate the strange goings on at The Crow's Nest. You must try to investigate the following things and produce a detailed news report on what you have found.

Analyse key speeches throughout the play – developing analysis at word and sentence level