

## Greenfields Academy (Secondary) - Long Term Planning – ENGLISH & LITERACY

### Academic Year Overview 2020/21 /Year 7 Nurture/Mrs Oldman/ 5 lessons per week (1 SPAG)

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
	14 weeks		11 weeks		6 weeks	5 weeks
TRANSITION FROM....	<b>Victorian Britain</b> Oliver Twist A Christmas Carol		<b>Media and Advertising (Chocolate)</b> Charlie and the Chocolate Factory		<b>Poems from Different Cultures</b>	<b>Introduction to Shakespeare</b>
	One lesson per week will consist of SPAG. Spellings to be completed every day with a test on a Friday. Students to read on a 1:1 basis with staff.					
Weekly Sequence	N – New Learning & Knowledge, KQ – Key Question, <b>SPAG</b> <b>ASSESSMENT/ICT FOCUS</b>					
<b>1</b>	<u>Oliver Twist</u> N - To explore what life was like in the Victorian Times.	<u>A Christmas Carol</u> N – To explore language and explain how Dickens creates Scrooge’s identity.	<u>Charlie and the Chocolate Factory</u> N To explore how Roald Dahl make us feel	<u>Media and Advertising</u> N To understand who advertises and why.	<u>Cultural Poetry</u> N-To understand the meaning of ‘culture’.	<u>Introduction to Shakespeare</u>

	<p><b>KQ</b> – What period was the Victorian era?</p> <p>What do you think life was like for people in the Victorian period?</p> <p>What is a workhouse?</p> <p><b>SPAG</b></p> <p><b>Spellings</b> – appropriate to ability</p> <p><b>Punctuation</b> – Capital letters and full stops.</p> <p><b>Text</b> – Sequencing sentences</p>	<p><b>KQ</b> – What so we learn about Scrooge from the adjectives that Dickens uses in his description?</p> <p>What are your first impressions of Ebenezer Scrooge?</p> <p><b>SPAG</b></p> <p><b>Spellings</b> – appropriate to ability</p> <p><b>Vocabulary</b> – word families</p>	<p><b>sympathy for Charlie in the opening chapters.</b></p> <p><b>KQ</b> – What are your first impressions of the characters that we are introduced to?</p> <p>Do you think Charlie Bucket is a hero?</p> <p>How does Roald Dahl make us like Charlie?</p> <p><b>SPAG</b></p> <p><b>Spellings</b> – appropriate to ability</p> <p><b>Grammar</b> – Past and present tense</p>	<p><b>-To explore different purposes of advertising.</b></p> <p><b>KQ</b> - who advertises? Why/what are the different reasons for advertising?</p> <p>Is all advertising the same?</p> <p>Why might you advertise?</p> <p>What are some methods of advertising?</p> <p>What are some key features of effective advertising?</p> <p>Why might you advertise?</p> <p><b>SPAG</b></p> <p><b>Spellings</b> – appropriate to ability</p> <p><b>Punctuation</b> – Recap on sentence punctuation.</p>	<p><b>-To consider the different traditions of a variety of cultures.</b></p> <p><b>KQ</b>- What is meant by culture?</p> <p>What traditions and objects do you associate as being British?</p> <p><b>SPAG</b></p> <p><b>Spellings</b> – appropriate to ability</p> <p><b>Grammar</b> – Changing singular nouns to plural nouns.</p>	<p><b>N- To research facts about William Shakespeare and his life works.</b></p> <p><b>-To gain awareness of the historical context in which Shakespeare was writing.</b></p> <p><b>KQ</b>- Who is William Shakespeare?</p> <p>Why were theatres important during this period?</p> <p>Can you name the famous Shakespearean theatre?</p> <p><b>SPAG</b></p> <p><b>Spellings</b> – appropriate to ability</p> <p><b>Grammar</b> - Using adverbs</p>
2	N-To analyse the book cover, blurb and chapter one of <i>Oliver Twist</i> .	N – To explore language and explain how Dickens contrasts Scrooge with Fred and Bob.	N – To explore the feelings that Charlie Bucket is experiencing the	N – To create your own brand and logo for a new chocolate bar.	N – To understand what a Limerick poem is and recognise how the form	N – To demonstrate an understanding of Shakespeare.

	<p>KQ - Why is a book cover important? What is the purpose of it?</p> <p>How does Charles Dickens create sympathy for the mother?</p> <p><b>SPAG</b>  <b>Spellings</b> – appropriate to ability  <b>Punctuation</b> – Capital letters for names and the personal pronoun.</p>	<p><b>-To complete a comparative table for Fred, Scrooge and Bob.</b>  <b>-To gain some insight into Dickens’ background</b></p> <p>KQ – What do you notice about the language in A Christmas Carol?</p> <p>How would you describe Bob Cratchit’s personality compared to Scrooge?</p> <p><b>SPAG</b>  <b>Spellings</b> – appropriate to ability  <b>Vocabulary</b> – Apostrophes for contraction</p>	<p><b>night before the factory visit.</b></p> <p>KQ – How do you think Charlie is feeling the night before?</p> <p>Can you remember a time when you felt excited? How did this affect your emotions?</p> <p><b>SPAG</b>  <b>Spellings</b> – appropriate to ability  <b>Grammar</b> – Conjunctions to express time and cause.</p>	<p><b>KQ</b> – Why do we recognise the brands/logos? How many brand/ logos can you name?</p> <p>Why do you think companies use a logo?</p> <p><b>SPAG</b>  <b>Spellings</b> – appropriate to ability  <b>Grammar</b>– Using ‘a’ or ‘an’</p>	<p><b>contributes to the meaning.</b>  <b>-To develop an understanding of poetic devices and why we use them.</b></p> <p>KQ – What is limerick?</p> <p>What poetic features or devices do limericks use?</p> <p>Do limericks follow a pattern?</p> <p><b>SPAG</b>  <b>Spellings</b> – appropriate to ability  <b>Grammar</b> – Irregular verb families.</p>	<p><b>To create an appropriately structured leaflet.</b></p> <p>KQ – What is the purpose of a leaflet?</p> <p>What makes a leaflet eye catching?</p> <p>What is the purpose of a heading and sub-heading?</p> <p><b>SPAG</b>  <b>Spellings</b> – appropriate to ability  <b>Punctuation</b> – Headings and sub-headings.</p>
<b>3</b>	<p><b>N – To read and analyse an extract from chapter two of <i>Oliver Twist</i>.</b></p> <p><b>-To write a descriptive paragraph from the perspective of Oliver</b></p> <p>KQ – What do you think it would have been like to eat small portions of this food every single day?</p>	<p><b>N – To explore Scrooge’s attitude to the poor.</b></p> <p><b>- To gain some insight into Victorian society.</b></p> <p>KQ – What does it mean to be poor?</p> <p>Can you be poor and happy? Can you identify an example of this in the text?</p>	<p><b>N – To write and perform an exit interview with one of the characters.</b></p> <p>KQ – What adjectives would you use to describe Augustus and Violet?</p> <p><b>SPAG</b>  <b>Spellings</b> – appropriate to ability</p>	<p><b>N – to develop an understanding of ‘USP’</b></p> <p>KQ – What is a unique selling point?</p> <p>Can you think how your product is unique to others on the market?</p>	<p><b>N – To develop skills using figurative language, metaphors and similes, in poetry</b></p> <p><b>-To develop an understanding of imagery in poetry.</b></p> <p>KQ – What is the difference between a simile and a metaphor?</p>	<p><b>N – Pupils to gain knowledge of the plot of ‘A Midsummer Night’s Dream’.</b></p> <p><b>To create an insult in Shakespearean language.</b></p> <p>KQ – What does it mean to insult someone?</p>

	<p>How would it make you feel?</p> <p>Why does Oliver go and ask for more food?</p> <p>How does the master react to Oliver's question? How is he punished for this?</p> <p><b>SPAG</b>  <b>Spellings</b> – appropriate to ability  <b>Sentence</b> – Types of sentences.  <b>Punctuation</b> – Question marks and exclamation marks in sentences.</p>	<p>What do you think Scrooge's attitude is towards poor people?</p> <p><b>SPAG</b>  <b>Spellings</b> – appropriate to ability  <b>Vocabulary</b> – Apostrophes for possession.</p>	<p><b>Punctuation</b> – Dialogue and inverted commas.</p>	<p><b>SPAG</b>  <b>Spellings</b> – appropriate to ability  <b>Grammar</b> – Using conjunctions</p>	<p>What is the purpose of using these in a piece of writing or poetry?</p> <p><b>SPAG</b>  <b>Spellings</b> – appropriate to ability  <b>Grammar</b> – Using nouns and pronouns</p>	<p>What type of play is A Midsummer Night's Dream?</p> <p><b>SPAG</b>  <b>Spellings</b> – appropriate to ability  <b>Vocabulary</b> - Dictionary work</p>
4	<p><b>N - To read and understand an extract from <i>Oliver Twist</i>.</b></p> <p><b>To write an evocative and vivid description of a place.</b></p> <p>KQ – What do the words 'evocative' and 'vivid' mean?</p> <p>What are Oliver's first impressions of London?</p>	<p><b>N –To explore Marley's arrival and purpose in the novel.</b></p> <p>KQ – Who is Jacob Marley?</p> <p>What do you think his purpose is in this book?</p> <p>What is he attempting to teach Scrooge?</p> <p><b>SPAG</b></p>	<p><b>N – To produce a character image and accompanying descriptions to sum up the main characteristics of Veruca and Mike.</b></p> <p>KQ – What adjectives would you use to describe these two characters?</p> <p>Would you be tempted like any of the characters?</p>	<p><b>N – To develop an understanding of persuasive writing techniques.</b></p> <p>To use advertising techniques in context: <b>alliteration, personification, onomatopoeia, similes, metaphors, powerful adjectives, adverbs, lists of 3 to advertise your new product.</b></p>	<p><b>N – To use the structure and content of a Jamaican poem to create our own food inspired piece.</b></p> <p>-To understand the historical context of the poem.</p> <p>KQ – Where is Jamaica?</p> <p>Can you name any Jamaican inspired foods?</p>	<p><b>N – To develop their creative and descriptive writing skills using different effects.</b></p> <p>-Pupils to write a <b>descriptive paragraph about the Midsummer Forest.</b></p> <p>KQ – What is an adjective?</p> <p>Highlight the adjectives in the piece of text about the forest?</p>

	<p>How do you think he is feeling at this point?</p> <p><b>SPAG</b></p> <p><b>Spellings</b> – appropriate to ability</p> <p><b>Grammar</b> – Expanded noun phrases.</p>	<p><b>Spellings</b> – appropriate to ability</p> <p><b>Vocabulary</b> – Apostrophes for contraction</p>	<p><b>SPAG</b></p> <p><b>Spellings</b> – appropriate to ability</p> <p><b>Punctuation</b> – Paragraphs to organise writing</p>	<p>KQ – How are you going to make others want to buy your new product?</p> <p>Can you think of any writing techniques that would help to sell your product?</p> <p><b>SPAG</b></p> <p><b>Spellings</b> – appropriate to ability</p> <p><b>Grammar</b> – Using determiners</p>	<p>What images does the poem ‘Jamaican Market’ create in your head?</p> <p><b>SPAG</b></p> <p><b>Spellings</b> – appropriate to ability</p> <p><b>Grammar</b> – Fronted adverbials</p>	<p>How mood does the description provoke?</p> <p><b>SPAG</b></p> <p><b>Spellings</b> – appropriate to ability</p> <p><b>Vocabulary</b> – Synonyms and antonyms</p>
5	<p><b>N – To analyse how Charles Dickens presents the character of The Artful Dodger</b></p> <p>KQ – What do the words ‘artful’ and ‘dodger’ suggest about the character?</p> <p>Do you think Oliver should make friends with the Artful Dodger?</p> <p><b>SPAG</b></p> <p><b>Spellings</b> – appropriate to ability</p> <p><b>Punctuation</b> – Using commas in a list.</p>	<p><b>N – To understand the importance of the Ghost of Christmas Past.</b></p> <p><b>-To be able to relate the historical context (a Victorian Christmas) to the novel.</b></p> <p>KQ – What do you think the Ghost of Christmas Past represents?</p> <p>Do you have any empathy for Scrooge after the visit from the Ghost of Christmas Past?</p> <p><b>SPAG</b></p>	<p><b>N – To create a new character and their exit from the factory.</b></p> <p>KQ – Can you think of a name for your new character?</p> <p>Think about their characteristics and why they have to exit the factory?</p> <p><b>SPAG</b></p> <p><b>Spellings</b> – appropriate to ability</p> <p><b>Punctuation</b> - Prepositions</p>	<p><b>N – to understand how advertisements evoke guilt.</b></p> <p>KQ – What does guilt mean?</p> <p>Why might you want to make someone feel guilty?</p> <p>How could you do that?</p> <p>When would you use guilt as an advertising tool?</p> <p><b>SPAG</b></p>	<p><b>N – To understand the meaning of ‘emotive language’ and its purpose in inspirational poetry.</b></p> <p><b>-To explore accent and dialect and how it can help us to understand a poem.</b></p> <p>KQ – What is meant by emotive language? What is an accent and how does it help us to understand a poem?</p> <p><b>SPAG</b></p>	<p><b>N – To create and develop a ‘Puck’.</b></p> <p>KQ – Is your Puck male or female?</p> <p>How old is your Puck?</p> <p>What clothes does your Puck wear?</p> <p>What are your Pucks magical powers?</p> <p><b>SPAG ASSESSMENT</b></p>

		<p><b>Spellings</b> – appropriate to ability  <b>Vocabulary</b> – Using a dictionary</p>		<p><b>Spellings</b> – appropriate to ability  <b>SPAG ASSESSMENT</b></p>	<p><b>Spellings</b> – appropriate to ability</p>	
6	<p><b>N – To analyse Charles Dickens’ description of Fagin.</b></p> <p>KQ – What type of character do you think Fagin is?</p> <p>How do you think Oliver feels when he enters Fagins house?</p> <p><b>SPAG</b></p> <p><b>Spellings</b> – appropriate to ability  <b>Punctuation</b> – Apostrophes for missing letters</p>	<p><b>N – You will understand the importance of the Ghost of Christmas Present</b></p> <p>KQ – How important is Christmas to this story?</p> <p>KQ – What do you think the Ghost of Christmas Present represents?</p> <p>What do you think Scrooge is feeling after the visit from the Ghost of Christmas Present?</p> <p>How would you feel if you could see into your future?</p> <p><b>SPAG</b>  <b>Spellings</b> – appropriate to ability  <b>Vocabulary</b> – Using a dictionary</p>	<p>N - To watch the film adaptation of Charlie and the Chocolate Factory.</p> <p><b>SPAG</b>  <b>Spellings</b> – appropriate to ability  <b>SPAG ASSESSMENT</b></p>		<p><b>N – To consider the value of water in the world today.</b></p> <p><b>To explore language and Imagery in the poem ‘Blessing’ by Imtiaz Dharkar</b></p> <p>KQ – Why is water important?</p> <p>Can you imagine what it would be like not to have running water in your house? How would this impact on your life?</p> <p><b>SPAG</b>  <b>Spellings</b> – appropriate to ability  <b>SPAG ASSESSMENT</b></p>	
7	<p><b>N – To produce a wanted poster for Fagin and his gang.</b></p> <p>KQ – Have you ever stolen anything?</p>	<p><b>N – To watch the film A Christmas Carol</b></p> <p>KQ – Do you notice any differences in the film compared to the book?</p>				

	<p>Is it ok to steal?</p> <p>Do you think there are ever any cases where it is acceptable to steal?</p> <p>Why do you think Fagin steals?</p> <p><b>SPAG</b></p> <p><b>Spellings</b> – appropriate to ability <b>Punctuation</b> – Apostrophes for possession.</p> <p><b>SPAG ASSESSMENT</b></p>	<p>Do you notice any similarities to the book?</p> <p><b>SPAG</b></p> <p><b>Spellings</b> – appropriate to ability <b>Vocabulary</b> – Using a thesaurus.</p> <p><b>SPAG ASSESSMENT</b></p>	
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