

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....	Victorian Britain Oliver Twist A Christmas Carol		Media and Advertising (Chocolate) Charlie and the Chocolate Factory		Poems from Different Cultures	Introduction to Shakespeare
	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, SPAG ASSESSMENT ICT FOCUS					
1	<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>KQ – 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>SPAG</p> <p>Spellings – appropriate to ability</p> <p>Punctuation – Capital letters and full stops.</p> <p>Text – Sequencing sentences</p>	<p>KQ – 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>SPAG</p> <p>Spellings – appropriate to ability</p> <p>Vocabulary – word families</p>	<p>sympathy for Charlie in the opening chapters.</p> <p>KQ – 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>SPAG</p> <p>Spellings – appropriate to ability</p> <p>Grammar – Past and present tense</p>	<p>-To explore different purposes of advertising.</p> <p>KQ - 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>SPAG</p> <p>Spellings – appropriate to ability</p> <p>Punctuation – Recap on sentence punctuation.</p>	<p>-To consider the different traditions of a variety of cultures.</p> <p>KQ- What is meant by culture?</p> <p>What traditions and objects do you associate as being British?</p> <p>SPAG</p> <p>Spellings – appropriate to ability</p> <p>Grammar – Changing singular nouns to plural nouns.</p>	<p>N- To research facts about William Shakespeare and his life works.</p> <p>-To gain awareness of the historical context in which Shakespeare was writing.</p> <p>KQ- Who is William Shakespeare?</p> <p>Why were theatres important during this period?</p> <p>Can you name the famous Shakespearean theatre?</p> <p>SPAG</p> <p>Spellings – appropriate to ability</p> <p>Grammar - 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>SPAG Spellings – appropriate to ability Punctuation – Capital letters for names and the personal pronoun.</p>	<p>-To complete a comparative table for Fred, Scrooge and Bob. -To gain some insight into Dickens’ background</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>SPAG Spellings – appropriate to ability Vocabulary – Apostrophes for contraction</p>	<p>night before the factory visit.</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>SPAG Spellings – appropriate to ability Grammar – Conjunctions to express time and cause.</p>	<p>KQ – 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>SPAG Spellings – appropriate to ability Grammar– Using ‘a’ or ‘an’</p>	<p>contributes to the meaning. -To develop an understanding of poetic devices and why we use them.</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>SPAG Spellings – appropriate to ability Grammar – Irregular verb families.</p>	<p>To create an appropriately structured leaflet.</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>SPAG Spellings – appropriate to ability Punctuation – Headings and sub-headings.</p>
3	<p>N – To read and analyse an extract from chapter two of <i>Oliver Twist</i>.</p> <p>-To write a descriptive paragraph from the perspective of Oliver</p> <p>KQ – What do you think it would have been like to eat small portions of this food every single day?</p>	<p>N – To explore Scrooge’s attitude to the poor.</p> <p>- To gain some insight into Victorian society.</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>N – To write and perform an exit interview with one of the characters.</p> <p>KQ – What adjectives would you use to describe Augustus and Violet?</p> <p>SPAG Spellings – appropriate to ability</p>	<p>N – to develop an understanding of ‘USP’</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>N – To develop skills using figurative language, metaphors and similes, in poetry</p> <p>-To develop an understanding of imagery in poetry.</p> <p>KQ – What is the difference between a simile and a metaphor?</p>	<p>N – Pupils to gain knowledge of the plot of ‘A Midsummer Night’s Dream’.</p> <p>To create an insult in Shakespearean language.</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>SPAG Spellings – appropriate to ability Sentence – Types of sentences. Punctuation – Question marks and exclamation marks in sentences.</p>	<p>What do you think Scrooge's attitude is towards poor people?</p> <p>SPAG Spellings – appropriate to ability Vocabulary – Apostrophes for possession.</p>	<p>Punctuation – Dialogue and inverted commas.</p>	<p>SPAG Spellings – appropriate to ability Grammar – Using conjunctions</p>	<p>What is the purpose of using these in a piece of writing or poetry?</p> <p>SPAG Spellings – appropriate to ability Grammar – Using nouns and pronouns</p>	<p>What type of play is A Midsummer Night's Dream?</p> <p>SPAG Spellings – appropriate to ability Vocabulary - Dictionary work</p>
4	<p>N - To read and understand an extract from <i>Oliver Twist</i>.</p> <p>To write an evocative and vivid description of a place.</p> <p>KQ – What do the words 'evocative' and 'vivid' mean?</p> <p>What are Oliver's first impressions of London?</p>	<p>N –To explore Marley's arrival and purpose in the novel.</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>SPAG</p>	<p>N – To produce a character image and accompanying descriptions to sum up the main characteristics of Veruca and Mike.</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>N – To develop an understanding of persuasive writing techniques.</p> <p>To use advertising techniques in context: alliteration, personification, onomatopoeia, similes, metaphors, powerful adjectives, adverbs, lists of 3 to advertise your new product.</p>	<p>N – To use the structure and content of a Jamaican poem to create our own food inspired piece.</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>N – To develop their creative and descriptive writing skills using different effects.</p> <p>-Pupils to write a descriptive paragraph about the Midsummer Forest.</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>SPAG</p> <p>Spellings – appropriate to ability</p> <p>Grammar – Expanded noun phrases.</p>	<p>Spellings – appropriate to ability</p> <p>Vocabulary – Apostrophes for contraction</p>	<p>SPAG</p> <p>Spellings – appropriate to ability</p> <p>Punctuation – 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>SPAG</p> <p>Spellings – appropriate to ability</p> <p>Grammar – Using determiners</p>	<p>What images does the poem ‘Jamaican Market’ create in your head?</p> <p>SPAG</p> <p>Spellings – appropriate to ability</p> <p>Grammar – Fronted adverbials</p>	<p>How mood does the description provoke?</p> <p>SPAG</p> <p>Spellings – appropriate to ability</p> <p>Vocabulary – Synonyms and antonyms</p>
5	<p>N – To analyse how Charles Dickens presents the character of The Artful Dodger</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>SPAG</p> <p>Spellings – appropriate to ability</p> <p>Punctuation – Using commas in a list.</p>	<p>N – To understand the importance of the Ghost of Christmas Past.</p> <p>-To be able to relate the historical context (a Victorian Christmas) to the novel.</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>SPAG</p>	<p>N – To create a new character and their exit from the factory.</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>SPAG</p> <p>Spellings – appropriate to ability</p> <p>Punctuation - Prepositions</p>	<p>N – to understand how advertisements evoke guilt.</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>SPAG</p>	<p>N – To understand the meaning of ‘emotive language’ and its purpose in inspirational poetry.</p> <p>-To explore accent and dialect and how it can help us to understand a poem.</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>SPAG</p>	<p>N – To create and develop a ‘Puck’.</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>SPAG ASSESSMENT</p>

		<p>Spellings – appropriate to ability</p> <p>Vocabulary – Using a dictionary</p>		<p>Spellings – appropriate to ability</p> <p>SPAG ASSESSMENT</p>	<p>Spellings – appropriate to ability</p>	
6	<p>N – To analyse Charles Dickens’ description of Fagin.</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>SPAG</p> <p>Spellings – appropriate to ability</p> <p>Punctuation – Apostrophes for missing letters</p>	<p>N – You will understand the importance of the Ghost of Christmas Present</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>SPAG</p> <p>Spellings – appropriate to ability</p> <p>Vocabulary – Using a dictionary</p>	<p>N - To watch the film adaptation of Charlie and the Chocolate Factory.</p> <p>SPAG</p> <p>Spellings – appropriate to ability</p> <p>SPAG ASSESSMENT</p>		<p>N – To consider the value of water in the world today.</p> <p>To explore language and Imagery in the poem ‘Blessing’ by Imtiaz Dharkar</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>SPAG</p> <p>Spellings – appropriate to ability</p> <p>SPAG ASSESSMENT</p>	
7	<p>N – To produce a wanted poster for Fagin and his gang.</p> <p>KQ – Have you ever stolen anything?</p>	<p>N – To watch the film A Christmas Carol</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>SPAG</p> <p>Spellings – appropriate to ability Punctuation – Apostrophes for possession.</p> <p>SPAG ASSESSMENT</p>	<p>Do you notice any similarities to the book?</p> <p>SPAG</p> <p>Spellings – appropriate to ability Vocabulary – Using a thesaurus.</p> <p>SPAG ASSESSMENT</p>	
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