

YEAR GROUP, TITLE OF SCHEME, DEPARTMENT

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> • <i>Prior learning built upon: wider world context, writing to describe, inference, study of the novel.</i> • <i>Trash is an engaging and exciting novel, the likes of which they will not have previously studied. It covers contextual issues that students will not have covered in the KS2 curriculum, such as police corruption. It introduces study of the whole text.</i> • <i>Trash gives us an opportunity to engage students from the outset of their secondary English programme of study and lends itself to teaching a variety of writing, inference and contextual skills necessary for the subject.</i> • <i>Links to the NC: Reading: 1a, 2a, 2b, 2c, 2d, 3a, 3c Writing: 4a, 4b, 4c, 4d, 5a, 5b Spoken: 7a</i> 	<ul style="list-style-type: none"> • <i>Wider world context, specifically: corrupt policing, prison systems across the world, child poverty, living in extreme poverty.</i> • <i>Writing to describe.</i> • <i>Inference.</i> • <i>Comparison-to explore characterisation.</i> • <i>Writing to inform.</i> • <i>Diary writing.</i> • <i>Use of accurate quotation to support writing and inference.</i> 	<p><i>Corrupt, refugee, breached, victim, poverty, interrogated, wealth-divide, tension, slogan, incarceration.</i></p>
Challenge and Support:	World wide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> • <i>See above.</i> • <i>Opportunities for extended reading: other novels by Andy Mulligan are appropriate, challenging and engaging for students of this age group.</i> 	<ul style="list-style-type: none"> • <i>The wealth divide that exists in other countries.</i> • <i>Child poverty.</i> • <i>Corrupt policing.</i> • <i>Prison systems around the world.</i> 	<ul style="list-style-type: none"> • <i>Links to current affairs-use news stories where applicable.</i> • <i>Clip-Simon Reeve documentary.</i> • <i>Andy Mulligan does offer school visits- investigate funding and facilitate if possible.</i>

<ul style="list-style-type: none"> Some students will seek opportunities to read other novels thematically linked to <i>Trash</i>, which are included in the 15 by 15 text selection. 		
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> See previous. 	<ul style="list-style-type: none"> Geography-Philippines and Central and South America. CC-corrupt policing, prison systems across the world, child poverty, living in extreme poverty. Reading aloud-opportunities allowed. 	<ul style="list-style-type: none"> Setting of novel which is ambiguous and different to the film which they may have seen-addressed in lesson one.
Assessment timeline:		
<ul style="list-style-type: none"> End of unit assessment: <i>'What do we learn about the world we live in through the novel 'Trash'?</i> 		
Home learning		
<ul style="list-style-type: none"> At the end of lesson 3: create two character profiles; one for Gardo and one for Raphael At the end of lesson 6: Olivia's diary entry. At the end of lesson 12: research protest slogans and make notes on how they have effect. Other: wider reading. 		
Feedback		
<ul style="list-style-type: none"> This scheme routinely includes the use of planned self and peer assessment. Feedback four marking is expected for the marking of the assessment. 		

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
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Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Modern Novel: Trash by Andy Mulligan	Modern Play: His Dark Materials	Modern Novel: A Monster Calls	World War One Poetry	Modern Novel: Welcome to Nowhere	Free choice/over-run

Suggested activities
<p><u>Lesson One</u> Resources: PPT Lesson 1 and Resource 2</p> <ul style="list-style-type: none"> • Discuss the red questions on slides 1 and 2. • Using slide 3, watch the video clip on Youtube: “Life on the Dandora Dumpsite”. Children make a living from rubbish in dumpsites (and live on them too) all around the world. • Complete the T/ F sheet while they are watching. • Complete the inferences section at the bottom and feedback as a class. • Their task is to narrate a muted one minute section of the video they’ve just seen, to explain about the dumpsites, what life is like for the boys and to explain the boys’ likely feelings/ hopes etc. There are pointers on the 4th slide of the PPT. • Re-watch the first bit (starts after the initial words on the screen – about 20 seconds in- and lasts up until the boy starts speaking and there are subtitles). • Get into pairs and begin planning their commentary. • Stop, play the video and in pairs check if their commentary lasts a minute. • Add to their commentary/ make improvements. • Use a random name selector to get as many presentations completed as possible in the remaining time. You could play some sad music quietly while you show the video in the background. <p><u>Lesson Two</u> Resource: PPT Lesson 2</p> <ul style="list-style-type: none"> • Throw a beanbag to recap ideas about living on a dumpsite.

- Explain that “Trash” is ‘inspired’ by dumpsites in the Philippines, but set somewhere in Central or South America – slides 1 and 2. Show them the globe on Google Maps, then zoom in on the Philippines so that they know where it is relative to the UK.
- Read chapters 1-4 (pp.3-26)
- Complete the character profile sheet about Raphael. Use their own words or find quotations to support.
- Feedback.
- Last slide: 3 things for Raphael to be happy about and 3 things he might grumble about. Encourage students to make links to their knowledge about dumpsite children.

Lesson Three

Resource: PPT Lesson 3

- Think about a friend you have. Write down one positive and one negative thing they’d say about you, one thing you have in common and one difference.
- Discuss: Is a friend still a friend if you have differences, or do you have to have everything in common?
- Read chapters 5 and 6.
- Find quotations from Gardo’s narrative on page 27 to support what Raphael says about him. Is he a fair/ accurate judge of his character?
- Use the word bank to complete the Venn diagram comparing the boys.
- On a post-it note, come up with one more word which would describe one or both of the boys.
- Stick it on the IWB, then take someone else’s word and add it to their Venn diagram.
- Copy and complete the sentences on the next slide about the characters to compare them. E.g. *Raphael is excitable, whereas Gardo is serious. This is because Gardo has had more bad experiences and beatings ...* Encourage links to the background of the novel.

Lesson Four

Resource: PPT Lesson 4

- Why do we have certain rules/ standards for when people are questioned by police?

- Read chapters 1 and 2 (pp.47-67)
- How many of these rules are breached? Discuss.
- They are going to act as a quality control team to investigate allegations of corruption in the police.
- Complete the sheet.
- As a follow up, you offer support to the victim (Raphael). What could you say to him? Use the prompts on the last slide to write him a short letter.
- OPPORTUNITY FOR SAMPLE MARKING/INSTANT FEEDBACK.

Lesson Five

Resource: PPT Lesson 5

- Look at the pictures. How do they connect with the story so far? How do they fit together?
- Read chapters 3 and 4 (pp.68-73)
- Read the paragraph about Jose Angelico on the PPT. Spot 3 lies.
- Read chapters 1-3 (pp.77-92)
- Who am I? Is it Jose, Dante or Gabriel? Can they identify who each statement refers to? (J, J, G, D, G, J, J)

Lesson 6

Resource: PPT Lesson 6

- What do the boys convince Olivia to do? Why?
- Using chapter one (p.77), fill in the grid about how Olivia is manipulated.
- Write a PEE about the ways she is manipulated. "How do Raphael and Gardo use language and actions to persuade Olivia to take them to the prison?"
- Next, students should answer the question on the final slide.

Lesson Seven

Resource: PPT Lesson 7

- Teacher reads a selection of phrases about the prison and students draw what they imagine on A4 paper (can write down key words too).
- A pair should stick their pages together to form a shared piece of work.

- “Silent discussion”: in a pair, students take a different colour each. Give them one minute to take it in turns to add more sights and sounds.
- Then give them a minute to silently take turns to add thoughts and feelings.
- On their spidergram, highlight 2 things which can be seen from a distance and 2 things which are close-up details.
- Begin planning for a creative writing piece about visiting the prison. They will use Andy Mulligan’s technique of zooming in and out. Use the boxes on their sheet (next slide) to draw or write their zoomed in and out details.
- Challenge: can they add precision to their description by using varied vocabulary, metaphors, similes or personification? Write an example sentence under each box which they could use later.
- Write up 2 paragraphs.
- Paint their paragraphs: use one colour to identify the best zoomed-out detail and one colour for the best zoomed-in detail.

Lesson Eight

Resource: PPT Lesson 8

- Read chapters 4-7 (pp.93-107)
- Students answer the questions on slide 1 – you could just discuss them, rather than write answers. Further info on slide 2 to help.
- Explain to the students that we are trying to use Trash to learn about the world we live in. Use slide 3 to explain that they are going to find out a little more about a prison in Honduras. Complete the discussion activities on this slide.
- Students should watch a clip from a Simon Reeve documentary – Caribbean – episode 3. Available on BBC iplayer. Start from 35 mins 27 seconds and finish at 42 minutes.
- Students should then write down the things identified on slide 5. Discuss.

Lesson Nine

Resource: PPT Lesson 9

- Choose someone to come up to the front with their back to the board.

- Then put up the contrasting images on the board. The class must come up with 3 words to describe each image and the person in the chair must guess what the picture is. There are some banned words!
- Read chapters 8 and 9 (pp.108-126)
- Find 5 words or phrases to describe Rat's house and 5 for Zapanta's house.
 - Rat= pp. 21- 22, 110- 111
 - Zapanta= p.121
- Give them the scenario that a travel company is running a trip to show the contrast between the rich and the poor. They will be writing the text for a tour brochure, describing what they'll see when they visit the dumpsite house and the Vice President's house. They must include zoom-in, zoom-out, sights and sounds.
- Use the planning sheet to think up sights and sounds for each picture. They should think of zoomed in and out details. They could do the "Silent Discussion" activity again for this to add more ideas.
- Next slide. There are 2 sentences at the bottom where they can come up with a suitable word to fill in the gap (one positive, one negative).
- Self-assess before writing. Look at the "Problems" and "Solutions" on the board. Find the one that best describes them and have a go at making an improvement to their plan.

Lesson Ten

Resource: PPT Lesson 10

- Read chapter 10 (pp. 127-136) and chapters 1-3 (pp.139-153)
- Answer the questions about Gardo.
- Create a wanted poster, created by Marco. Use the 3 headings on the next slide.

Lessons 11and 12

Resource: PPT lesson 11

- Which is worse: waiting for something bad to happen or something bad happening?
- Read chapters 4-6 (pp.154-165). Distribute the bingo card of quotations before you read. Get them to tick them off as they read and write down the chapter number they are taken from. (Boxes 1,4,6,7,9,12 all chapter 4. The others are chapter 6). They are all linked to the creation of tension.
- Categorise the examples under "High Action Tension" and "Lo Action Tension".
- On the back of each box, explain how each creates tension.

- Differentiation suggestions:
 - Match up quotations to High/ Low Action Tension cards
 - Match up quotations to an explanation card to say how they create tension
 - Only explain 3 quotations
- Write a passage using high and low action tension. On the next slide are 3 possible writing scenarios to choose from. You could let them choose, or the whole class to write about the same idea (burglar, murderer, volcano eruption). Complete the planning slide before writing up fully.

Lesson Thirteen

PPT: Lesson 13

- Discuss rich/poor divide. Discuss moments where poverty has been demonstrated in the novel.
- Read pp. 166-172. While reading, think about any other moments where the effects of poverty are shown. Discuss why people are so poor in this country. Who is the writer suggesting is responsible?
- Students should then create a mind map titled 'poverty in Trash'. Tell them that this is preparation for a marked essay.

Lesson Fourteen

PPT: Lesson 14

- Read pp.173-186
- Then make sure students have got their question sheet about Pia (it's on the PPT)
- Read on to page 194. You may want to pause after each chapter so that students can fill in their answers.
- Write Pia's diary. Use the sentence starter and final sentence on the next slide.

Lesson Fifteen-assessment

PPT: Lesson 15

- Read to the end.
- Students should write an essay in response to the question: 'What do we learn about the world we live in through the novel 'Trash'?'
