

Year 7, 'His Dark Materials', English Department

Rationale and Context of Unit:	Core curriculum content:	Tier 2 and Tier 3 vocabulary explicitly taught:
<p>This is an introduction to reading a play in KS3 which will then be built upon in year eight with Hamlet, year nine with Educating Rita and through into KS4 with GCSE drama texts.</p> <p>Y7 will have just completed the Trash unit and this text provides a significant point of difference, allowing us to cover new areas of the curriculum. It may also be the first time they have studied an entire play script.</p> <p>Link to future learning: understanding of a challenging text; appreciation of reading a play; the study of character and setting; reading aloud with expression.</p> <p>Links to NC: Reading-1a, 1b, 2a, 2b, 2c, 2d, 3a, , 3c, 3d Writing-4a, 4b, 4c, 5a, 5b, 5c Spoken-7a, 7d</p>	<p>Analysis of language to make inferences and gain understanding.</p> <p>Gain an understanding of the motivation and attitudes of characters.</p> <p>Understanding of playwright's methods.</p> <p>Descriptive writing with planning and editing.</p> <p>Use of figurative language.</p> <p>Performing play scripts and consider tone, intonation, volume, mood.</p>	<ul style="list-style-type: none"> <i>Anthropomorphism, consistorial, discipline, scholar, alethiometer, daemon, chevalier, zeppelin, parallel, severing, expedition.</i>
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<p>Stretch, challenge and support is evident in all resources and lesson PPTs.</p> <p>Challenging ideas such as anthropomorphism are introduced early on in the scheme.</p> <p>Figurative language techniques are learned and then applied in descriptive writing. Support sheets are available for LPAs.</p> <p>Challenge questions on some pieces of work and discussion points throughout the scheme.</p>	<p>Lesson 1 HW: research the city of Oxford. This helps students to become familiar with the setting of the play, but also informs them about the university: implementation of high aspirations.</p> <p>Lesson 10 introduces the Aurora Borealis: something not all students will be familiar with that occurs naturally in our world.</p> <p>Lesson 12 HW: Write an article about Lapland.</p>	<p>This scheme introduces the idea of colleges and universities as a means to extend academic learning. Research and science play a major part in the plot of this play.</p> <p>Discussion around theatrical occupations.</p> <p>Students are required to speak clearly and fluently when reading aloud.</p>

<p>Reading extracts from outside of the text to gain a further insight into the character of Will Parry. Lessons on structure.</p>	<p>Lesson 17 HW: Find information about Svalbard. It is home of the Global Seed Vault. It also has interesting laws around birth and death. Lesson 18: Discussion around climate change. Reading of an article titled 'The Big Thaw'. Learning about Global Warming.</p>	<p>Students are learning about a very different environment: The Arctic.</p>
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<p>Research into the city of Oxford produces interesting historical facts. Lesson 15: discussion around morals. Lesson 17: discusses dilemmas and how we evaluate choices. Throughout the reading of the play, students take turns, engage in written conversation and speak in a tone appropriate to the text.</p>	<p>There are links to: Geography: learning about the city of Oxford as well as the Arctic regions of Lapland and Svalbard. Gaining knowledge about the Aurora Borealis. Science: climate change and global warming. Character and Culture: making judgements and moral value. Literacy: using figurative language for descriptive writing. Mathematics: creating a graph to track the tension in a scene. Sequencing of events.</p>	<p>Text types: the form of play script as opposed to novel/poem/non-fiction writing. Understanding of made-up words-we look at root.</p>
<p>Assessment timeline:</p>		
<ul style="list-style-type: none"> • <i>Skills required for assessment are routinely revisited throughout scheme of work.</i> • <i>WAGOLs are routinely used.</i> • <i>Final assessment at end of unit.</i> 		
<p>Home learning</p>		
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Feedback

- Routine use of self and peer assessment.
- Feedback four for final 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
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											