

<b>Year Group: 9, 10 and 11</b>	<b>Term 4</b>	<b>Teacher: O. Hoare</b>	
<b>Subject: English</b>	<b>Cross Curricular links/lessons:</b>	<b>Resources</b>	<b>Key vocabulary</b>
<p><b>Prior Knowledge:</b> Writes in full sentences (Use full stops and capital letters in right place) Understand verbs/nouns/adjectives write in the past tense and present tense. How to write in the First person How to use clicker 8/Microsoft Office programs</p>	IT. Geography, RE, PHSCE , History	Powerpoint presentations Videos/blogs/documentaries Laptops Writing frames (differentiated) Dictionaries Fiction/non-fiction texts	Holocaust; genocide; obedience; trauma; destruction; nationalism; imperialism; militarism; classification; symbolisation; dehumanisation; organisation; polarisation; preparation; conch; civil; savage; law; order; violence; conflict; nature; power; leadership
<p><b>Subject: Writing</b>  <b>Stage 4:</b> Uses inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").  <b>Stage 3:</b> Makes some attempt to define paragraphs by organising ideas with related points placed next to each other. (e.g. one sentence paragraphs, or ideas loosely organised).  <b>Stage 2:</b> Proof-reads to check for errors in spelling, grammar and punctuation.</p> <p><b>Subject: reading</b>  <b>Stage 5:</b> Makes comparisons within and across books, commenting on similarities and differences between texts, with some explanation.  <b>Stage 4:</b> independently identifies themes and conventions in a wide range of books.  <b>Stage 3:</b> Reads books that are structured in different ways and reads for a range of purposes.  <b>Stage 2:</b> Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p>			<p><b>Language Techniques:</b></p> <ul style="list-style-type: none"> <li>• Descriptive language</li> <li>• symbolism</li> <li>• Pathetic fallacy</li> <li>• Inference</li> </ul>

Lesson	Topic	The Big Question	Resources/notes
<b>Part 1</b>	SPAG	How can normal people end up doing harmful or cruel things?	Powerpoint: Introduction to paragraphs Milgrim's obedience experiment video Sanford prison experiment video
<b>Part 2</b>	Comprehension	What is genocide?	Genocide powerpoint Comprehension: Nang Massacre/Armenian genocide: Clicker 8
<b>Part 3</b>	S&L SPAG	What are the 10 stages of genocide?	List of 10 stages of genocide List of powerful / modal verbs List of powerful adjectives laptops

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<b>Part 4</b>	Writing SPAG	What are the features of an informative text?	Leaflet writing powerpoint Powerful verbs/adjectives review powerpoint Modal verbs info and video: <a href="https://www.bbc.co.uk/bitesize/topics/z4hrt39/articles/zfbyb82">https://www.bbc.co.uk/bitesize/topics/z4hrt39/articles/zfbyb82</a> Modal verbs quiz
<b>Part 5</b>	writing	What are the features of a leaflet?	Leaflet writing powerpoint Types of text powerpoint laptops
<b>Part 6</b>	SAPG	What is the difference between “Strong th” = /θ/ (voiceless) “Weak th” = /ð/ (voiced) powerpoint	‘th’ fronted sound. “Strong th” = /θ/ (voiceless) “Weak th” = /ð/ (voiced) powerpoint Spelling list
<b>Part 7</b>	Comprehension	How would you survive if you got stranded on a desert island?	Inference: <a href="https://study.com/academy/lesson/what-is-inference-how-to-infer-intended-meaning.html">https://study.com/academy/lesson/what-is-inference-how-to-infer-intended-meaning.html</a> Book: ‘Lord of the Flies.’ pages 1 and 2 of the study guide.
<b>Part 8</b>	S&L Reading / comprehension	How do the boys feel when they first arrive on the island?	Marooned on a desert island warm up activity. watch ‘How to survive if you get stranded on a desert island.’ <a href="https://www.youtube.com/watch?v=InPimlBnk4">https://www.youtube.com/watch?v=InPimlBnk4</a> Foreshadowing powerpoint <b>Chapter 1</b> Pages 1-14 / <b>Chapter 2</b> Pages 14-20 (fire gets out of control & burns through forest). <b>Comprehension sheets</b> (differentiated).
<b>Part 9</b>	Reading / S&L	Why did the author write Lord of the Flies?	Book: ‘Lord of the Flies.’ pages 3 and 6 of the study guide. <b>Watch video: 00.00 - 29.41</b>
<b>Part 10</b>	Writing	What is a journal?	Journal writing powerpoint Journal writing helpful hints Story map <b>Story boards1:</b> Story map Key words; sentence starts; laptops; handwriting writing frames; clicker 8 sets; word writing frames
<b>Part 11</b>	Reading / comprehension	How does wearing paint change the boys’ behaviour?	Chapter 3 Pages 20-23 Chapter 4 Pages 23-34 (Jack’s skills as a hunter are celebrated). <b>Comprehension sheets</b> (differentiated).
<b>Part 12</b>	Writing	What makes writing interesting to a reader?	<b>Story board 2:</b> Story map Key words; sentence starts; laptops; handwriting writing frames; clicker 8 sets; word writing frames <b>Film 29:00 – 40.00</b>
<b>Part 13</b>	Reading / comprehension	How does fear affect the boys on the island?	Chapters 5 & 6. Pages: Chapter 6 – to the end of the book <b>Comprehension sheets</b> (differentiated).
<b>Part 14</b>	writing	What makes writing interesting to a reader?	Story map <b>Story board 3:</b> word / keywords / sentence starts / Clicker 8 <b>Film : 40 minutes – 60 minutes</b>

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<b>Part 15</b>	Reading / comprehension	Why do some boys choose Jack's leadership instead of Ralph's?	Chapters 7 & 8. Pages: Chapter 6 – to the end of the book <a href="#">Comprehension sheets</a> (differentiated).
<b>Part 16</b>	Journal Writing	What makes writing interesting to a reader?	Story map <b>Story board 4:</b> word / keywords / sentence starts / Clicker 8 <b>Film : 60 minutes – 80 minutes</b>
<b>Part 16b</b>	SPAG	What are the ways in which we can use inverted commas?	Inverted commas powerpoint Inverted commas differentiated worksheets
<b>Part 17</b>	Reading & Comprehension	Why is the conch and the glasses important for order and safety?	Chapters 9 & 10. <a href="#">Comprehension sheets</a> (differentiated).
<b>Part 18</b>	Journal Writing	What makes writing interesting to a reader?	Inverted commas powerpoint Story map <b>Story board 5:</b> word / keywords / sentence starts / Clicker 8 <b>Film : 80 minutes – 120 minutes</b>