

Scheme of Work 2020-2021

Subject: English

Year Group: 7

Specification: Amazing Autobiographies

Express/Mainstream: Express and Mainstream

L e s s o n N o.	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment (Include relevant GCSE Q stem)	Homework	Lit Num SMSC Codes
1	Introduction lesson. Outline expectations, years learning plan, basic icebreakers, book allocation etc.	Introduction to year 7 English. <ul style="list-style-type: none"> - Seat the class, big question on the board as they enter. Introduction to yourself with three facts and link it to autobiographical writing and the question. - Outline teacher expectations in conjunction with BA standards. Highlight the structure of each lesson, how to complete classwork and book layout, and how and when blue books will take place, and the end goal of the unit. - Explanation of curriculum in the year, how it flows, why we study it. - Hand out books. Names etc. written, step sheets glued in with the big question on the board to discuss and answer in pairs once completed. - 8 Spellings per lesson standardisation. - End with a 5 minute discussion of responses to the question. 	What makes us who we are?	Writing-Response to big question.		R2, R7 SO1 ,2, 4, 6, 8 M1, M2 C1, 2, 3, 5 SP3, 5, 9
2	What is an autobiography and perspective. Writing in the	<ul style="list-style-type: none"> - 8-10 mins Silent Reading (Silent Episode) - Take down Title – Autobiography and perspective. (big question linked to lesson displayed for SMSC reflection) 	Who influenced you and why?	Reading, Writing-First person perspective piece	Research three famous autobiographies. S+C, write a paragraph explaining which your favourite is and	R1, R6, R7 SO1 ,2, 4, 6, 8

	<p>first person. Profiling lesson.</p>	<ul style="list-style-type: none"> - 8 Spellings per lesson standardisation. - Complete Do Now Task (2 mins) - What is an autobiography? With explanation on what an autobiography is once completed. Emphasis on first person perspective. - Definition of perspective/ perspectives. - 5 statements, 5 minutes. Which statement is written in what perspective? (Silent Episode) - Discussion of answers. - Self-profiling: 2 minutes to come up with questions they would ask their partner to understand more about their life, example questions on the board to assist. - Final task: using those questions, write a profile about yourself in the first person perspective. Differentiate with sentence starters. 	<p>S+C- List as many perspectives as you can. Write a sentence in each.</p> <p>Using another perspective, profile yourself. E.g., write about yourself in the third person.</p>		<p>why. Bring in a page extract from one of them?</p>	<p>M1, M2</p> <p>C1, 2, 3, 5</p> <p>SP3, 5, 9</p>
3	<p>Comparing autobiographical texts. 3-4 samples from key autobiographies and compare how they are written and what steps they follow.</p>	<ul style="list-style-type: none"> - 8-10 mins Silent Reading (Silent Episode) - Take down Title –Comparing Autobiographies. (big question linked to lesson displayed for SMSC reflection) - 16 Spellings recap, and add to back of book. - Do now task 2 mins: answer the big question. Discussion and comparisons of answers. Review of findings from homework. - Introduce the 4 autobiographies and their writers that will be looked at. (Roald Dahl- Boy, Anne Frank- Diary, Nelson Mandela- Long walk to freedom, Steven Gerrard) Basic profiles of each writer with some influences. - Hand out each autobiography extract as a printout. Roughly one page from each work. - Reading out loud of works. Students picked at random to read a paragraph at a time. - 2 mins to underline or highlight any bits they found interesting, or key language. 3 minute discussion on their findings. Repeat for each extract. 	<p>What makes a good autobiography?</p> <p>S+C- Compare the class works with one from your homework.</p> <p>S+C- can you make a link between the writer's influences and how their life turned out?</p> <p>S+C- What language techniques make A B C extract interesting?</p>	<p>Reading- Comparing autobiographies after reading them for effect.</p>		<p>R3 ,R4, R5, R6, R7</p> <p>SO1 ,2, 4, 6, 8</p> <p>M1, M2</p> <p>C1, 2, 3, 5</p> <p>SP3, 5, 9</p>

		<ul style="list-style-type: none"> - Final task- compare the autobiographies. How are they different? How are they similar? Why? Which do you prefer and why? Does it link with your criteria from the start of the lesson? (Provide a comparing thinking frame to also help differentiate) (Silent Episode) 				
4	Writing a solid introduction.	<ul style="list-style-type: none"> - 8-10 mins Silent Reading (Silent Episode) - Take down Title – Introduction to Introductions. (big question linked to lesson displayed for SMSC reflection) - 8 Spellings per lesson standardisation. - Starter- Describe yourself in three adjectives. - Discuss answers with relevant examples. - Refer back to autobiography examples and look at the introductions. Discuss with partners what makes them effective and why? - Key things to include in introduction: Teacher led with information on the board - Final Task- Write your own introduction for your autobiography. Provide prompt questions to help differentiate, as well as a checklist/ criteria for success. (Silent Episode) - 5 mins explain the process of next lesson (Blue Book writing) to maximise work time during it. 	<p>What is an introduction?</p> <p>S+C- Use a thesaurus to find 3 alternatives for your given adjectives.</p>	Writing- Introduction for autobiography	Find a photo of yourself that you can use to describe next lesson. If you can't find one, or don't want to use one, pick a fictional character. Brainstorm ideas of how you would describe this photo.	<p>R1,R5, R6,R7</p> <p>SO1 ,2, 4, 6, 8</p> <p>M1, M2</p> <p>C1, 2, 3, 5</p> <p>SP3, 5, 9</p>
5	Descriptive- Using a photo you have chosen, describe the story of it being taken.	<ul style="list-style-type: none"> - 8-10 mins Silent Reading (Silent Episode) - Take down Title – Blue Book Piece- Descriptive (big question linked to lesson displayed for SMSC reflection) - 8 Spellings per lesson standardisation. - Starter activity- 4 different photos on the board, choose one and describe it in as many ways as you can in 3 minutes. - 40 mins to describe the picture from their homework (Silent Episode) 	How could metaphors be used in a descriptive piece?	Descriptive writing based on images on the board and the ones gathered for homework.		<p>R1, R3, R7</p> <p>SO1 ,2, 4, 6, 8</p> <p>M1, M2</p> <p>C1, 2, 3, 5</p> <p>SP3, 5, 9</p>

6	Time lining. Start to finish, important events in their life.	<ul style="list-style-type: none"> - 8-10 mins Silent Reading (Silent Episode) - Take down Title – Ordering Events (big question linked to lesson displayed for SMSC reflection) - 16 Spellings recap, and add to back of book. - Starter- What does chronology mean? - 2 min activity- variety of dates on board. Students to work in pairs and arrange them into chronological order. - Link this with information to structure of a book. Beginning middle end, follows a set chronology for its effect. - Worksheet: information on 5 key events in Roald Dahl’s life- Students to find when the events took place. (Silent Episode) - Timeline thinking frame. Students then order the events using a time lining thinking frame. - Plenary- Students pick five key events in their life and then timeline them. 	What makes an event significant?	Reading- Students read information and then order it chronologically.		R1, R2, R5, R6, R7 SO1 ,2, 4, 6, 8 M1, M2 C1, 2, 3, 5 SP3, 5, 9
7	Identifying key characters. Who they are, role in life, examples from Boy.	<ul style="list-style-type: none"> - 8-10 mins Silent Reading (Silent Episode) - Take down Title – Characterisation (big question linked to lesson displayed for SMSC reflection) - 8 Spellings per lesson standardisation. - Do Now: Moral statement with three answers. Choose one and explain what characteristic it shows. - Question: What are some ways an author can tell us about a characters personality? 2 mins answer. Discussion of answers. - Teacher led information on STEAL- Speech, thoughts, effects on others, actions, looks. - Printouts of autobiographies: Read the extract and annotate the character traits. Choose at least two adjectives that can be used to describe this character. (Boy and Long walk to freedom) (Silent Episode) 	What are some ways an author can tell us about a characters personality?	Reading- Identifying language in autobiographies and writing a response.	Develop 2 more character descriptions to include in your autobiography. Maybe a key family member or an important figure in your life.	R2, R4, R6, R7 SO1 ,2, 4, 6, 8 M1, M2 C1, 2, 3, 5 SP3, 5, 9

		<ul style="list-style-type: none"> - 2 mins to discuss as pairs the findings. Then discuss as class. - Categories thinking frame: “People who impact me”, friends, relatives etc. under categories, with their role in impacting you. - Plenary- Develop a description of a character you will include in your autobiography from your thinking frame. 				
8	Feed forward from blue book piece. Week focus to develop narrative skills.	<ul style="list-style-type: none"> - 8-10 mins Silent Reading (Silent Episode) - Take down Title – Feed Forward (big question linked to lesson displayed for SMSC reflection) - 8 Spellings per lesson standardisation. - Starter- using the provided sample, improve three sentences in the piece. - Explanation of what feed forward is, how it is done, correct pens and expectations. - 20 mins- complete feed forward tasks. Provide differentiated response tasks based on ability to maximise S+C opportunities. - Peers assessment- Swap work with a partner and read before and after work. Ask students to provide a new grade based upon the work completed in lesson. (Silent Episode) - Class discussion with pairs, who improved what? How? 	Why is improvement necessary?	Writing- Completing feed forward from blue book.		R1, R5 ,R7 SO1 ,2, 4, 6, 8 M1, M2 C1, 2, 3, 5 SP3, 5, 9
9	Dialogue lesson. Look at examples from boy about writing good dialogue.	<ul style="list-style-type: none"> - 8-10 mins Silent Reading (Silent Episode) - Take down Title – Dialogue (big question linked to lesson displayed for SMSC reflection) - 16 Spellings recap, and add to back of book. - Do now- Picture on board: brainstorm what you think the people are talking about. Why? What makes you think this? (Silent Episode) - Discussion of ideas based on answers. - Teacher led, golden rules of dialogue. Students copy down the information on how to punctuate and the rules to follow. 	Why is dialogue important to a story?	Writing- Punctuating a piece of dialogue.	Dialogue worksheet that students need to punctuate correctly.	R1, R2, R3, R6, R7 SO1 ,2, 4, 6, 8 M1, M2 C1, 2, 3, 5 SP3, 5, 9

		<ul style="list-style-type: none"> - Task- using the rules given, punctuate the conversation you believe the people are having. - Information on the purpose of dialogue- Relationships, tension, story building. Students write a paragraph explaining which theirs follows and why. - Peer review. Swap with a partner and mark each other's work. WWW and EBI. - Final task/ plenary- write the dialogue to a story you will include in your autobiography. 				
10	Anecdote lesson. What they are, examples, write your own.	<ul style="list-style-type: none"> - 8-10 mins Silent Reading (Silent Episode) - Take down Title – Anecdotes (big question linked to lesson displayed for SMSC reflection) - 8 Spellings per lesson standardisation. - Do now: Key word bingo. Choose from a list of key words on the board that relate to previous lesson Dialogue. Read definitions and cross out the words they correlate to. - Teacher led- definition of an anecdote - Example of an anecdote from boy. Reading out loud picked randomly in the class. Printouts provided, highlight key details of dialogue, description. Annotate the points you think are key. - Discussion of what is included and its effectiveness. Key question: what do you think happened next? - Write a paragraph using your dialogue to continue Roald Dahl's story. (Silent Episode) - Final task- Write your own anecdote about an event from your life. It may be sad or funny, but its main aim is to keep the reader interested. - Plenary- Class give examples of their anecdote, and ask students what parts kept them interested and stood out. 	Are friendships just people telling stories?	Reading- Reading an extract and commenting on structure and effectiveness.	Write 2 more anecdotes to include in your autobiography.	<p>R1, R2, R6, R7</p> <p>SO1 ,2, 4, 6, 8</p> <p>M1, M2</p> <p>C1, 2, 3, 5</p> <p>SP3, 5, 9</p>

1 1	Narrative- Think of an important event in your life. Re-tell the events of that day.	<ul style="list-style-type: none"> - 8-10 mins Silent Reading (Silent Episode) - Take down Title – Blue Book Piece-Narrative. (big question linked to lesson displayed for SMSC reflection) - 8 Spellings per lesson standardisation. - 2 mins starter- List 4 key events in your life that shaped you as a person. - 40 mins writing task- Think of an important day in your life and retell the events of that day. (Silent Episode) - Provide sentence starters to differentiate. - Early finish can do S+C or silent reading. 	<p>What is the most important day of your life?</p> <p>S+C- Think of the most insignificant day in your life. Narrate why it is the most important instead.</p>	Writing- blue book piece on a story in students lives.		<p>R1, R3, R4, R7</p> <p>SO1 ,2, 4, 6, 8</p> <p>M1, M2</p> <p>C1, 2, 3, 5</p> <p>SP3, 5, 9</p>
1 2	Descriptive techniques. How they would describe themselves, 3 adjectives, a famous quote.	<ul style="list-style-type: none"> - 8-10 mins Silent Reading (Silent Episode) - Take down Title – Descriptive Techniques. (big question linked to lesson displayed for SMSC reflection) - 16 Spellings recap, and add to back of book. - Starter- Brainstorm thinking frame- as many techniques as you can - Discuss answers with relevant examples. - Definitions of key descriptive techniques (Similes, metaphors etc.) - Refer back to Autobiographical examples from previous lessons. Identify descriptive devices in them. Who uses what, and how do they use it to effect? - Picture task: Presenting a bland picture, and identify all the aspects that can be described. (Silent Episode) - Final task- Using the techniques from the lesson, describe the photo in depth. 	<p>What makes description 'good'?</p> <p>S+C- Give an example for each technique you list</p>	Reading- analysing examples from other autobiographies.	<ul style="list-style-type: none"> - Find a picture of something/somew here in your life and describe it using the process covered in the lesson. 	<p>R1, R4, R7</p> <p>SO1 ,2, 4, 6, 8</p> <p>M1, M2</p> <p>C1, 2, 3, 5</p> <p>SP3, 5, 9</p>

1 3	Improving Language and redrafts. Going over what they have written before, and using descriptive techniques rewriting key aspects.	<ul style="list-style-type: none"> - 8-10 mins Silent Reading (Silent Episode) - Take down Title – How to improve language (big question linked to lesson displayed for SMSC reflection) - 8 Spellings per lesson standardisation. - Do now- 5 sentences on the board, using the techniques from the previous lesson improve their description. - Teacher led information on connectives and how to use them. - Spot the difference between 2 identical descriptions. One will include more description and connectives. Identify five differences between them. (Silent Episode) - Class discussion on findings, how and what was changed, how effective was it? - Task 10 mins- Re write one of your autobiographical pieces using connectives and descriptive techniques. - Peer assess the improvements WWW EBI - Class feedback as partners, what they were missing before and how they improved it. - Plenary- Five statements about improving language. Choose the three best and explain why. 	Why does confusing language exist?	Writing- re write of old piece using descriptive techniques.		R1, R4, R6, R7 SO1 ,2, 4, 6, 8 M1, M2 C1, 2, 3, 5 SP3, 5, 9
1 4	Feed forward from blue book piece.	<ul style="list-style-type: none"> - 8-10 mins Silent Reading (Silent Episode) - Take down Title – Feed Forward (big question linked to lesson displayed for SMSC reflection) - 8 Spellings per lesson standardisation. - Do now 5 mins- 3 prompts on the board relating to the task - Complete feed forward tasks. Provide differentiated response tasks based on ability to maximise S+C opportunities. - Peers assessment- Swap work with a partner and read before and after work. Ask students 		Writing- Completing Feed Forward work	HW to list members of family.	R1, R5 ,R7 SO1 ,2, 4, 6, 8 M1, M2 C1, 2, 3, 5 SP3, 5, 9

		<p>to provide a new grade based upon the work completed in lesson. (Silent Episode)</p> <p>-</p>				
1 5	<p>Family tree. Capturing the spirit of the times. Differences in perspective.</p>	<ul style="list-style-type: none"> - 8-10 mins Silent Reading (Silent Episode) - Take down Title – Family Tree (big question linked to lesson displayed for SMSC reflection) - 16 Spellings recap, and add to back of book. - Do Now- Item relating to a grandparent and students have to guess and figure out how it relates to the lesson. - Success criteria for designing a family tree. How it is ordered and why. What might be the difficulties of using one? - Writing task 10 mins- using your homework create your own family tree. (Provide contemporary resources if student does not wish to do so) - Similarities and differences thinking frame with their lives and students lives. Example piece completed as a class. - Plenary- Write a paragraph explaining what you think the biggest difference between your life and your grandparents life and why. (Silent Episode) 	<p>How far back should a family tree go? Why is it called a family tree? What are the differences in our lives and our grandparent's lives?</p>	<p>Writing- comparisons using thinking frame.</p>	<p>HW- research family name and its meaning.</p>	<p>R2, R5, R6, R7</p> <p>SO1 ,2, 4, 6, 8</p> <p>M1, M2</p> <p>C1, 2, 3, 5</p> <p>SP3, 5, 9</p>
1 6	<p>Exploring the tenses. Writing for the past, present, and the future. Differences</p>	<ul style="list-style-type: none"> - 8-10 mins Silent Reading (Silent Episode) - Take down Title – Past, Present, Future (big question linked to lesson displayed for SMSC reflection) - 8 Spellings per lesson standardisation. - Do now- 5 statements, work out which tense each sentence is written in. - Class feedback and discussion of answers. - Simple tense definitions, descriptions and examples. - Students given 20 words and have to work together to arrange them into past, present, 	<p>When does a story become the past tense? How do different tenses help us communicate? S+C- Can you explain what aspect of the sentence makes it that tense?</p>	<p>Writing- Students write their own anecdotes using the dialogue techniques from previous lesson.</p>		<p>R1, R2, R6, R7</p> <p>SO1 ,2, 4, 6, 8</p> <p>M1, M2</p> <p>C1, 2, 3, 5</p> <p>SP3, 5, 9</p>

		<p>and future tense. Work as pairs, and then discuss with another pair. Finalise with class feedback.</p> <ul style="list-style-type: none"> - Explain that verb tense tells us when an action takes place. The past tense tells what has already happened, the present tense tells us what is happening, and the future tense tells what will happen. - 10 mins- Students write a small anecdote for each of the tenses. Feedback examples. (Silent Episode) - Plenary- Example of a story on the board. Re write it so it is in a different tense. 	S+C- Re write an old piece of work using a different tense.			
1 7	Factual- Write a newspaper article from the time about an important family member.	<ul style="list-style-type: none"> - 8-10 mins Silent Reading (Silent Episode) - Take down Title – Blue Book Piece-Factual Writing. (big question linked to lesson displayed for SMSC reflection) - 8 Spellings per lesson standardisation. - 40 mins task- write a newspaper article about an important relative/hero from the time they were alive. (Silent Episode) 	What is the meaning of a good life?	Writing- Factual writing as a blue book assessment.		<p>R1, R3, R4, R7</p> <p>SO1 ,2, 4, 6, 8</p> <p>M1, M2</p> <p>C1, 2, 3, 5</p> <p>SP3, 5, 9</p>
1 8	Publishing pieces for your book.	<ul style="list-style-type: none"> - Students are to go to a computer room for this session and the next. Exercise books and blue books are needed. - 8-10 mins Silent Reading (Silent Episode) - Take down Title – Publishing time! (big question linked to lesson displayed for SMSC reflection) - 16 Spellings recap, and add to back of book. - Students are to spend the lesson writing up the key pieces created across the term: Introduction, characters, description of a photo, newspaper article, narrative piece. 	What is the point of books?	Writing- Redrafting and typing up previous written work.		<p>R1, R3, R7</p> <p>SO1 ,2, 4, 6, 8</p> <p>M1, M2</p> <p>C1, 2, 3, 5</p> <p>SP3, 5, 9</p>

		<ul style="list-style-type: none"> - Checklist on the board for each piece needed to be included, along with a success criteria for language and structure. 				
19	Publishing pieces for your book.	<ul style="list-style-type: none"> - Students are to go to a computer room with exercise books and blue books. - 8-10 mins Silent Reading (Silent Episode) - Take down Title – Publishing- Part 2 (big question linked to lesson displayed for SMSC reflection) - 8 Spellings per lesson standardisation. - Students are to spend the lesson writing up the key pieces created across the term: Introduction, characters, description of a photo, newspaper article, narrative piece. - Checklist on the board for each piece needed to be included, along with a success criteria for language and structure. 	What will your reader learn?	Writing- Redrafting and typing up previous written work.	Finish any pieces of classwork you haven't yet completed ready to assemble your autobiography next week.	R1, R3, R7 SO1 ,2, 4, 6, 8 M1, M2 C1, 2, 3, 5 SP3, 5, 9
20	Feed forward from blue book piece.	<ul style="list-style-type: none"> - 8-10 mins Silent Reading (Silent Episode) - Take down Title – Feed Forward (big question linked to lesson displayed for SMSC reflection) - 8 Spellings per lesson standardisation. - Do now 5 mins- 3 prompts on the board relating to the task - Complete feed forward tasks. Provide differentiated response tasks based on ability to maximise S+C opportunities. - Peers assessment- Swap work with a partner and read before and after work. Ask students to provide a new grade based upon the work completed in lesson. (Silent Episode) 		Writing- completing feed forward based on marking.	Design a cover for your book.	R1, R5 ,R7 SO1 ,2, 4, 6, 8 M1, M2 C1, 2, 3, 5 SP3, 5, 9

2 1	Dedicated craft lesson to complete project.	<ul style="list-style-type: none"> - 8-10 mins Silent Reading (Silent Episode) - Take down Title – Wrapping things up (big question linked to lesson displayed for SMSC reflection) - 16 Spellings recap lesson standardisation, add to back of book. - Do Now: What are the key features a book needs? 3 mins - Discussion of answers - Teacher led: Checklist for what is needed. Cover, contents, written work, images, back cover and blurb. - Provide printouts of book cover ideas that can be filled in, as well as a blank contents sheet that students fill in the gaps for. - Students spend the rest of the lesson creating their book. 	How will your book grab the reader’s attention?	Writing- Writing pieces of the book for effect on the audience.		R2, R3, R7 SO1 ,2, 4, 6, 8 M1, M2 C1, 2, 3, 5 SP3, 5, 9
2 2	Dedicated craft lesson to complete project.	<ul style="list-style-type: none"> - 8-10 mins Silent Reading (Silent Episode) - Take down Title – Wrapping things up- Part 2 (big question linked to lesson displayed for SMSC reflection) - 8 spellings per lesson standardisation. - Do now: Write 3 things you enjoyed about this project, and two things you would improve about it. - Students spend the rest of the lesson creating their book. - Provide printouts of book cover ideas that can be filled in, as well as a blank contents sheet that students fill in the gaps for. 	Has this project been fun?	Writing- Writing pieces of the book for effect on the audience.		R2, R3, R7 SO1 ,2, 4, 6, 8 M1, M2 C1, 2, 3, 5 SP3, 5, 9