

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning

Year 7 – Term 1 – Autobiography and ‘My Family and Other Animals’

Intent – Rationale

Autobiography – ‘My Family and Other Animals’: this module will begin the new year by bringing all students to the same core skills required for the secondary setting, particularly SPaG and PETER skills. By covering autobiographical writing, they will acknowledge the importance of personal voice and authorial craft. Students will also get opportunities to learn about their new classmates at the same time, through the sharing of anecdotes and personal stories in the style of Gerald Durrell’s ‘My Family and Other Animals’. Studying chapters this autobiography will introduce them to some challenging language features and grammatical structures, encouraging them to utilise a wider range of figurative devices and increasingly sophisticated choices in their own writing.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
KS2 – Literacy and comprehension skills	Year 7 – comprehension and reading skills Terms 5&6 ‘Animal Farm’ Year 8 – challenging comprehension and reading skills Terms 1&2 ‘Macbeth’ Year 9 – studying non-fiction texts (Language Paper 2) Terms 3 & 4 Year 10 – authorial techniques (Language Paper 1) Term 1, Speaking and Listening Term 6 Year 11 – challenging texts (19 th Century Novel Literature Paper 1 Section B) Terms 1&2, non-fiction analysis (Language Paper 2) Term 3 KS5 – prose analysis
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
Geography – travel (Greece), diverse cultures in society. Computing – research homework tasks. Drama – opportunities for dramatic reading of scenes and characters. Ethics and sociology – treatment of animals in society.	<ul style="list-style-type: none"> • SMSC SP 1-4 (especially 2), M2, M3, SO1, SO2, C1, C4 • BV 2-5 • GB4 a, b, e-l
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
This module is centred around developing literacy skills and offering an opportunity for students to read and study a challenging but rewarding text in a supportive setting. Students are introduced to the school library and the basic skills required to successfully search for a book. Students are encouraged to regularly access the library to explore and borrow from the Fiction, Non-fiction and Biography collections.	

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

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Know

- To understand the features of writer’s craft
- To know the conventions of non-fiction texts such as autobiographies
- To know the difference between first and third person writing
- To be able to identify figurative techniques terminology and definitions – Alliteration Simile Metaphor Personification Imagery
- To understand how to paragraph accurately – TipTop / TTT
- To be able to identify and use varied sentence types – Simple, compound, complex
- To know how to reference a text using appropriate quotations and punctuation

Apply

- Skills for analysing and interpreting meaning in a text
- Skills for presenting a clear, supported interpretation in a PETER-style paragraph
- Skills for writing with a strong personal narrative voice
- Skills for speaking and listening effectively

Extend

- Awareness of key themes such as cultural diversity, animal welfare, the value of education, independence and resilience, familial relationships
- A wide range of sophisticated vocabulary

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
TipTop / TTT Simple, compound, complex Biography – Autobiography Anecdote Etymology Various figurative devices (metaphor, simile, hyperbole, superlative) Colloquialism PETER	Week Two – PETER paragraph ‘How has Gerald Durrell used language to present his mother to the reader’ – one paragraph – AO1 AO2 AO3 early skills and understanding Week Four – writing an anecdote in the style of Gerald Durrell – AO5 AO6 skills assessed

Intent – Concepts

	Lesson title	Non-negotiable content	Suggested activities and resources
Week 1	Introduction	Introduce profile books, reading passports and exercise books standards alongside classroom rules	Profile books; reading passports; exercise books <i>Optional:</i> Y7 New Student English Survey
	Biography Basics	Exploration of anecdotes - biography – form/genre	PowerPoint – 1 Anecdotes and Autobiography
	Autobiography	Features of autobiography – comprehension skills	‘Boy’ extract sheet PowerPoint – 2 Boy

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Week 2	PETER and SPaG	Revision of quotation punctuation Introduction of PETER skills	'Boy' extract continued PowerPoint – 3 PETER and Punctuation <i>Resources:</i> PEE example cards: Girl Smiled and Gnarled Tree
	My Family and Other Animals introduction	Identifying authorial devices Vocabulary and glossary expectations	MFAOA <i>Speech for the Defence</i> PowerPoint – 4 Beginning Durrell <i>Resources:</i> MFAOA Random Quotes Activity Cards MFAOA Master Vocab Tracker Glossary Activity
	MFAOA – PETER Paragraph Assignment opportunity	PETER Paragraph	PowerPoint – 4.5 PETER Paragraph
Week 3	MFAOA – Characterisation	Characterisation study	MFAOA <i>The Migration</i> PowerPoint – 5 The Migration <i>Optional:</i> Empty suitcase template sheet (extension)
	MFAOA - Chapter 2 – Characterisation and Comprehension	Characterisation – comprehension	MFAOA <i>The Unsuspected Isle</i> PowerPoint – 6 The Unsuspected Isle
	Identifying and developing personal voice	Acknowledgement of Durrell's personal voice Application of figurative devices	PowerPoint – 7 Autobiography Assignment <i>Resources:</i> Peer Assessment - Anecdotes Grids AO5 AO6 Cards
Building our personal anecdotes	Speaking and listening		
Assignment preparation Assignment: writing a personal anecdote in the style of Gerald Durrell	Cover AO5 and AO6 success criteria		
Week 4	MFAOA – Chapter 3 – setting	Developing Techniques of analysis through chapter analysis	MFAOA <i>The Strawberry-Pink Villa</i> PowerPoint – 8 The Strawberry-Pink Villa
	MFAOA – Chapter 3 continued		
	MFAOA – Chapter 4		MFAOA <i>The Rose-Beetle Man</i> PowerPoint – 9 The Rose-Beetle Man
Week 5	MFAOA – Chapter 4 continued		
	Extra lesson space to enable CATS testing in week 1		Half-term optional project: begin Durrell-inspired 'Nature Journal' - worksheet here