



Pathway 2+

ENGLISH: Year 7 The Pied Piper of Hamelin

Term Spring 2

### Learning Intention:

The aim is to develop students reading, writing, and speaking and listening skills through a variety of tasks and activities designed to broaden their vocabulary, love of literature and reading and writing for enjoyment. Pupils are encouraged to communicate their emotions and ideas to others and others to communicate with them.

Throughout Key Stage 3 there will be an underlying focus on building skills, understanding and independence in preparation for when students begin the Step Up To English examination course in Year 10.

#### Key themes:

- Developing an understanding of language and comprehension skills through drama and role play activities related to the narrative poem; specifically looking at developing skills related to voice and movement. Focusing on the plot, character and the languages techniques deployed in communicating these to an audience.
- Developing an appreciation of the use of poetic forms of narrating a story and construction of a character, showing some understanding of how rhyme and rhythm are used to set the pace of a narrative.

### Key knowledge that should be learned during this SoW

#### Concept:

Developing key skills including reading, writing, speaking and listening. Sometimes expressing a personal opinion and listening with respect to others; accepting that others may have different views. Engaging with various written tasks related to the poem including scripts, posters, short stories and mind- maps focusing specifically on developing independent thinking and writing skills.

Broadening skills through adding detail the listener may need to know. Developing skills in written work, focusing initially on simple statements and phrases in logical sequence through a variety of tasks. Beginning to show an awareness that information can be presented in different formats including poems.

#### Knowledge:

The student will read the text 'The Pied Piper of Hamelin' by Robert Browning. They will also have the opportunity to explore DVDs/abridged poems.

Through discussion, students will develop some ideas about the main themes and characters. They will respond

	<p>orally and in writing to aspects of the plot and characterisation as well as participate in a role play and drama activities working in pairs and small groups. In addition, students will develop understanding of how to present their ideas to their peers both verbally and in writing. They will take part in a discussion relating to the moral of this story and what they think of the Mayor and Pied Piper’s behaviour.</p> <p>Students will have the opportunity to visit the local theatre (either the Compass Theatre or the Beck Theatre) as part of this scheme of work to continue to develop their social skills and build positive relationships with those in their tutor group.</p>	
<p><b>Key Skills:</b></p>	<ul style="list-style-type: none"> <li>• Through a variety of tasks students will gain confidence and understanding how the writer conveys different characters and tells the plot of the story through poetry.</li> <li>• Through a variety of tasks students will be able to gain a deeper understanding of the morals in this story.</li> <li>• Students will begin to develop an understanding of rhyming words and how these are used in poetry.</li> <li>• Students will build knowledge of how ideas can be expressed through poetry, taking part in shared reading activities, discussing the poem and then writing a poem themselves beginning to understand rhyme.</li> <li>• Students will gain a greater understanding of the different characters and be able to describe them using adjectives.</li> <li>• Through a variety of tasks students will build on their knowledge of plot, characters, and some language techniques and how the writer uses these in their work.</li> <li>• Through a variety to tasks students will be able to demonstrate skills recounting information in the past, present and future tense.</li> <li>• Some students will begin to understand the empathy and emotions used in the story.</li> </ul>	
<p><b>Language and/or communication skills:</b></p>	<p><u>Key Words:</u>  refusal  situation  character  mayor  introduction  fable  decision  bargain  audience</p>	<p><u>Technical language:</u>  past/present/future  discussion  glossary  rhyming exercise  rhythm  script  role-play</p>

	behaviour persuade deal caption illustration	poem moral <u>Types of sentences:</u> statement, question, exclamation. descriptive writing <i>including appropriate techniques e.g. noun, proper noun, adjectives, verb, simile, onomatopoeia, rhyme.</i>
<b>Curricular Links</b>	<u>Key Cross-curricular links:</u> Geography – location of the story, ‘town’ linked to a local area. P.S.H.E. – actions and consequences. Drama – working in character, role play. Music – exploring rhyme and rhythm. History – the time period in which the story was told and written. R.E – morals.	