



Pathway 3

ENGLISH: Year 7 Treasure Island

Term Summer 1&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:

- To explore fictional writing and develop descriptive and comprehension skills. Students should be encouraged to engage with the character Jim Hawkins and from his point of view explore the adventure of Treasure Island.
- Students to have the opportunity to work with non-fiction texts completing a short research project on 'Pirates.'

Key knowledge that should be learned during this SoW

Concept:

Developing key skills including reading, writing, speaking and listening. Expressing a personal opinion and listening with respect to others; accepting opposing points of view. Using an abridged text to discuss the narrative; as well as extracts from the original text and comparing them to each other.

Broadening skills through adding detail the listener may need to know. Developing skills in written work, focusing initially on extending statements and phrases in logical sequence through a variety of tasks. Beginning to explore the descriptive language used by the author, referencing extracts from the original text. Using this gained knowledge to improve their ability to write using descriptive language.

Knowledge:

The student will read an abridged version of 'Treasure Island.' They will also have the opportunity to explore extracts of the original text by Robert Louis Stevenson and DVDs (Warner Bros. and Muppet versions.)

Through discussion, students will develop their ideas about the main themes and characters. They will respond 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 non-fiction texts from various

	<p>sources focusing on format and presentation and extracting key points of information.</p> <p>Students will have the opportunity to visit the local theatre (either the Compass Theatre or the Beck Theatre) as well as the seaside (Brighton) 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>Key Skills:</p>	<ul style="list-style-type: none"> • 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 a variety of tasks students will be able to relay their own personal experiences about growing up. • Students will begin to develop an understanding of non-fiction texts and their features looking specifically at format and presentation. • Students will build their knowledge of the main character and be able to describe him using a variety of descriptive devices. • Students will gain a greater knowledge of the story and develop their imagination allowing them to predict what may happen next. • Through a variety of tasks students will build on their knowledge of plot, characters, and language techniques and how the writer uses these in their work. • Through a variety to tasks students will be able to demonstrate skills recounting information in the past, present and future tense. • Some students will develop an appreciation of context and how this impacts upon the narrative. 	
<p>Language and/or communication skills:</p>	<p><u>Key Words:</u> pirates treasure island unique entrance appropriate purpose adventure escape</p>	<p><u>Technical language:</u> character plot narrative diary entry discussion fiction/non-fiction</p> <p><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></p>

Curricular Links

Key Cross-curricular links: Geography – maps, seas, landmasses, islands, keys. P.S.H.E. – The Law, moral choices, meeting new people. Drama – working in character, role play. History – life 150 years ago. Numeracy – money and time.