Year 7 - Term 4: Chaucer – Unit Intent – This Unit intends to introduce students to the key literary figure of Chaucer and 'The Canterbury Tales'. Students will explore the development of Middle English from Old English and consider the factors that influenced Middle English. Students will also build upon their prior knowledge of the Romans, Viking and Arthurian Legend and how the contextual elements of these topics link to Chaucer and the Middle Ages. Students will also build upon the Bible Studies Unit they studied in Term 3 by exploring the concept of the Seven Deadly Sins and how these are represented through the Portraits of some of the Pilgrims from 'The Canterbury Tales'. Students will also develop their understanding of parables from the previous Unit and identify the moral messages in some of the Pilgrim's Tales. This Unit feeds forward to the next Unit where students will be introduced to Shakespeare. Students will continue to see how the English language developed from Middle English to Modern English (Shakespeare's use of language), as well as continuing to explore of the concepts of Quests and The Seven Deadly Sins in Shakespeare's work. This Unit also feeds forward into Years 8 and 9 through the study of texts such as 'Macbeth', 'The Crucible', 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and Men', all of which can link to the concept of The Seven Deadly Sins, and many of which have an allegorical message. This all feeds forward to the study of the GCSE Literature set texts, where students will have a secure foundation of the Literary Canon and the development of the English Language, as well as the identification of The Seven Deadly Sins in the set texts of 'A Christmas Carol', 'Romeo and Juliet' and 'An Inspector Calls'.

	Lesson Intent (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	**Daily Retrieval/Teach for memory (vocabulary)**	**Activities/Assessment (to including the metacognitive/learning verb**	**Homework/Literacy Map**
Week 1: KG/s and Overview **Lesson 1 –** KG: To be able to explain the context behind 'The Canterbury Tales'.	**Lesson 1 –** This lesson intends to consolidate students' prior knowledge from Terms 1 and 2 about myths and legends, particularly those from the British Isles. Students will create a timeline to see how this knowledge feeds into the context of Chaucer's The Canterbury Tales. Feeds on from the study of Myths and Legends in Terms 1 and 2. Feeds forward to next lesson where students will continue to develop their understanding of the context of 'The Canterbury Tales'.	**Lesson 1 –** **New:** Conquer **Retrieve:** Nobility	**Lesson 1 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students recap their knowledge of The Celts, Vikings, Anglo-Saxons and Medieval times. Challenge task to recap knowledge of The Normans and William the Conqueror. Create a timeline of Early and Middle English from Celts to Middle Ages. Students draw a timeline in their books and write notes as teacher discusses context. Film clips if teacher need extensions in notes of slides.	

	Feeds forward to their continued development of the timeline of the Literacy Cannon and into their Introduction to Shakespeare in Terms 5 and 6, as well as their study of the context in future texts such as, 'Macbeth', 'The Crucible', 'Animal Farm', as well as literary movement, such as the Romantic Poets. Also feeds forward to the study of context in the GCSE Literature texts.		Short recap quiz where students write answers to demonstrate knowledge.	
Lesson 2 – KG: To be able to explain the context behind 'The Canterbury Tales'.	**Lesson 2 –** This lesson intends for students to continue developing their understanding of the context of Chaucer's 'The Canterbury Tales'. Feeds on from the study of Myths and Legends in Terms 1 and 2. Feeds forward to next lesson where students will continue to learn about the context of 'The Canterbury Tales'. Feeds forward to their continued development of the timeline of the Literacy Cannon and into their Introduction to Shakespeare in Terms 5 and 6, as well as their study of the context in future	**Lesson 2 -** **New:** Profession **Retrieve:** Feudal	**Lesson 2 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students watch a clip on the Bayeux Tapestry and recall their knowledge after. Challenge to discuss how people from this time period used to tell stories and how their stories were passed down over generations. Students learn about life in Medieval Britain and the Middle Ages. Students examine primary sources from the Medieval period, using their new knowledge to discuss and describe them.	

			Short recap quiz where students write answers to demonstrate knowledge.	
Lesson 3 – KG: To explain key information about the author and context behind The Canterbury Tales.	**Lesson 3 –** This lesson intends for students to continue developing their understanding of the context of Chaucer's The Canterbury Tales. Feeds on from the study of Myths and Legends in Terms 1 and 2. Feeds forward to next lesson where students will read the General Prologue of 'The Canterbury Tales'. Feeds forward to their continued development of the timeline of the Literacy Cannon and into their Introduction to Shakespeare in Terms 5 and 6, as well as their study of the context in future texts such as, 'Macbeth', 'The Crucible', 'Animal Farm', as well as literary movement, such as the Romantic Poets. Also feeds forward to the study of context in the GCSE Literature texts.	**Lesson 3 -**	**Lesson 3 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students recap what they know about life in Medieval Britain (and the Bayeux Tapestry) through a mind map activity. Encourage them to look at their notes. Challenge is to recap how the Normans changed the languages that were spoken in England and Britain. Students learn about Chaucer, pilgrimage and The Canterbury Tales. Watch a Ted Ed video on why we should read The Canterbury Tales. Watch a short clip on what pilgrimage is. Encourage students to make subheadings for each new discussion topic.	

Lesson 4 – KG: To summarise what we learn from the General Prologue	**Lesson 4 –** This lesson intends for students to apply the knowledge they have been gaining over the last three lessons to their understanding of the General Prologue of 'The Canterbury Tale's and to explore the way Old English has developed to our modern way of speaking and writing. Feeds on from the study of previous myths and legends studied and comprehended, as well as thematically linked to the Bible Studies Unit. Feeds forward to next lesson where students will read one of the tales from 'The Canterbury Tales'. Feeds forward to the study of Shakespeare in Terms 5 and 6 and then key texts such as 'Macbeth', 'The Crucible', 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and Men', where students will be applying their contextual knowledge to their understanding of the text. Also feeds forward to the study of the set texts in GCSE Literature.	**Lesson 4 -** **New:** Camaraderie **Retrieve:** Plebeian	**Lesson 4 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students think about what an "introduction" to something is and why we have introductions. Challenge is to think about why we would have a prologue before the start of a play or performance. Discuss what a prologue is and what its purpose is. Students cut out the modern translation cards for The General Prologue. Sort into the correct order. Then, Students read and answer comprehension questions on The General Prologue as a modern translation. Read the original English version and translate words in word bank. Write a short summary of what you have learned about the General Prologue.	Reading Journal and Vocabulary Retrieval.
Week 2: KG/s and Overview **Lesson 5 –**	**Lesson 5 –** This lesson intends to introduce students to their first	**Lesson 5 -** **New:** Envy **Retrieve:** Braggart	**Lesson 5 –**	

KG: To summarise the key events of the Pardoner's Tale	lesson from The Canterbury Tales and for students to summarise they key plot points and to begin to link the tale back to the parables they studied last term, to identify the moral message. Feeds on from the study of previous myths and legends studied and comprehended, as well as thematically linked to the Bible Studies Unit. Feeds forward to next lesson where students will continue to analyse the Pardoner's Tale. Feeds forward to the study of Shakespeare in Terms 5 and 6 and then key texts such as 'Macbeth', 'The Crucible', 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and Men', where students will be applying their contextual knowledge to their understanding of the text. Also feeds forward to the study of the set texts in GCSE Literature.		1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students recall what they can remember from last term about the 10 Commandments. Introduce students to the Seven Deadly Sins and link these to the 10 Commandments. Students read The Pardoner's as a modern translation. Answer comprehension questions in full sentences on the story's plot. Storyboard with sentence prompts for low ability. Students identify which of the Seven Deadly Sins the characters are guilty of in the tale.	
Lesson 6 – KG: To analyse how satire is used in The Portrait of the Pardon-Seller.	**Lesson 6 –** This lesson intends for students analyse how Chaucer's use of language gives them their impression of the Pardon-Seller and how this links to their prior knowledge of the context	**Lesson 6 -** **New:** Satire **Retrieve:** Duplicitous	**Lesson 6 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students learn the phrase "satire" by looking it up in a dictionary. Definition	

	of the Middle Ages. Feeds on from the study of previous myths and legends studied and comprehended, as well as thematically linked to the Bible Studies Unit. Feeds forward to next lesson where students will analyse a further portrait of another Pilgrim. Feeds forward to the study of Shakespeare in Terms 5 and 6 and then key texts such as 'Macbeth', 'The Crucible', 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and Men', where students will be applying their contextual knowledge to their understanding of the text. Also feeds forward to the study of the set texts in GCSE Literature.		provided to check understanding. Challenge is to come up with an example of satire in TV or film. Students learn what a literary portrait is. Students highlight examples of satire in The Portrait of the Pardon-Seller. Students draw and label the Pardon-Seller to check understanding. Using the drawing and labels on the drawing, students write a paragraph about how Chaucer uses satire to exaggerate the Pardon-Seller's personality/appearance for comedic effect.	
Lesson 7 – KG: To analyse how satire is used in the portrait of The Monk	**Lesson 7 –** This lesson intends for students analyse how Chaucer's use of language gives them their impression of the Pardon-Seller and how this links to their prior knowledge of the context of the Middle Ages. Feeds on from the study of previous myths and legends studied and comprehended, as well as	**Lesson 7 –** **New:** Gluttony **Retrieve:** Subvert	**Lesson 7 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students recap the phrase "satire". Explain how satire was used in the Portrait of the Pardon-Seller. Challenge is to use x2 quotations in their paragraph response. Students recap what a literary portrait is.	Reading Journal and Vocabulary Retrieval.

	Feeds forward to next lesson where students will use the last two lessons to plan and then write their own portrait. Feeds forward to the study of Shakespeare in Terms 5 and 6 and then key texts such as 'Macbeth', 'The Crucible', 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and Men', where students will be applying their contextual knowledge to their understanding of the text. Also feeds forward to the study of the set texts in GCSE Literature.		Students highlight examples of satire in The Portrait of the Monk. Students create a fact file poster about the Monk to show understanding; this includes a drawing with labels of the Middle English and modern English. Using the fact file and drawing of the Monk, students write a paragraph about how Chaucer uses satire to exaggerate the Monk's personality/appearance for comedic effect.	
Lesson 8 – KG: To use language choices for deliberate effect through your own portrait writing	**Lesson 8 –** This lesson intends for students to use their knowledge of the portraits they've analysed over the last two lessons to plan and then write their own portrait, using deliberate language choices to give an impression of their characters. This feeds on from previous writing assessments, such as the parable from last term and their own myth and legend from Term 1, where students had to use language choices for deliberate effect.	**Lesson 8 –** **New:** Virtues **Retrieve:** Archetype	**Lesson 8 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students look at the celebrities on the board and discuss what people think about them in the general public. Challenge is to give an example of satire that has been written about one of the celebrities. Students look at caricatures of celebrities and discuss how the artist has accentuated some of their features for comedic effect.	

	Feeds forward to next lesson where students complete their assessment. Feeds forward to future writing assessments, such as their Workhouse report when studying the 19th Century and creative writing from the point of view of future characters from texts they will study. Also feeds forward to the GCSE Language Narrative and Transactional Writing sections of the exam.		Choose a character from the list on the PP Presentation to plan to write a Portrait for. Students can use previous lessons' texts stuck in their books as inspiration for their writing. Teacher models how to use language for deliberate effect in describing their character in the portrait.	
Lesson 9 – KG: To use language choices for deliberate effect through your own portrait writing	**Lesson 9 –** This lesson intends for students to use their knowledge of the portraits they've analysed over the last two lessons to plan and then write their own portrait, using deliberate language choices to give an impression of their characters. This feeds on from previous writing assessments, such as the parable from last term and their own myth and legend from Term 1, where students had to use language choices for deliberate effect. Feeds forward to next lesson where students will read The Nun's Tale and identify the moral message.	**Lesson 9 –** N/A	**Lesson 9 –** 1.) Teacher reminds students of the modelling from last lesson. 2.) Students write their assessment using their previous planning.	

Lesson 10 – KG: To explain the moral message of the Nun's Tale	**Lesson 10 –** This lesson intends for students to continue their focus on the concept of the Seven Deadly Sins by reading The Nun's Tale and identifying and explaining the moral message for the tale and how they can link this back to their previous Bible Studies. Feeds on from the study of previous myths and legends studied and comprehended, as well as thematically linked to the Bible Studies Unit. Feeds forward to next lesson where students will focus on the portrait of the Millar. Feeds forward to the study of Shakespeare in Terms 5 and 6 and then key texts such as 'Macbeth', 'The Crucible', 'Animal Farm',	**Lesson 10 –** **New:** Pride **Retrieve:** Fable	**Lesson 10 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students to demonstrate they have an understanding of what a nun and a priest is and which religion you would find them from. Challenge is to recall any famous or well-known nuns and priests throughout history and popular culture. Students read The Nun's Priest's Tale as a modern translation. Answer comprehension questions in full sentences on the story's plot. Storyboard with sentence prompts for low ability. Thought bubble exercise to demonstrate understanding of the thoughts and feelings of the characters in the tale.	

	'The Lord of the Flies' and 'Of Mice and Men', where students will be applying their contextual knowledge to their understanding of the text. Also feeds forward to the study of the set texts in GCSE Literature.			
Lesson 11 – KG: To analyse how the Millar is presented in his portrait	**Lesson 11 –** This lesson allows students to begin to prepare for an assessment where they will compare how Chaucer uses language to present the Millar and the Wife of Bath in their portraits. Feeds on from the study of previous myths and legends studied and comprehended, as well as thematically linked to the Bible Studies Unit. Feeds forward to next lesson where students will continue to analyse the Millar's Portrait and begin to link to the Wife of Bath's Portrait. Feeds forward to the study of Shakespeare in Terms 5 and 6 and then key texts such as 'Macbeth', 'The Crucible', 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and Men', where students will be applying their contextual knowledge	**Lesson 11 –** **New:** Brute **Retrieve:** Stock characters	**Lesson 11 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Recall what the Roman Stock Characters were from Term 1. Can they link any of the pilgrims they have studied so far to the Roman Stock Characters? Students listen to a Middle English reading of the Millar's Portrait and then read the Portrait of a class, annotating the effect of Chaucer's use of language in detail. Students consider whether they can link the Millar to any of the Roman Stock Characters.	Reading Journal and Vocabulary Retrieval.

	to their understanding of the text. Also feeds forward to the study of the set texts in GCSE Literature.			
Lesson 12 – KG: To analyse how the Millar and the Wife of Bath are presented in their portraits	**Lesson 12 -** This lesson allows students to continue to prepare for an assessment where they will compare how Chaucer uses language to present the Millar and the Wife of Bath in their portraits. Feeds on from the study of previous myths and legends studied and comprehended, as well as thematically linked to the Bible Studies Unit. Feeds forward to next lesson where students will annotate and identify quotations from the 'Wife of Bath's Portrait'. Feeds forward to the study of Shakespeare in Terms 5 and 6 and then key texts such as 'Macbeth', 'The Crucible', 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and Men', where students will be applying their contextual knowledge to their understanding of the text. Also feeds forward to the study of the set texts in GCSE Literature.	**Lesson 12 –** **New:** Lust **Retrieve:** Honourable	**Lesson 12 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students recap their impressions of the Millar from last lesson. Students identify 3 -5 quotations that give them an impression of the Millar and explode them in their exercise books. Students read through the Middle English version of the Wife of Bath's Portrait and use the resource to try and translate part of it. Students read through the modern English version of the Wife of Bath's Portrait and discuss their first impressions of her character.	
Lesson 13 –	**Lesson 13 -** This lesson allows students to continue	**Lesson 13 –** **New:** Frame Narrative	**Lesson 13 –**	

KG: To analyse how the Wife of Bath is presented and begin to draw comparisons to the Millar	to prepare for an assessment where they will compare how Chaucer uses language to present the Millar and the Wife of Bath in their portraits. Feeds on from the study of previous myths and legends studied and comprehended, as well as thematically linked to the Bible Studies Unit. Feeds forward to next lesson where students will draw more detailed comparisons between the Millar and the Wife of Bath. Feeds forward to the study of Shakespeare in Terms 5 and 6 and then key texts such as 'Macbeth', 'The Crucible', 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and Men', where students will be applying their contextual knowledge to their understanding of the text. Also feeds forward to the study of the set texts in GCSE Literature.	**Retrieve:** Status	1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Read the Wife of Bath's portrait and annotate as a class. Students identify 3-5 short quotations and explore them in their exercise books. Students begin to consider how the Wife of Bath's presentation compares to the Millar.	
Lesson 14 – KG: To compare how the Millar and the Wife of Bath are presented	**Lesson 14 –** This lessons intends to allow students to explore the comparisons between how Chaucer uses language to present the similarities and differences	**Lesson 14 –** **New:** Compare **Retrieve:** Connectives/Synonym/Antonym	**Lesson 14 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students recap their first impressions of the similarities and differences	Reading Journal and Vocabulary Retrieval.

	between the Millar and the Wife of Bath. Feeds on from the study of previous myths and legends studied and comprehended, as well as thematically linked to the Bible Studies Unit. Feeds forward to next lesson where students learn how to write a comparative analysis of the two characters. Feeds forward to the study of Shakespeare in Terms 5 and 6 and then key texts such as 'Macbeth', 'The Crucible', 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and Men', where students will be applying their contextual knowledge to their understanding of the text. Also feeds forward to the study of the set texts in GCSE Literature, particularly the Anthology and Unseen Poetry comparisons.		between the Millar and the Wife of Bath. Students complete a Venn Diagram to consider comparisons between the Millar and the Wife of Bath. Students complete the compare and contrast worksheet. Students then decide upon their 2-3 pairs of quotations comparing the Millar and the Wife of Bath and ensure they are exploded in their books.	
Lesson 15 – KG: To understand how to write a comparative analysis between the Millar and the Wife of Bath	**Lesson 15 -** This lessons intends to introduce students to how write a comparative analysis and how this is to be planned and structured, giving them a model for how to write their comparison of the	**Lesson 15 –** **New:** Seven Heavenly Virtues **Retrieve:** Traits	**Lesson 15 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students recap their comparisons between the Millar and the Wife of Bath and ensure that their	

	Millar and the Wife of Bath. Feeds on from the study of previous myths and legends studied and comprehended, as well as thematically linked to the Bible Studies Unit. Feeds forward to next lesson where students complete the comparative assessment. Feeds forward to the study of Shakespeare in Terms 5 and 6 and then key texts such as 'Macbeth', 'The Crucible', 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and Men', where students will be applying their contextual knowledge to their understanding of the text. Also feeds forward to the study of the set texts in GCSE Literature, particularly the Anthology and Unseen Poetry comparisons.		quotations have been exploded in their books to help support them in their assessment. Teacher models and comparative overview and comparative mini PEE paragraph. Students pick one of their pairs of quotations and uses the model to practice writing a comparative mini PEE paragraph. Students can then peer mark for improvements.	
Lesson 16 – KG: To compare how the Millar and the Wife of Bath are presented	**Lesson 16 –** This lesson intends for students to complete their first comparative analytical writing assessment, by comparing how Chaucer uses language to present the similarities and differences between the Millar and the Wife of Bath.	**Lesson 16 –** N/A	**Lesson 16 –** 1.) Students read through their planning and re-familiarise themselves with the modelling and practice from last lesson. 2.) Students use their planning, previous practice and the modelling to complete their assessment.	

	Feeds on from the study of previous myths and legends studied and comprehended, as well as thematically linked to the Bible Studies Unit. Feeds forward to the study of Shakespeare in Terms 5 and 6 and then key texts such as 'Macbeth', 'The Crucible', 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and Men', where students will be applying their contextual knowledge to their understanding of the text. Also feeds forward to the study of the set texts in GCSE Literature, particularly the Anthology and Unseen Poetry comparisons.			
Lesson 17 – KG: To explain what the Seven Deadly Sins are and identify these sins in the Wife of Bath and Millar's Portraits	**Lesson 17 –** This lesson intends to give students the opportunity to explore the Seven Deadly Sins in more detail and link these to their analysis of the Millar and Wife of Bath's Portraits. Feeds on from the study of previous myths and legends studied and comprehended, as well as thematically linked to the Bible Studies Unit. Feeds forward to next lesson where students will read and explore a final	**Lesson 17 –** **New:** Pious **Retrieve:** Paradise	**Lesson 17 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students recap what the Seven Deadly Sins are and match the sins to the images. Students write an explanation of what the Seven Deadly Sins are. Students look back at the Portraits of the Millar and the Wife of Bath and identify the sins that the characters might be going to the Pilgrimage to seek forgiveness for.	

			Students list the sins of the two characters and use quotations as evidence.	
	Portrait from 'The Canterbury Tales'. Feeds forward to the study of Shakespeare in Terms 5 and 6 and then key texts such as 'Macbeth', 'The Crucible', 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and Men', where students will be applying their contextual knowledge to their understanding of the text. Also feeds forward to the study of the set texts in GCSE Literature.			
Lesson 18 – KG: To analyse how Chaucer uses Middle English in his poetry for deliberate effect.	**Lesson 18 –** This lessons intends to develop students understanding of Middle English and how this has developed to the version of English we speak today. Feeds on from the study of previous myths and legends studied and comprehended, as well as thematically linked to the Bible Studies Unit. Feeds forward to next lesson where students will use their knowledge of Chaucer's use of language to plan and write their own poem in the style of Chaucer. Feeds forward to the study of Shakespeare in Terms 5 and 6 and then key texts such as 'Macbeth', 'The	**Lesson 18 –** **New:** Modest **Retrieve:** Gallantry	**Lesson 18 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students complete a matching exercise for Middle English to Modern English. Challenge is Middle English words without their matches to work out. Students cross out modern English words and replace in the Portrait of the Squire with the words they have learnt from the starter. Students then given words to put into the blanks with a partner. Students given translations of the 'blanks' words and then have to work out which one matches which one in the translation, writing them in	Reading Journal and Vocabulary Retrieval.

	Crucible', 'Animal Farm', 'The Lord of the Flies' and 'Of Mice and Men', where students will be applying their contextual knowledge to their understanding of the text. Also feeds forward to the study of the set texts in GCSE Literature.		place. Students to go around the room and listen to everyone's Portrait of the Squire and see if they achieved the same poem or different results.	
Lesson 19 – KG: To create a piece of descriptive writing in the style of Chaucer	**Lesson 19 –** This lesson intends for students to use everything they have learnt in this unit to write in the poetical style of Chaucer in creating a poem about someone they admire. They will think back to their previous assessment this term and consider their targets on how to use language for deliberate effect. This feeds on from previous writing assessments, such as the parable from last term and their own myth and legend from Term 1, where students had to use language choices for deliberate effect. Feeds forward to next lesson where students will write their final draft of their poem. Feeds forward to future writing assessments, such as their Workhouse report	**Lesson 19 –** **New:** Temperate **Retrieve:** Simile	**Lesson 19 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students to look at an image and say what they like/admire about some people on the board. Challenge is to use a metaphor and/or a simile. Students identify features that they admire or like about the person they have chosen to focus on for their poem. They can be both physical and traits. Teacher to model examples in blank space for students finding task difficult. Students come up with similes from their lists linking their physical features to natural elements. Students come up with fifteen of these, which will help form their poem.	

	when studying the 19th Century and creative writing from the point of view of future characters from texts they will study. Also feeds forward to the GCSE Language Narrative and Transactional Writing sections of the exam.			
Lesson 20 – KG: To create a piece of descriptive writing in the style of Chaucer	**Lesson 20 –** This lesson intends for students to use everything they have learnt in this unit to write in the poetical style of Chaucer in creating a poem about someone they admire. They will think back to their previous assessment this term and consider their targets on how to use language for deliberate effect. This feeds on from previous writing assessments, such as the parable from last term and their own myth and legend from Term 1, where students had to use language choices for deliberate effect. Feeds forward to future writing assessments, such as their Workhouse report when studying the 19th Century and creative writing from the point of view of future characters from texts they will study.	**Lesson 20 –** **New:** Veneration **Retrieve:** Personification	**Lesson 20 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students to look at some images and come up with a natural feature for each. Challenge is to make it personification. Students to either use their person from last lesson, or pick a new person. They will look at the person's appearance, personality and ambitions they have. Students come up with similes from their list of features they brainstormed, linking their features to natural elements. Students come up with twenty of these. Students draft up their twenty sentences into a neat poem in their books. Students read their descriptions either to the class or in pairs, naming one	Reading Journal and Vocabulary Retrieval.

	Also feeds forward to the GCSE Language Narrative and Transactional Writing sections of the exam.		thing they like about the descriptive poem and why. 3.) End of Unit.	