|  |  |  |
| --- | --- | --- |
| SOW | Staff | Tasks |
| Harris Burdick | CST | 1. Create a glossary of the key terms:    * Form    * Metaphors    * Alliteration    * Adjectives    * Verbs    * Adverb    * Personification    * Pronoun    * Stage Directions    * Pauses    * Onomatopoeia    * TiP ToP Paragraphing rules    * Pathetic Fallacy    * Brackets    * Dash    * Noun    * Narrative Perspective    * Subordinate clause    * Sentence types: minor, simple, compound, complex    * Colon    * Semi-colon    * Simile    * Senses 2. Write a travelogue about the last place you visited including similes, metaphors, personification and adjectives. 3. Choose your favourite book and re-write a paragraph from a different narrative perspective. 4. Describe your favourite place using the five senses (try to avoid writing ‘I can see/smell/hear...). 5. Write a paragraph to describe your favourite song using different types of sentences. |
| Holes & Youth Justice | JRO | 1. Create a glossary of key terms: language, structure, narrative hook, inference, dissonance, disruption, dread, enigma, anecdote. 2. Research Louis Sachar. Write down what you can find out about his life and what might have influenced him to write Holes. Search for the ‘historical context’ too. 3. Create character profiles for each of the main characters. Include information about: physical appearance, personality traits, career and education, important life stages and milestones, character’s role in the story. 4. Write a paragraph about how the writer creates tension in an important scene from the book. 5. Find a newspaper article (online or otherwise) about a trial. What are the key facts? What are the key opinions? |
| Gender | JWO | 1. Research and create a timeline for the development of the suffragette movement and women’s rights to vote. 2. Create a leaflet for other year seven students that informs them of current equality laws. 3. Interview as many different family members to find out about their jobs and the different roles of the genders within the industry. 4. Research gender equality in the following countries: Rwanda, Iceland, United States. 5. Research LGBTQ+ laws around the world. |
| Poetry through the Ages | BCO | 1. Research Romantic Period (1780 – 1850) 2. Read poetic features terms and definitions 3. Create anthology of poems from the time period 4. Rehearse poems by reading out loud 5. Turn poems into pictures and label the images with quotations |
| The Tempest | CHU | 1. Watch an edition of The Tempest and discuss the plot. 2. Prospero is a magician. Even today, audiences are   interested in magic and mystery. Find out about magic and alchemy in Shakespearean London. How do you think a Shakespearean audience would have reacted to Prospero? Why?   1. Britain has a colonialist history. Find out more about the countries England colonised. 2. Create a timeline of events for the play. 3. Read the ‘Quoting Shakespeare’ poster. Which of these figures of speech do you use? What do they mean? |
| Sherlock Holmes | CHU | 1. Lots of things influenced the character of Sherlock Holmes. But many characters today have been influenced by Sherlock Holmes. Find out about how Sherlock Holmes has influenced detective stories   since it was published.   1. Research the Victorian Gentleman. How do Sherlock and Watson fit into that archetype? 2. What is the rising action, falling action, and resolution in the story "The Adventure of the Speckled Band"? Use Freytag’s pyramid to support you. 3. Create a timeline of events in the story. 4. Discuss the conventions of crime fiction stories. How does this story fit with this genre? |
| Speeches | TGO | 1. What do you feel strongly about? Choose a topic and create a research file. 2. Who has influenced you? Either interview that person or write an interview that you would do with that person. 3. Create a list of more complex vocabulary that you can use in your lessons. 4. Select a topic that interests you and write a 1 minute speech explaining about it. 5. Research famous speeches from throughout history. |
| WWI Poetry | BCO | 1. Research WW1 Period (1914 – 1918) 2. Read poetic features terms and definitions 3. Create anthology of poems from the time period 4. Rehearse poems by reading out loud 5. Turn poems into pictures and label the images with quotations |
| Curious Incident | RDA | 1. Create a series of flashcards in which you explain how each of these themes is shown in the play: truth/lies, growing up, logic vs. emotion, trust, and mystery. 2. Watch the video https://www.youtube.com/watch?v=K2P4Ed6G3gw and discuss how you think having Asperger’s syndrome affects Christopher’s daily life. 3. Research and make a list of five fictional detectives, describing their role in the novel or play they feature in. How does Christopher relate to these characters? 4. Create a storyboard detailing the ideal day for Christopher. What would it involve? Who else might be there? Explain your choices. 5. Some people have said that the play is not very suitable for teenagers because it contains a lot of swearing and because it deals with depressing subject matter. Discuss whether you agree or disagree with this, explaining your reasoning. |
| Macbeth | CHU | 1. Watch an edition of Macbeth and discuss the plot. 2. Create a literature features vocabulary help sheet. e.g. rhyming couplets, iambic pentameter, foreshadow. 3. Research the hierarchy of the British aristocracy. With this in mind, why might the Lords stand up to Macbeth? 4. Create a bank of quotations for the theme of “ambition” in the play. Explain how these quotes support this theme. 5. Create a timeline of events for the play. |
| D.H Lawrence | JRO | 1. Do some independent research on Breach House and DH Lawrence’s birthplace. You can use this link to help: <https://www.lleisure.co.uk/d-h-lawrence-birthplace-museum/> 2. Do a freewrite for three minutes to ‘warm up’ for your creative writing. Write non-stop and let the ideas flow. Your starter sentence is: The miner groggily made it home. 3. Find out more about the types of narration. You can research 1st and 3rd person, as well as omnipotent and unreliable narrators. 4. You’ll have been reading ‘The Odour of the Chrysanthemums’. Use 10 new words in sentences of your own. 5. Use the Freytag pyramid to create a tense short story of 100 words. Visit <https://www.youngwriters.co.uk/competitions/KS3-4> for submission details. |
| Lord of the Flies | DCH | 1. Later in life, William Golding faced the fact he had been a bully at school – this was one of his inspirations for the book. Find out what he said about himself and his childhood behaviour. 2. The background context of this novel is WW2. What connections can you make between the events of the novel and war? Make a list. 3. One of the main themes of the novel is the balance between freedom and responsibility. This is a very topical issue as the law tries to catch up with advances in social media. What rules do you think there should be about what you can and can’t post online? What sort of things should be made illegal? 4. Create a timeline of what happens to a character. 5. Create a glossary of all the new words you have learned during this unit. |
| Unheard Voices | HBA | 1. Research life on a slave ship 2. Create a list of punctuation you could use in a piece of creative writing. Add an example for each. 3. Write a conversation between two people using direct speech. 4. Identify some different narrative perspectives from books you have at home. Are they 1st, 2nd or 3rd person perspective? How can you tell? 5. Create a timeline of events based on the stories from Unheard Voices. |
| Of Mice and Men | JWO | 1. Research the great depression and create a fact file about a typical person living in 1930’s America. 2. Create a timeline of events that contributed to the great depression. 3. Create character profiles for George and Lenny including any key quotations. 4. Write a newspaper article informing your readers about migrant workers. 5. Research the development of civil rights in America. How would Crooks’ life have been different if the book was set 20 years after it was? |
| Extracts through time | LDA | 1. Create a glossary of key terms: Pathetic Fallacy, Personification, Mood, Atmosphere; Structural techniques: Focus/ focus shift, different types of sentences, paragraph lengths.  2. Research life in Victorian England for people of different class.  3. Build confidence in understanding language by reading a Victorian text or extract e.g. Oliver Twist  4. Create a ‘mood board’ that depicts an aspect of Victorian life.  5. research famous people of the Victorian era. |
| Winter and Weather | BCO | 1. Research Robert Frost (1874-1963) 2. Read poetic features terms and definitions 3. Create anthology of poems from the time period 4. Rehearse poems by reading out loud 5. Turn poems into pictures and label the images with quotations |
| Romeo and Juliet | CHU | 1. Watch an edition of Romeo and Juliet and discuss the plot and key characters. 2. Read the Shakesclear version of Romeo and Juliet to develop understanding of the plot. (Available on your English Teams) 3. Research Shakespeare’s Tragedies. What are the characteristics and style of these plays. Can you identify any of these in ’Romeo and Juliet?’ 4. Create a timeline of events for the play. 5. Create a bank of quotations for the theme of “conflict” in the play. Explain how these quotes support this theme. |