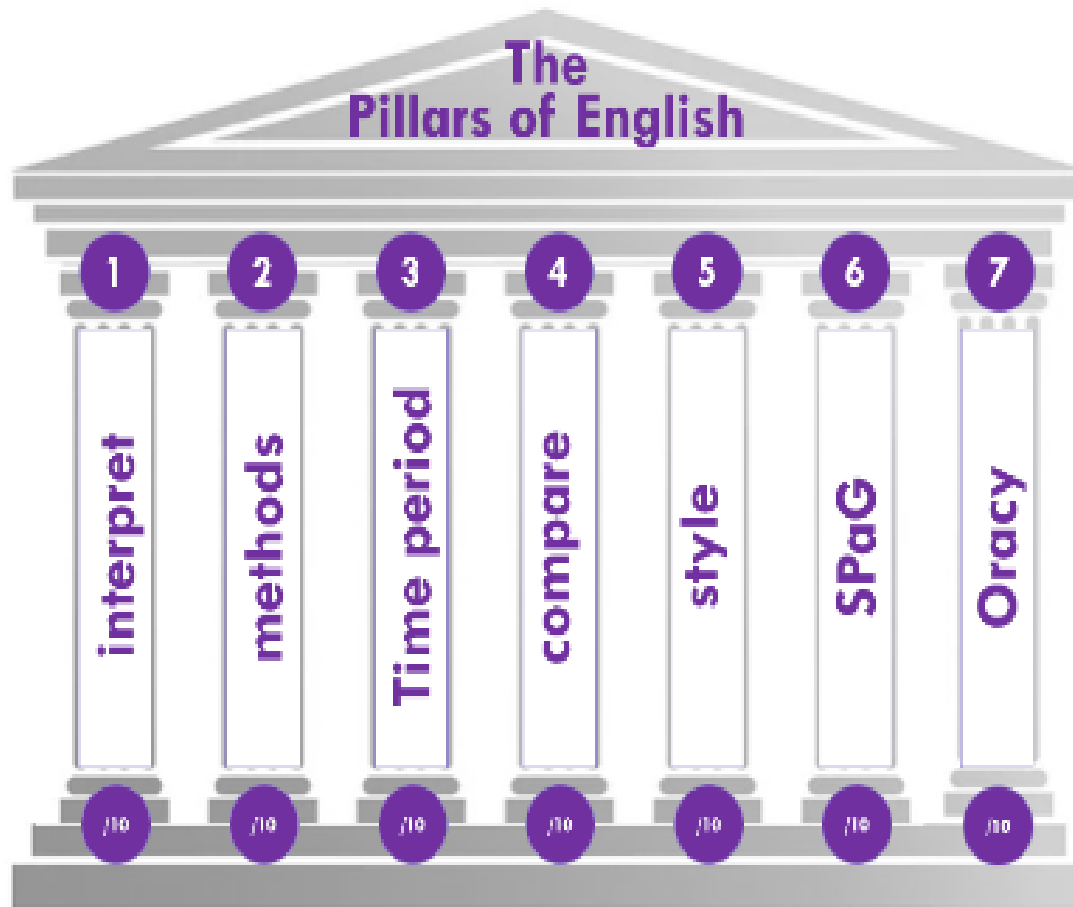


English Year 7: (Heroes and Villains)

Assessment Opportunities:	Literacy/Reading opportunities:	CEIAG Links:
<p>Personalised: Big Write (% marked for Pillars 1,2,3): ‘How does Dickens present Bill Sikes as a villain?’ ‘How does Bram Stoker present Dracula?’</p> <p>Collective: Vocabulary Assessment (% marked): façade, erratic, malice, noble, malevolent, inspirational, selfless, innovative, revolutionary, abhorrent.</p> <p>Students are tested on synonyms, antonyms, definitions and application of the word in a sentence.</p> <p>How is Heathcliff presented as a villain?</p>	<p>Extracts from a range of texts, including <i>Oliver Twist</i>; <i>The Adventure of the Speckled Band</i>, <i>Harry Potter</i>; <i>The Lion, The Witch and The Wardrobe</i>; <i>East of Eden</i>; <i>Orangeboy</i>.</p> <p>Non-fiction: Charles Darwin’s ‘Theory of Evolution’, Lombroso’s ‘Theory of Criminality’.</p>	<p>CEIAG Links:</p> <p>Historian Police Detective Criminologist Psychologist</p>

Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”



Pillar 1 'Interpret': This assesses a student's ability to make personal inferences about characters and plot events they are studying.

Pillar 2 'Methods': This assesses a student's use of subject terminology and its accuracy. It also assesses how well they can analyse the methods that are being used by the writer for effect.

Pillar 3 'Time Period': This assesses a student's knowledge of the contextual time period they are studying and how it has shaped/influenced the text.

Pillar 4 'Compare': This assesses a student's ability to make connections between texts- both similarities and differences.

Pillar 5 'Style': In line with the writing strategy, this assesses a student's use of writing conventions and their ability to switch between demands of persuasive and creative writing.

Pillar 6 'Spag': This assesses a student's written clarity- their use of spelling, grammar, punctuation and use of structural organisation.

Pillar 7 'Oracy': This assesses a student's spoken word – the ability to alter tone, body language and volume of delivery to suit an audience.

Assessment tasks			Career Links	Tier 2 Vocabulary Assessment.			Additional information
<p>Week 2 Lesson 8 : Big Write: How has Dickens presented Bill Sikes as a villain? [Personal feedback]</p> <p>Week 7 Lesson 25: Vocabulary Assessment. [Self-marked/Collective feedback sheet]</p> <p>At KS3, students will be given vocabulary sheets to revise for their vocabulary assessments.</p> <p>This homework will allow students to prepare for their termly assessments on 10 selected Tier 2 words which relate to their scheme of learning.</p> <p>The impact of homework will be evident through low stake quizzes on vocabulary which happen regularly throughout schemes of learning.</p>			<ul style="list-style-type: none"> - Historian - Police/Detective -Criminologist -Psychologist 	<p>1. Façade.</p> <p>2. Erratic.</p> <p>3. Malice.</p> <p>4. Noble.</p> <p>5. Malevolent.</p> <p>6. Inspirational.</p> <p>7. Selfless.</p> <p>8. Innovative.</p> <p>9. Revolutionary</p> <p>10. Abhorrent.</p>			<p>✓ The following grammatical terms are used and applied in this unit:</p> <ul style="list-style-type: none"> ▪ Simple sentence ▪ Compound sentence ▪ Complex sentence ▪ Holophrastic sentence ▪ Adjectives ▪ Simile ▪ Allusion ▪ Foreshadowing ▪ Verbs ▪ Antagonist ▪ Protagonist ▪ Zoomorphism ▪ Symbolism <p>Note: Class annotations to be modelled via a visualiser. When possible, link back to the previous scheme of learning as much as possible to make connections for the students.</p> <p>Green pen tasks are planned in.</p>
Lesson	Learning objective	Prepare for learning	New information				Clarify understanding
1	TBAT: explore one of the oldest literary heroes	Remembering what you have been taught previously is really important! Every skill you are learning now will make you and excellent student across each year of your studies!	Define protagonist and antagonist.	Read Gilgamesh.	Draw an illustration of the mighty Gilgamesh! Around your drawing, write down any pieces of language from the extract that present him as heroic. How has the writer presented Gilgamesh in this extract?	<ol style="list-style-type: none"> 1. What is a protagonist? 2. What is an antagonist? 3. Who was Gilgamesh's enemy? 4. What is an adjective? 5. What is a simile? 	

		Who do you think is the ultimate hero and the ultimate villain?				<p>6. What was Hades God of?</p> <p>7. Name a monster from Greek mythology.</p> <p>8. What is the 5 point structure of a story?</p>	
2	TBAT: Analyse the presentation of Dracula	<p>1. 4 things you learn about Dracula</p> <p>2. What makes Dracula a stereotypical antagonist?</p>	<p>What are our impressions of Dracula? Does the presentation of Dracula differ in each clip?</p>	<p>Read the extract and highlight at least 5 effective pieces of vocabulary that describe Dracula's appearance. Explain the image each word creates.</p>	<p>Victorian context. Analysis of a quote.</p>	<p><i>How does Bram Stoker present Dracula in this extract?</i></p>	
3	TBAT: Use the story of Screwtape as a creative stimulus	<p>What have you learnt about the devil in R.E?</p>	<p>List 4 things you learn about C.S Lewis. <u>Who is the devil?</u> Record 5 facts you learn about the origins and beliefs surrounding the devil. *Can you add anything from your own knowledge?</p>	<p>Over time, there have been lots of interpretations of the devil in literature and film. <i>As we watch this clip from Doctor Who, highlight any of your adjectives from the bell work task that apply to this interpretation of the devil.</i></p>	<p>TASK: Imagine that you are Screwtape writing your next letter to Wormwood OR create your own devil character writing a letter to your student or heir...</p>	<p>1. How have you made your letter convincing? 2. Can you label where you have met our success criteria?</p>	
4	TBAT: Make initial comments on Bill Sikes' character.	<p>List four facts you learn about Charles Dickens after watching this video</p>	<p>Summarise the plot of <i>Oliver Twist</i> in no more than 50 words. As you listen to this song, note down anything that we learn about the character.</p>	<p>Personal response</p> <ul style="list-style-type: none"> ✓ My first impressions of Bill Sikes are... ✓ I think Charles Dickens included a villain in his novel because... 	<p>Read the description of Bill Sikes and:</p> <p>1. Highlight any words / phrases that suggest Bill Sikes is a villain</p>	<p>What have we learnt about Bill Sikes as a character? Fill in your character grid</p>	

				<p>✓ The character of Bill Sikes links to the context because...</p>	<p>2. Label the word class of key words</p> <p>3. Explain the effect of the word (what does the word make the reader think of?)</p> <p>Draw Bill Sikes and label him with quotes</p>	
5	<p>TBAT: Expand our knowledge of Bill Sikes.</p>	<p>1. People are born evil.</p> <p>2. No-one is born evil- all behaviour is learned and a product of environment.</p> <p>Which do you believe and why?</p>	<p>1. What has an influence on who you are as a person?</p> <p>2. What has the biggest influence on your life decisions?</p> <p>3. Do you think where you were born has had an impact on you?</p> <p>4. What is more powerful- your genes or the behaviour you witness around you?</p>	<p>From what you have seen so far, is Bill a result of his genes or the environment he has grown up in?</p> <p>1. Why might we feel sympathy for Nancy in 'Oliver Twist'?</p> <p>2. How might that impact our attitude towards Bill who ruthlessly kills Nancy?</p> <p>3. Is there any sympathy to be felt for Bill Sikes?</p>	<p>Read Nancy's murder. Your assessment will be on this extract.</p>	<p>Highlight any pieces of language which demonstrate Bill Sikes is a villain. We will annotate this extract next lesson!</p>
6	<p>TBAT: Prepare for our upcoming Big</p>	<p>Can you write the missing words from these quotations in your book?</p>	<p>What adjectives can we use to describe Bill Sikes?</p>	<p>Complete your assessment plan</p>	<p>Practise! Let's have a class attempt at creating 1 WHW.</p>	<p>1. What is an adjective?</p> <p>2. What is a verb?</p> <p>3. What is a simile?</p> <p>4. What are the three different types of sentence</p>

	Write on Bill Sikes		<p>What words will you use in your essay to show your impression of him?</p> <p>We will now annotate under the visualiser the language which we think Dickens has deliberately used to portray Sikes as a villain!</p>			you can use in your writing?	
7	TBAT: Annotate a model answer to understand the requirements of our Big Write.	<p>In your books, write down the impression you have gained of Bill Sikes. List 4 adjectives to describe him.</p>	How do we answer a Big Write like this?	<p>On the pre-model, label where the student has made a: What point How quote Why analysis Context time period</p>	<p>What has the student done well? What could have been improved?</p>	Last chance to practise! 'Explode' these quotes.	
BIG WRIT E ASSESSMENT	<p>TBAT: Complete our assessment on Bill Sikes in our assessment books.</p> <p>To be marked with 1 celebration</p>	<p>How does Dickens present the villain Bill Sikes in the novel 'Oliver Twist'?</p> <p>-You can write about how Dickens presents Bill Sikes in this extract.</p> <p>- You can write about how Dickens presents Bill Sikes anywhere in the wider novel.</p>	Students may access their plan.				

	and 3 purple pen questions.						
9	TBAT: Annotate the language used to describe Dr. Roylott.	Use your detective skills to answer the following question in your book. Based on the contextual information on the left, why do you think that Victorians enjoyed detective books so much? Answer in full sentences	Below are the most popular conventions of a detective novel. Choose the five that you think are most important, and explain why.	We are going to read the facts of a case called <i>The Speckled Band</i> . As Holmes listens to Helen Stoner, he takes in all the facts. He would try to pick out points which may be significant to his case. Read the following with the sharp eye of a detective. Underline any parts of the text which you feel may be significant. Add an explanation of why you have selected a certain part. What impression does the extract give you of Dr. Roylott?	Similarities and Differences between Bill Sikes and Dr. Roylott?	Similarities and Differences between Bill Sikes and Dr. Roylott? Green pen to improve answer.	
10	TBAT: produce a What, How, Why paragraph on Dr Roylott.	Name one similarity between Sikes and Roylott. Name one difference.	Record the plot of <i>The Speckled Band</i> in 10 bullet points:	C In pairs, complete the worksheet to show what Dr Roylott is like- after reading the extract given	All of the quotations on this slide describe Dr Roylott. Choose one quotation and explode it to explain: 1. How Arthur Conan Doyle presents the character of Dr Roylott	Choose one of your quotations and create a WHW paragraph that analyses how Arthur Conan Doyle presents Dr Roylott as a villain.	Reading booklet – week four

					2. The effect of the description on the reader	
11	TBAT: Explain how context impacts the presentation of villains.	5 challenge questions.	Introduction to Cesare Lombroso. Match up the laminated red and green cards.	<ol style="list-style-type: none"> 1. What do we learn about the Victorians from Cesare Lombroso's theory? 2. What are the dangers of this theory? 3. Why do you think Lombroso's theory is now widely considered racist? 	<p>Look again at the description of Bill Sikes. On your copy, label where you can see links to Cesare Lombroso's theory.</p> <p>Look again at the description of Dr Roylott. On your copy, label:</p> <ol style="list-style-type: none"> 1. Any references to Dr Roylott being rich or being well-respected 2. Where Dr Roylott begins to change – what happens to his personality? 	Compare how the writers present the characters in the extracts as villains. Complete comparison grid.
12	TBAT: Respond to assessment feedback to improve our Big Write.	<p>What skills was our Big Write testing?</p> <ol style="list-style-type: none"> 1. Can you make an interpretation of a character and find a supporting quote? 	In one colour, highlight anywhere in the model response that the student has made their own point or interpretation about Bill Sikes [the clue is to spot adjectives they have used to describe him!]	<p>Green pen improvements:</p> <p>Could you discuss how Sikes links to Lombroso's theories of criminals?</p> <p>Could you explain how Sikes is different to Roylott and why?</p>	<p>Write one sentence in green pen explaining how your Big Write has been improved. Is it any of the below?</p> <ul style="list-style-type: none"> - I have made a greater range of comments about Bill. - I have discussed more 	

	<p>Select the highest quality response from your class as a model.</p>	<ol style="list-style-type: none"> Can you label a key word and explain its effect on you as a reader? Can you link back to the time period of the novel? 	<p>In a different colour, highlight the quotes they have included. In a different colour, highlight any use of subject terminology (nouns, verbs, similes, zoomorphism) and what they have said is the impact of that word. In your final colour, highlight where they have referred back to the Victorian era [Lombroso, Charles Darwin, poverty in Victorian England]</p>	<p>Had you labelled the subject terminology in your quote?</p>	<p>contextual factors such as Lombroso and Charles Darwin.</p> <ul style="list-style-type: none"> I compared Bill to Dr. Roylott to show the contrast. I labelled the key words in my quotes. 		
13	<p>TBAT: Write a setting to match a villain's character.</p>	<p>When we studied Myths and Legends, we looked at the importance of setting in narrative stories. What settings have we previously described or read of? How did Dickens use the setting of London to inspire Bill Sikes?</p>	<p>Re-cap:</p> <ol style="list-style-type: none"> What is a simile? What is pathetic fallacy? What is juxtaposition? What is alliteration? What is personification? 	<p>What is the atmosphere like in this description from Oliver Twist? What does the setting tell us about Bill Sikes?</p> <p>Read the extract about the Yorkshire moors.</p> <ol style="list-style-type: none"> What sort of character might you expect to encounter there? What sort of atmosphere (mood) is created? How does the writer want the reader to feel about the moors? Why might this be a good setting used to introduce a villain? <p>Class annotation of Moors extract.</p>		<p>TASK: Use the setting description of the moors to create a description of a character who lives there. Use the Bill Sikes description from the beginning of the lesson to help you.</p> <p>Let's listen to some examples.</p> <p>Be ready – I'm going to select people to offer some verbal feedback!</p>	<p>Reading booklet – week five</p>

14	TBAT: To analyse the presentation of Heathcliff	Where does Heathcliff come from? What causes him to turn into a villain? What are our expectations of his character?	What are our first impressions of Heathcliff's character? Do you think this meets our expectations of a good back story for a villain? Why/why not? Does any of the language used here suggest that he will become a villain?	Explode the language choices in this extract [Heathercliff as a child]. Use the questions on the sheet to help you. Now work independently to analyse the presentation of Heathcliff as an adult.	How is Heathcliff's character presented in the extract?	Bright Sparks: Can you use this model to add to your original answer?	
15	TBAT: Answer 'How is Heathcliff presented as a villain?'	TASK: Create a mind map and copy down all of the ones that apply to Heathcliff.	How is Heathcliff presented in this scene? What different elements of his character are revealed?	TASK: Can you identify 3 quotations that present Heathcliff as a villain?	How is Heathcliff presented as a villain in this extract? Choose a quote to analyse.		
16	TBAT: Evaluate whether Heathcliff is a victim or villain	<ol style="list-style-type: none"> Can you ever feel sympathy for a villain? Is Dr. Roylott, Bill Sikes or Heathcliff most deserving of sympathy? 	How is Heathcliff presented in this extract?	At what moments is Heathcliff presented as a victim and at which is he presented as a villain? Are there moments when he is both.	Read the extract. For each quote, write down two ways it might be interpreted to show Heathcliff as a <u>victim</u> or a <u>villain</u>	<i>A student has said: "Heathcliff is clearly a villain. To what extent do you agree?"</i> Now add an alternative paragraph to argue that he is presented as a victim.	
17	TBAT: explore and interpret heroes in Lord of the Rings	Analyse a hero of your choice from a book, film or T.V. programme. <ol style="list-style-type: none"> What are they like? 	What is 'The Lord of the Rings' about? Video.	In front of you is a grid of the 9 characters that make up The Fellowship of the Ring. This is the group of heroes who originally set out on the quest to	Create a character description of your favourite hero to show what they are like.	Leave you book open at your paragraph and stand behind your chair holding the post-it. Move around the room until you find a word,	

		<p>2. What characterises them as a hero?</p> <p>3. Do they conform (meet) or subvert (do not meet) our expectations of a hero?</p>		<p>destroy the ring of power – the evil force in Middle Earth.</p> <p>1. In your book, rank the characters from most heroic to least heroic.</p>		<p>phrase or sentence you like and then write it on your post-it.</p> <p>Return to your seat. Let's hear some of the ideas we magpied!</p>	
18	<p>TBAT: Annotate language to assess between a protagonist and an antagonist.</p>	<p>Can protagonists and antagonists ever have anything in common?</p>	<p>1. Which character is the hero and which is the villain?</p> <p>2. Explode a quotation from each character description to show how it suggests they are heroic/villainous (use the bits in bold!)</p>	<p>Why might this be surprising?</p> <p>Which one of these heroes subverts our expectations and why?</p> <p>Bright Sparks: Why do you think Tolkien juxtaposes these heroes? What is his desired effect on the reader?</p>	<p>1. Look at the character you have been given on your side of the class.</p> <p>2. Working independently, annotate the language in the description in detail by answering the questions around the outside.</p>	<p>Find someone who looked at the opposite character to you. You have 6 minutes to exchange annotations!</p> <p>What do we learn about heroism from the characters of Boromir and Aragorn?</p>	
19	<p>TBAT: explore and interpret heroes in Lord of the Rings</p>	<p>Choose one of your Tier 2 words for this half-term and explain to your classmate what the word means.</p>	<p>Why do you think Tolkien wanted to make a comparison between Aragorn and Jesus?</p>	<p>Video.</p>	<p>Your Task: Create a description of Aragorn when he is crowned King.</p> <ul style="list-style-type: none"> ▪ <i>How can we create an effective description? ></i> 		

					<i>How can we innovate Tolkien's techniques?</i>	
20	TBAT: Edit our work according to effective writing strategies	What ingredients would you say are the most important for an outstanding piece of writing?	Return to your writing on Aragorn from last lesson. Tick those in your table that you achieved last lesson.	Look at this example. Referring to your table, lets annotate for the marks they would achieve. What is missing from their work which could be improved?	Your challenge today is to re-write your description of Aragorn, ticking off items in your table that you incorporate into your writing!	Self-mark. You will now annotate your writing in green pen to demonstrate what you have included and where you should secure marks for your writing. Your Task: In your book, write down in green pen what you think your current strength is in writing. Write which area you need to improve on.
21	TBAT: Analyse how C.S Lewis uses language and structure to introduce characters.	Read the extract from The Lion, The Witch and the Wardrobe independently. Highlight any moments which you think would be of particular interest to the reader.	What is the plot of the novel? What do we know about these characters? List 4 things you learn from this extract about Lucy and her experience in the wardrobe.	How is the camera used to create an interesting sequence for the viewer? How are close up, middle and long shots used? How has C.S Lewis structured the text to interest the reader? Task 1: In the empty column, label the: 1. Hook 2. Character Introduction 3. Development Turning Point	Now we are going to imitate the structure and techniques used by C. S. Lewis to create our own narrative. Create your own piece of writing to depict the house and the moment Lucy enters the wardrobe.	Peer Assessment: Use the following sentence starts to give your partner feedback on their writing. + I like the way you have imitated the because... + Your use of Is really effective because... T: To make this even better, you could have imitated the use of In your writing to show...

						T: Next time try using in your work to help create...	
22	TBAT: Analyse how our impressions of Mr Tumnus change.	Which of our Tier 2 words would fit character that has two sides to their personality?	<p>Watch this clip from The Lion, The Witch and The Wardrobe. This is where Lucy and Tumnus first encounter each other. What are your first impressions of these characters? Watch the second from a few moments later in the film. This is the first conversation between Lucy and Tumnus. How have your impressions of these characters <u>changed</u> or <u>developed</u>? Has your interpretation changed?</p>	<p>1. What <u>inferences</u> can you make about Mr Tumnus and Lucy from this description of their walk?</p> <p>Class annotation!</p> <p>At the start of the Chapter, Mr Tumnus seemed... This is seen in the quote... The ----- suggests.... Juxtaposingly, Mr Tumnus then becomes ----- This is seen in the quote. The ----- suggests....</p>			
23	TBAT: Justify our language choices as a writer.	<p>If you were designing your own world, what would it look like? How would it be different from our world? How would humans be able to get to this world?</p>	<p>How do we structure a narrative story according to Freytag's pyramid?</p> <ol style="list-style-type: none"> 1. Setting 2. Character Introduction 3. Development 4. Climax 	<p>What is our class success criteria going to be for this piece of writing?</p> <p>You now have 40 minutes to write your story.</p>	<p>In green pen, annotate your work to justify your language and structure decisions. <i>I included this adjective because...</i> <i>I wanted this simile to</i> <i>I structured my story in this way because...</i></p>		

			5. Resolution				
24	TBAT: Prepare for our upcoming vocabulary assessment	Write down 1-10 in your book. I will define the words on the left. You need to write down which word I am talking about.	Read Chapter 11.	Match the word to the image.	Write a summary of the different villains and heroes you have encountered so far in your unit 'Heroes and Villains'. Challenge: Your summary should try to include all 10 words we will be tested on in our vocabulary test!	For each of your Tier 2 words, create an image which captures their meaning in your book	
25 Vocab Assessment	TBAT: Complete this half-term's vocabulary assessment To be self-marked by students and provided with a collective feedback form.						
26	TBAT: Reach a conclusion based on	Can you label where the language devices	<ul style="list-style-type: none"> What are your main issues? What do you 	Look at the character cards in front of you. Each card tells you their name,	Choose a character that you feel confident is the hero/villain.	Were you right?	

	evidence in a text.	appear in the setting description? Bright Sparks: What sort of atmosphere has the writer created and how?	think you need to do to survive the next 3 days? <ul style="list-style-type: none"> How about the next 3 weeks? How about the next 3 months? 	image and then some key quotations from the novel – either direct speech or description. Using the evidence, can you sort the cards into 3 columns to stick into your book?	Explain how you have reached your conclusion using the evidence.		
27	TBAT: Analyse the presentation of power in a text	<ol style="list-style-type: none"> What is power? Write a definition in your book. What makes someone powerful? What different types of power can you think of? 	There are four main types of power that people can have: personal power, instrumental power, social power and knowledge power. Fill in the table by putting in the type of power next to the correct definition, and then see if you can match this to a character in Lord of the Flies. Use your character cards to help you!	As we read the extract from Lord of the Flies, highlight any quotations that show how powerful Jack is. How does the writer use language to present Jack? Discuss and label your ideas with a partner.	Create your own character description of a powerful figure. (It could be Jack, made up or based on a real person – i.e. a parent, a teacher, a policeman). Try to use some of the techniques Golding used in the description of Jack.		
28	TBAT: Imitate a writer's techniques	<ol style="list-style-type: none"> Write down one thing you have learnt this week. Write down one thing you have learnt this half-term. Write down one thing you learnt last 	This extract is from later in the novel. How does the writer present the change the boys have undergone?	In one colour, highlight any quotations that show evidence of conformity (<i>following or imitating the behaviour of a group</i>). In another colour, highlight any quotations that show evidence of obedience (<i>following the instructions of a perceived authority figure</i>)	What techniques has the writer used to show the power of the group?	Using the same techniques as William Golding, create a description of a group of children fighting. Show evidence of conformity and obedience. <ul style="list-style-type: none"> Consider how you will create tension Consider how you will make it realistic	

		term during Myths and Legends.	Conformity and obedience- Milward electric experiment. 1971 Stanford Prison experiment.	'			
30	TBAT: Imitate an extract from Lord of the Flies	One student has said: "Jack is the most evil villain." To what extent do you agree?	Write a sentence to describe the boys from Lord of the Flies (as shown in the picture). You must include: ✓ A simile ✓ One piece of Tier 2 vocabulary	In this extract, Jack is leading his hunters on a hunt. They are trying to kill a pig to eat. How has the writer structured this text to interest the reader? What is the focus in each paragraph?	Students to write down the focus of each paragraph which will form their plan.	Next lesson, we're going to have a go at innovating this structure to create our own piece of writing to describe a 'hunt' or 'chase'. What other types of 'hunt' or 'chase' could you describe	
31	TBAT: Write a creative piece called 'The Chase'	Look at the words on the left. Which do you think is the most important in making an exciting story?	Look back at the extract from last lesson. What language techniques could we magpie from the extract to use in our writing?	Today's Task: Write a description of a hunt or a chase. Use the planning sheet and the descriptive structure from last lesson to plan your descriptive writing.	Task: Write a description of a hunt or a chase. (40 minutes) - Consider how you will build tension - Consider how you will make it realistic - Please check your accuracy!	Check your work and make sure you are happy that it is accurate. Tick off the language and structural features you have used.	.

<p>32</p>	<p>TBAT: Interpret the character of Professor Umbridge</p>	<p>If you were a headteacher looking to hire a new teacher, what skills and qualities would they need to have? What characteristics would you NOT want them to have?</p>	<p>This lesson, we're going to read part of a Chapter from Harry Potter and the Order of the Phoenix. In the extract, Harry Potter and his classmates are in their first lesson with their new 'Defence Against the Dark Arts' teacher: Professor Umbridge.</p>	<p>Read the extract independently and complete the task below. Once you have read it, find and explode 3 quotations:</p> <ul style="list-style-type: none"> • One to show what she looks like • One to show what she says/how she says it • One to show how others respond to her <p>Extension: Create a character web to show how professor Umbridge fits in with the other villains we have studied.</p> <p>Model exploded quotation: E.g. Professor Umbridge talked over him</p>	<p>A student has said: 'Professor Umbridge isn't your typical villain. She is absolutely infuriating and really gets under your skin'.</p> <p>How far do you agree? Answer in WHAT, HOW, WHY format.</p>	<p>As we're watching the clip of Harry's detention, jot down all of the villainous characteristics Umbridge possesses in your book. Bright Sparks: In what ways does she subvert our expectation of a typical villain</p>	
<p>33</p>	<p>TBAT: Create our own villainous teacher</p>	<p>This character description is boring – it just lists all of the information about the character. In your book, rewrite this description to <u>show not tell</u>.</p>	<p>Write a description of the moment a villainous teacher enters a room.</p> <p>You will need to focus on:</p> <ul style="list-style-type: none"> • their appearance • their movements and interactions • their speech 	<p>As we know, effective writing takes good planning!</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>My teacher will be wearing...</p> </div>	<p>You now have the rest of the lesson to bring your villainous teacher to life!</p>	<p>Extension: Swap with a partner.</p> <ol style="list-style-type: none"> 1. Circle any spelling/punctuation/grammar mistakes 2. Circle any vocabulary that could be improved. <p>3. Share what you like about their piece of writing. Have they</p>	

			<ul style="list-style-type: none"> the way other students and the setting reacts to her 	<table border="1"> <tr> <td>My teacher moves like..</td> <td></td> </tr> <tr> <td>My teacher says/speaks...</td> <td></td> </tr> <tr> <td>The student react by...</td> <td></td> </tr> </table>	My teacher moves like..		My teacher says/speaks...		The student react by...			effectively created a sense of the atmosphere?	
My teacher moves like..													
My teacher says/speaks...													
The student react by...													
34	TBAT: Analyse the language used to describe Cathy Ames	<p>This is a quote from East of Eden by John Steinbeck.</p> <ol style="list-style-type: none"> What do you think this means? Do you believe regular humans can be 'monsters'? 	<p>We have looked at several male antagonists this term- how many can you name? How do you think female antagonists are often portrayed? Is there a difference from the way male villains are presented?</p>	<p>Some literary critics have described this character as the 'most evil' ever written. What do you think a character would have to be like to achieve such an infamous reputation?</p>	<p>Write this definition in your books: Zoomorphism: when a writer describes a human in an animalistic way/gives a character animalistic features.</p>	<p>How does Steinbeck present Cathy in this extract? Personal Best for: exploring more than one quotation to build your argument.</p>	<p>What is zoomorphism? Can you deploy it in your own writing? Pick an animal from the pictures below and describe a human with their movements.</p>						

35	TBAT: Use Steinbeck as an inspiration to use zoomorphism in our writing	<p>Write 3 lines responding to this opinion- do you agree or disagree?</p> <p>Why might someone find Cathy more villainous than Bill?</p>	<p>Introduce using verbs to craft character.</p>	<p>Task 2: Think of an animal and write a list of verbs that you associate with its actions. Try to select verbs that emphasise the animal's characteristics.</p>	<p>This villain looks deceptively innocent- just like Cathy Ames! Using <u>zoomorphism</u>, write a character introduction so that you foreshadow to the reader just how evil this villain will really be!</p>	<p>Your classmate will now underline any use of animalistic verbs in your character description.</p> <p>In green pen, write 3 lines explaining what impression you gained of the villain from your partner's use of zoomorphism.</p>	<p>Can you think of any other zoomorphism we use in our day-to-day speech?</p>
36	TBAT: Analyse the difference between the exterior and interior of a character	<p>What was Cesare Lombroso the criminologist's theory about criminals? Do you believe that we can make assumptions about a person's character from their appearance- why/why not?</p>	<p>These killers would be considered modern day, real-life villains. Why might people not have suspected their evil intentions based on their appearance?</p>	<p>In your books, separate the quotes from the novel into 'exterior' of Cathy and 'inner evil'</p> <p>What do you think Cathy might symbolise on a deeper level in the novel? How does her behaviour allude to a previous villain we have explored this half-term?</p>	<p>You must prove using WHAT, HOW, WHY that Cathy's exterior does not match her inner evil!</p>	<p>How does this link quote to Cathy Ames?</p> <p>Are there any other deceptive villains below we have studied so far that hide a 'malformed soul'?</p>	
37	TBAT: Apply our contextual knowledge to new, unfamiliar villains.	<p>Around a bubble in your books, write everything you can recall about the era Bill Sikes was created in.</p>	<p>Using your knowledge of Victoria England, explain why Scrooge's actions might be considered villainous.</p> <p>Which important contextual facts did you not include in your answer? Add them now!</p>	<p>This is a quote Dickens uses to describe Scrooge. Consider how it supports our interpretation of him as selfish in light of the Victorian context.</p> <p>Explode the quote for how it proves Scrooge is unkind.</p>	<p>Next Challenge: In your book, explain what might have influenced the creation of Frankenstein</p> <p>Which important contextual facts did</p>	<p>You have learnt a lot of subject terminology since the start of Year 7. As a class, let's see how many we can verbally explain.</p>	

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				How is this foreshadowed by the simile: "solitary as an oyster?"	you not include in your answer? Add them now!		
38	TBAT: Explore the context of 'The Outsiders'	Which villains have we explored so far that have been considered 'outsiders' or behaved like an 'outsider'? Is being an 'outsider' always a negative thing?	Watch the trailer: Is it easy to determine who the villain or the hero of this story is?	Draw an American flag in the centre of two pages. This will form the centre of your contextual mind-map. We will now read an extract detailing life in the 1960s of America. You have 20 minutes to fill your pages with key information on this time period.	Comprehension questions. Predictions for next lesson: Is it possible for one gang to be more 'villainous' than another	In your book, write one reason why gangs such as Ponyboy's 'Greasers' will have formed in America in the 1960s.	
39	TBAT: Develop our understanding of the Greasers gang members	Before we watch the opening scene of 'The Outsiders', can you write down 3 facts about America in the 1960s in your book?	Using the video, complete your character profile table for your book.	<i>In your book, choose one of the characters from the Greasers gang. Explain how this character subverts our expectation of a gang member</i> In your book, list 4 heroic things Johnny does during the course of the novel. What traits do we see in Johnny?	Read Chapter 6. A student has said: "In this moment, Johnny is enjoying the opportunity to do something good." Using a quote to support you, prove that this student is right!	Do really good people get involved in gangs? How and why might this be?	
40	TBAT: Debate 'Can society itself be the villain?'	What similarities can you see between West Side Story and The Outsiders?	Using the lyrics on screen, write down the reasons Riff loves being part of his gang, 'The Jets.'	Can society be the 'villain'? Which of our villains do you feel 'turned' evil due to society and which were born evil?	Task: In what way can society be held responsible for villains?	Pick one word and explain how it relates to a	

			Using the lyrics on screen, write down what the boys in 'The Jets' hold responsible for their behaviour.			character of your choice this week!	
41	TBAT: Explain how the opening of 'Orangeboy' is designed to be gripping.	Based on the blurb, what themes do you think this book will explore?	<p>We have discussed before the importance of settings in novels.</p> <ol style="list-style-type: none"> 1. What do you associate with fairgrounds and theme parks? 2. What sort of experiences would you expect characters to be having here? 	How has the writer structured the opening of 'Orangeboy' to interest us?	Class debate: Who is responsible for Sonya's death?	Can you think of 3 different shocking openings to a novel that could occur in the setting of a fairground?	
42	TBAT: Analyse language to understand Marlon's feelings	<ol style="list-style-type: none"> 1. What are morals? 2. What traits do you think make someone morally 'good'? 	<p>Orangeboy is set on the Hackney estate in London.</p> <ol style="list-style-type: none"> 1. What impact might this setting have on Marlon's life choices? 2. Does environment always determine your actions? 3. What have we already seen 	<i>Why does Marlon think the police will assume he is guilty in regards to the death of Sonya?</i>	You are now going to write a paragraph for Patrice Lawrence's novel in which Marlon explores his feelings regarding the death of Sonya.	Can you see any connection between Marlon, Riff and the boys from 'The Outsiders'?	

			Marlon be involved with?				
43/44	TBAT: Use an article to inspire creative writing	<p>"It is not easy for Marlon to always make the right choice." In your books, write down whether you agree or disagree with this statement and why.</p>	Read the article.	<p>Extract the key information from this crime. You need to gather evidence to be able to bring this story to life.</p>	<p>You will have 2 lessons to write a creative piece you can be really proud of.</p> <p>Lesson 1: First draft Lesson 2: Final draft (this can go as a 'proud piece' in your assessment book)</p> <p>Following Freytag's pyramid, write a story of the day Veronica was shot in Chicago.</p>	<p>Return to your first draft. Tick those in your table that you achieved this lesson. Thinking ahead to your second draft, what is left to include?</p>	
45/46 This will take 2 lessons.	TBAT: Create a character map of the villains we have studied.	Can you list all of the characters you have encountered this half-term?	<p><i>Revision maps are key to retaining information. In the centre of your mind-map, place 'Heroes and Villains'. You can place villains together that you think have similarities. Along the thread, explain their connections. The presentation of this is key and should take 2 lessons for you to extract all of your notes from your book and transfer them on to this 2-page revision map.</i></p>				