

Year 7 English | Term 2 Private Peaceful

Key Question: How does a writer capture the unpleasant experiences of war for two young boys?

Topic Overview: Through the reading of Private Peaceful, students will learn the context of WW1 and explore the moral/social pressures soldiers faced when joining up for war and the social, emotional and psychological effects it has on the individual. Behind these main themes, students will also develop their understanding of contextual social class and attitudes towards disability through character analysis. Structurally, the novel also explores the power of the narrative flashback and offers the chance for thoughtful, creative writing.

Literacy	Numeracy
Knowledge organisers are introduced at the start of each unit to ensure key vocabulary is integrated into check in activities, main tasks and checkout reviews; key knowledge is also interleaved through the SOL to aid embedding of this into long term memory. Vocabulary support for extracts and sources are also integrated where applicable, as well as opportunities for paired and class discussion embedded into lessons to develop oral literacy.	Students are given the opportunity to develop and apply mathematical thinking strategies in English lessons, identifying structures in texts and word patterns, as well as making predictions based on evidence and checking these predictions at key points in a text. Students are also to apply mathematical questions to analysis of texts, thinking logically and basing inferences and reasoning on data and evidence.

	Lesson Exploration	Lesson Experience(s)	Knowledge and Skills	Key Words
Week 1: Lesson 1	What was life like in the 1900s?	How can context influence a writer's storytelling?	SK1: reading a wide range of fiction and non-fiction SK3: re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.	Family structure chronological monologue

Week 1: Lesson 2	How can I use my inference skills to analyse the book cover?	How does Morpurgo manipulate the sequence of events?	SK4: learning new vocabulary and understanding it with the help of context and dictionaries SK4: making inferences and referring to evidence in the text KN1: knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension SK5: checking their understanding to make sure that what they have read makes sense. SK6: knowing how language presents meaning SK7: recognising a range of poetic conventions and understanding how these have been used SK8: studying setting, plot, and characterisation, and the effects of these SK9: understanding how the work of dramatists is communicated effectively	Symbolism stereotypes enlist propaganda context patriotism jingoism sympathy prejudice speech persuasive suffering trauma psychological
Week 1: Lesson 3	How is the relationship between Tommo and Charlie portrayed?	How is the bond between the Peaceful brothers presented?		
Week 2: Lesson 1	What is life like with Grandma Wolf in charge?	Students will experience reading extracts and working in groups to explore the deterioration of the Peaceful family under the iron fist of Grandma Wolf.		
Week 2: Lesson 2	What is the significance of <i>Oranges and Lemons</i> ?	Students will experience analysing extracts of text to explore Morpurgo's use of symbolism in <i>Oranges and Lemons</i> . Big Joe's disability		
Week 2: Lesson 3	How does Tommo's relationship with Molly and Charlie change?	Students will experience using guided activities to explore the effects of Tommo's changing relationships as he grows up.		
Week 3: Lesson 1	How does Morpurgo present Charlie as standing up for his beliefs?	Students will experience creating an analysis of Charlie's character and consider how Charlie is both maturing and childish at the same time?		
Week 3: Lesson 2	What gender stereotypes is Molly victim to?	Students will experience analysing text extracts to explore early 20th century attitudes towards		

		women and explore how they will have affected Molly's treatment.		
Week 3: Lesson 3	How were young men recruited in WW1?	Students will experience viewing and analysing propaganda materials used in WW1 recruitment.		
Week 4: Lesson 1	How does the Sergeant Major entice young men to enlist?	Students will experience reading the recruitment speech of the Sergeant Major to explore the effect of persuasive devices.		
Week 4: Lesson 2	Why does Tommo decide to enlist in the war?	Students will experience analysing Sergeant Major's persuasive speech to explore patriotism and analyse the reactions of other characters .		
Week 4: Lesson 3	How is Charlie vulnerable to Sergeant Hanley?	Students will experience using guided activities to analyse and interpret Charlie's character and explore the bond between brothers through the analysis of Tommo and Charlie's relationship.		
Week 5: Lesson 1	How is Wilkes presented as a captain to aspire to?	Students will experience making comparisons between the characters of Wilkes and Hanley. to explore the ideas of authority and good leadership.		
Week 5: Lesson 2	Assessment	Students will experience extended writing in timed conditions		

Week 5: Lesson 3	What is life like at the 'front'?	Students will experience reading real life historical accounts of life on the Western front and compare them to Tommo's experience.		
Week : Lesson 1	How does war age young men?	Students will experience analysing text extracts to explore the change in Tommo's character and draw comparison to how war was presented in the Sergeant Major's speech.		
Week 6: Lesson 2	How does Morpurgo present the gas attack? Try Now activities	Students will experience using video and audio clips to explore first hand accounts of the effects of gas in the trenches through Students will draw comparisons to the gas attack in Dulce et Decorum Est. Students will experience individualised feedback and guided 'try now activities' that allows them to progress.		
Week 6: Lesson 3	To what extent do you believe Charlie's treatment is fair?	Students will experience discussions and debates to explore whether Charlie should have suffered the fate he did; students will develop their own opinion on the methods which the military disciplined those they deemed to be 'cowards'.		