![Stanchester Academy logo]

Curriculum Sequencing Overview Unit 2 Lord of the Flies

unit header: **Unit 2 – Lord of the Flies (Part 1)**							
Week	**1**	**2**	**3**	**4**	**5**	**6**	**Half-term**
Date w/b	2nd January	9th January	16th January	23rd January	30th January	6th February	13th February
Home Learning	1. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 2. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do one each half term and bring it to the first lesson back after half term: **Stretch Tasks**: • Bake a cake inspired by Lord of the Flies and write an explanation of your choices and what parts of the text they represent • You have been employed to design a new front cover for 'Lord of the Flies'. Come up with 4 different designs and annotate them to explain why you have made those choices as an artist and how they link to key themes, ideas, events, and characters in Lord of the Flies. • Read this review of Lord of the Flies: https://www.theguardian.com/childrens-books-site/2012/jan/24/review-lord-flies-william-golding. Based on this review, create success criteria for a book review and then write your own review of Lord of the Flies • Write the next chapter of the novel, exploring what happens when the boys return home to England. You can focus on one character as a third person limited narrator, or you can explore what happens to various characters. Highlight deliberate choices you have made and label with why you have made them. • Imagine you are a film director making a new film version of Lord of the Flies. Create a cast list showing who you would cast as each character (use famous people or teachers – not other pupils!) and use this guide to creating storyboards for film: https://www.careersinfilm.com/how-to-storyboard/ to create a storyboard of a key scene (e.g. Piggy's murder) • Choose a key moment from Lord of the Flies and create an animation film of that scene – you could do this with other pupils and/or use online animation software or stop motion animation.						
KO Sections	Section 1 9,15,16	Section 1 1-5	Section 1 17-20	Section 1 6-11	Section 1 1-5	Section 1, 15,16, 6-8	Whole KO revision
Key dates		Mid-year assessment for 8-9	Mid-year assessment for 8-9		Mid-year data due	7-9 progress reports	Half-term
Big ideas (key concepts)	What is a Tragedy? What is a Tragic Hero? What is a theme in literature? How do we plan write like literary critics?						
Whole unit 20%	• **Stanchester Super Skills for Reading** – pupils need to be able to explain what they are, why they are important, and demonstrate their ability to use them. • All texts exist within and are influenced by a range of **contexts.** • Writers make deliberate **choices** to have a specific intentional impact on their readers • Be **critical** of their own writing and make considered changes to improve accuracy (full stops; commas; capital letters; question marks; exclamation marks)* • Be **critical** of their own writing and make considered changes to improve quality* • Writing like a literary critic						
Lesson topics sequence	• 5-6 lessons Lord of the Flies cold read (aim for chapters 1-6) • 1-2 lessons writing/feedback with a focus on: prepositions of place (pg 7) • Tier 2 vocab: arrogant/narcissistic (pg 3) • Chapter 1-2 reading comp (pg 4) • Chapter 3-4 reading comp (pg 6)	• 5-6 lessons Lord of the Flies cold read (aim for chapters 7-12 • 1-2 lessons writing/feedback with a focus on: flashback (pg 12) • Tier 2 vocab: domineering/rational and timid/astute (pg 5/8) • Chapter 5-6 reading comp (pg 9) • Chapter 7-9 reading comp (pg 11)		• Tier 2 vocab: savage/pragmatic and perceptive/charismatic (pg 10/13) • Chapter 10-12 reading comp (pg 14) • The **four types of literary conflict** are: **person vs person; self; society; nature** (pg 16)		• Pg 16: A **protagonist** is the main character or hero of a novel. They will usually have a problem to solve or a quest or journey they need to complete. An **antagonist** is a character whose actions work to prevent the **protagonist** from solving their problem or completing their journey or quest. This creates **conflict**. • P6 17-18 - **Third person narrative voice** is when a narrator uses **third person pronouns** • Narrative voice creative writing	Half-term
Key assessments		Creative writing		Creative writing		Narrative voice creative writing	