



Unit	Key Stage 3
6	Summer year 2
	Pirates

Unit Name: Pirates		Recommended Teaching Time:
<p>This thematic scheme of work looks at the tradition of pirates both from a historic and literature perspective. It encourages pupils to explore a range of themes and ideas questioning the definition of pirates both historic and in the contemporary.</p> <p>By the end of this unit pupils will develop effective research skills writing techniques discursive vocabulary</p>	<p>All pupils will be able to identify specific aspects of the key themes</p> <p>Most pupils will be able to identify specific codes and conventions of the chosen theme</p> <p>Some pupils will identify and discuss specific codes and conventions discussion language, themes and structure.</p>	
I can statements (star the “essentials”)	Critical Content, Key Words and Additional Notes.	
<p>I can remember and discuss what I have read.</p> <p>I can retell familiar stories.</p> <p>I can self-correct so that text makes sense.</p> <p>I can make inferences about what is being said and done in texts I’ve read or that have been read to me.</p> <p>I can discuss the significance of a title and events in texts.</p> <p>I can make simple predictions about what might happen next.</p> <p>I can comment on the features of some different sorts of texts.</p> <p>I can spot and join in with predictable phrases.</p> <p>I can recognise rhymes and poems and can recite some by heart.</p> <p>I can distinguish between fiction and non-fiction books.</p> <p>I can discuss what words mean, linking new meanings to those already known.</p> <p>I can link what I have read to my own experience.</p> <p>I can draw on what I already know and information provided by the teacher in discussion about texts</p>	<p>This lesson will focus on introducing the topic, looking at what people class a treasure and our inference and deduction skills.</p> <p>This lesson will focus on reading for meaning and identifying unfamiliar words. We will consider what we already know about pirates and what would like to find out.</p> <p>Cold task - This lesson will focus on how adjectives help to create interesting descriptions.</p> <p>This lesson will focus on alliteration and its affect in writing.</p> <p>This lesson will focus on exposure to new vocabulary and being able to use these words in writing.</p> <p>We will also create our own treasure map.</p> <p>This lesson will focus on reading comprehension.</p> <p>This lesson will focus on student choice. Students can choose either a poem, a leaflet or a diary entry to work on that relates to a famous pirate. Literacy target focus.</p> <p>This lesson will focus on planning and delivering a speech that promotes individual personal qualities</p> <p>This lesson will focus on writing a pirate memoir and paragraphs.</p> <p>This lesson will focus on students creating a treasure map and riddles for another group to follow.</p> <p>This lesson will focus on a visual stimulus and answering specific comprehension questions related to them.</p> <p>Warm task - This lesson will focus character description writing</p>	<p>Key words and phrases:</p> <p>Alliteration Assonance Colloquial language Dialect Dialogue Dissonance. eerie: Enjambment Hyperbole Imagery Irony Metaphor Monologue numinous: occult: Onomatopoeia Oxymoron paranormal: Pathos Personification preternatural Repetition Rhyme Rhythm Simile supernatural Symbolism Tone uncanny: weird: Word choice</p>

Assessment details			
Assessment Focus	Task		
<p>AF1 – Use a range of strategies including accurate decoding of text, to read for meaning.</p> <p>AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p> <p>AF3 – deduce, infer or interpret information, events or ideas from texts.</p> <p>AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p> <p>AF5 – explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.</p> <p>AF6 – identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.</p> <p>AF7 – Relate texts to their social, cultural and historical contexts and literary traditions.</p>	Write a discursive essay exploring your thought and ideas about the chosen text		
	<p>My responses to the overall effect of the text shows my clear understanding and critical evaluation of the writer's purposes and viewpoints and how these are articulated throughout the text.</p>	<p>I can make sustained critical analysis/evaluation of the text(s) which shows appreciation of how it relates to context(s) and tradition(s) and my analysis explores the meanings produced.</p>	<p>I can sustain a critical analysis/evaluation of the text(s) to show my appreciation of how it relates to context(s) and tradition(s) and explores the meanings produced from it.</p>

Questions

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| 01 | Can you define what makes a pirate a pirate? |
| 02 | What is the context of being a pirate? |
| 03 | How might you choose to research pirates? |
| 04 | How have pirates evolved through literature? |
| 05 | What are the defined characteristics of a pirate? |
| 06 | How could you develop a character based on specific stimuli? |
| 07 | What is textual analysis? |
| 08 | What is discursive writing? |
| 09 | What is a narrative poem? |
| 10 | What is a shanty? |