

Edward Peake C of E VC Middle School



Scheme of Work

Subject: English	Unit: Refugee Boy	Term/Duration: Summer, 12 weeks	Year Group: Year 8
<p>Key Concepts:</p> <ul style="list-style-type: none"> • Reading and analysing key sequences in the novel • Understanding plot structure and events • Understanding characters and their relationships with one another and the ways in which they develop • Understanding the context of the Eritrean and Ethiopian war and the fallout from these conflicts on the UK • Understanding the themes and motifs in the novel. • Being able to identify and analyse language techniques used by Zephaniah to create effects on the reader • Understanding authorial intent 		<p>Assessment:</p> <p>Ongoing formative assessment throughout the unit of work through questioning and feedback on tasks completed in lessons.</p> <p>Retrieval quizzes each fortnight. These have independent reteaching activities for pupils who get answers incorrect and extension activities if they get everything correct.</p> <p>Extended essay response to the key question: How does the author create sympathy for Alem?</p> <p>How has Benjamin Zephaniah’s culture influenced his writing?</p>	
<p>Key knowledge:</p> <p>Life in Africa in the 1990s, life in the UK, life as an asylum seeker and refugee, location of Eritrea and Ethiopia, the process to stay in this country, the reasons why people make that journey.</p>		<p>Key vocabulary:</p> <p>allegory, conflict, refugee, immigration, asylum, severe, injustice</p>	
<p>Guidance:</p> <p>This scheme of work is designed to cover a term’s worth of learning with three lessons per week (the additional lesson being used for accessing the library, independent/guided reading practice etc)</p> <p>The scheme contains suggested activities which will support pupils towards the final assessment task. Activities can and should be adapted to suit the needs of an individual task. Whilst activities are broadly designed to cover a 60 minute lesson, some may take longer and can be split over two lessons. A ‘buffer’ week has been built in to each half term’s activities to allow re teaching of key knowledge if required or in case lessons overrun. Should these weeks not be required you could use this lesson time to teach some of Zephaniah’s poems and link them to the play or focus on key skills required by pupils in your class.</p> <p>Share the knowledge organiser with pupils.</p>		<p>Subject knowledge support:</p> <p>Further information can be found at: https://benjaminzephaniah.com/</p>	

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	Learning Question	Suggested Activities	Assessment	Resources
1.	What is a refugee?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Pupils to mind map the connotations and associations with the word refugee and asylum. Discuss with pupils where we get these ideas from.</p> <p>Discuss the statements about why you would be a refugee. Pupils to rank them in order of importance.</p> <p>Pupils share feedback on each group's thoughts and ideas, questioning each other about their positions. Pupils respond to the questions they received in their books.</p> <p>Pupils write down in 10 words what it means to be a refugee.</p>	<p>Class discussion</p> <p>Comprehension questions</p> <p>Response to learning question</p>	Lesson 1 PowerPoint
	Learning Question	Suggested Activities	Assessment	Resources
2.	Where do refugees come from?	<p>Pupils to look at the image of the world and try and identify where they think the majority of refugees come from in one colour, then in a different colour they should show which counties they think refugees go to.</p>	<p>Class discussion</p> <p>Comprehension questions</p> <p>Response to learning</p>	<p>Lesson 2 PowerPoint</p> <p>Book covers to annotate resource</p>

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		<p>Show pupils graphs and information on where refugees are coming from and how many arrive in the UK.</p> <p>Pupils to read from the refugee council chief executive and see if they can identify any language features within there.</p> <p>Pupils to look at the differing book covers and make predictions on the novel based on the covers.</p> <p>Pupils to analyse and annotate the original cover using the handout.</p> <p>Show pupils a map of Africa and ask them to identify Ethiopia and Eritrea.</p> <p>Read the prologue to the book to the pupils and ask the pupils to consider what the mood of the opening is.</p> <p>What is the problem faced by Alem and his family, and how does it link to the things we've learnt today?</p>	question	
	Learning Question	Suggested Activities	Assessment	Resources
3.	How has Zephaniah created an effective opening?	Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.	<p>Class discussion</p> <p>Comprehension questions</p> <p>Response to learning question</p>	Lesson 3 PowerPoint

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		<p>Pupils to look at the information on Ethiopia and Eritrea before reading pages 1-4/</p> <p>Using the books pupils to work out the meaning of the following words:</p> <ol style="list-style-type: none"> 1. Erratically 1. Shuddered 2. Traitor 3. Mongrel <p>Pupils to then check in the dictionary if they were right. If they weren't they should write the definition in a different colour.</p> <p>Pupils read the extract and answer the questions on it, before writing a PETAL paragraph on How has the writer created atmosphere within the opening chapters?</p> <p>Pupils to peer assess using the guide on the PowerPoint.</p> <p>Pupils to predict what will happen next.</p>		
	Learning Question	Suggested Activities	Assessment	Resources
4.	Who is Benjamin Zephaniah?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image. (Rastafarian flag)</p> <p>Pupils to watch the video and make a list of things that are important to Benjamin Zephaniah.</p>	<p>Class discussion</p> <p>Comprehension questions</p>	<p>Lesson 4 PowerPoint</p> <p>Copy of the poem 'We Refugees'</p>

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		<p>Pupils to create a mind map which they will refer to throughout the term. This will serve as their planning for their poetry assessment at the end of the year. Pupils should have cultural influences in the middle and then have the following branches attached:</p> <ul style="list-style-type: none"> • Racism • Inequality • Animal Rights • Human Rights • Sexism • Capitalism • Jamaican heritage • Anti Empire <p>When they study a poem they will add quotations from the poems to the branches so that they can compare across more than one poem. Read poem 'We Refugess' and answer the questions as annotations around the poem.</p> <p>Pupils find a quotation from the poem to add to their mind map from the start of the lesson.</p>		
	Learning Question	Suggested Activities	Assessment	Resources
5.	Why do people seek asylum in England?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Display typical pictures from England. Ask</p>	<p>Class discussion</p> <p>Response to learning question</p> <p>Comprehension questions</p>	Lesson 5 PowerPoint

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		<p>pupils why do people visit England?</p> <p>Pupils to watch a Visit England video and consider:</p> <ul style="list-style-type: none"> • How is England represented in this advert? • How do the music, images and language contribute to this representation? • What is the overall impression you get of England? <i>Is this an accurate view of England?</i> <p>Pupils to brainstorm why might someone chose to seek asylum in London / England?</p> <p>Pupils read chapter 1 and use PETAL to answer:</p> <ul style="list-style-type: none"> • <i>To what extent do Alem's experiences and descriptions of England match the one given in the Visit England advert?</i> <p>How has Zephaniah shown the family to the reader? Does this affect our opinion of them?</p>		
	Learning Question	Suggested Activities	Assessment	Resources
6.	Was Alem's father right to leave Alem?	<p>Might take 2 lessons to complete.</p> <p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p>	<p>Class discussion</p> <p>Response to learning question</p> <p>Comprehension questions</p>	Lesson 6 PowerPoint

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		<p>Pupils to recap what happened during chapter 1.</p> <p>Pupils to read chapter 2.</p> <p>Pupils to explore the letter than Alem's father sent to Alem. They should find 3 quotations that they can explore that include a language technique.</p> <p>Was Alem's father right to leave Alem? Allow pupils to discuss with their partner before debating this as a class.</p> <p>Watch the video and ask pupils how it links to the chapters we have just read.</p>		
	Learning Question	Suggested Activities	Assessment	Resources
7.	What was life like in Africa for Alem?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Ask pupils if they have ever arrived somewhere you've never been, how did you feel? Were they comfortable?</p> <p>Pupils to read chapter 3. As they read they should select three different quotations which describe what life was like for Alem in Africa for himself and his family.</p> <p>Show the example PETAL paragraph which</p>	<p>Class discussion</p> <p>Response to learning question</p> <p>Comprehension questions</p> <p>Analytical paragraphs</p>	<p>Lesson 7 PowerPoint</p> <p>Copies of A Midsummer Night's Dream and/or Theseus' responses to Hermia</p>

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		<p>explores how Alem is described. Pupils to then use one of their quotations and write their own analytical PETAL paragraph answering the question: What impression are you given of Alem's life in Africa?</p> <p>Pupils to use the checklist to peer assess each other's work.</p>		
	Learning Question	Suggested Activities	Assessment	Resources
8.	What does it mean to be British?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Pupils to create a mind map about words or associations they have to the word British.</p> <p>Read the poem 'The British.' Pupils to annotate and highlight:</p> <ul style="list-style-type: none"> ● What the poem is about ● Linguistic techniques ● Structural techniques ● What is the tone of the poem? ● What is the effect of the poem? <p>Watch the video and ask pupils if it strengthens the message and meaning of the poem.</p> <p>Pupils to answer the following analytical questions around the poem:</p>	<p>Class discussion</p> <p>Comprehension questions</p>	<p>Lesson 8 PowerPoint</p> <p>Poem – 'The British'</p>

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		<p>Why do you think Zephaniah has used enjambment throughout the stanzas? What is the effect of the word 'overrun' in stanza one? What is the effect of the phrase 'stir vigorously?' What does this suggest about Zephaniah's views about conflict? What is Zephaniah's message about immigration? Whilst looking at stanza two, can you identify where it seems the tension and possible conflict is getting more intense? What do you think the last two lines of stanza three mean?</p> <p>Pupils to find quotations they can add to their mind maps from last week's lesson.</p> <p>With what you know about Zephaniah, do you think that he will be celebrating St George's Day on the 23rd April?</p>		
	Learning Question	Suggested Activities	Assessment	Resources
9.	Do we judge people based on appearances?	<p>Pupils have a range of words jumbled and muddled up from the story so far. They are to identify the words, put them in a sentence and then try and create some words of their own jumbled for their partner.</p> <p>Show pupils some stereotypical images of certain people and ask them to judge them on their appearance and what type of person they might be like. Pupils could consider where they live and how they might behave</p>	<p>Class discussion</p> <p>Comprehension questions</p> <p>Analytical paragraph</p>	Lesson 9 PowerPoint

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		<p>and act.</p> <p>Pupils to read chapter 4. As pupils read they are to locate one quotation which tells us something about the personality of the following characters: Miriam Pamela Alem</p> <p>Pupils then annotate around the quotation what it tells us about their personality.</p> <p>Pupils to then try and write analytically about one of the characters. What are our first impressions of their personality based on chapter 4?</p> <p>Pupils to condense the first four chapters in to four one sentence summaries.</p>		
	Learning Question	Suggested Activities	Assessment	Resources
10.	How does Alem feel about the children's home?	<p>This may take two lessons.</p> <p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Show pupils a range of headlines from the Daily Express. Ask pupils what they notice about the choices of language on the headlines in relation to refugees and asylum</p>	<p>Class discussion</p> <p>Quotation analysis</p> <p>Writing in role</p>	Lesson 10 PowerPoint

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		<p>seekers. What connotations are created in the reader's mind based on the language used? Pupils to write a PETAL paragraph exploring how the reader attempts to influence our judgement of migrants.</p> <p>Read chapter 5. How does Zephaniah touch upon the ideas that the newspapers are discussing in their headlines?</p> <p>Pupils to write a letter as Alem that he will then screw up in a fit of rage. It is an outpouring of emotion for him and how he feels about the children's home. Pupils should carefully consider their language choices as Alem.</p> <p>Should Alem stay or leave the children's home?</p>		
	Learning Question	Suggested Activities	Assessment	Resources
11.	Can a line of poetry have more than one meaning?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Pupils to make a list of expressions that contain the word face in them. Discuss with pupils what links some of this expressions. Are they positive or negative?</p>	<p>Class discussion</p> <p>Comprehension questions</p>	<p>Lesson 11 PowerPoint</p> <p>Poem 'Faceless.'</p>

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		<p>Read the poem.</p> <p>Pupils identify if there are any lines which are ambiguous and highlight them on the poem as well as any linguistic features.</p> <p>Watch the video of Zephaniah performing this poem. Pupils to attempt reading it themselves, putting emphasis on different words at different times. Does this affect the meaning of the poem?</p> <p>Explain the context of the poem that it is within a novel called Face about a boy with a facial disfigurement. Are the ambiguous lines more clear now?</p> <p>Pupils to return to their mind maps and add quotations from the poem 'Faceless' to the relevant branches.</p> <p>Which do you think was the real meaning Zephaniah was trying to achieve with the poem Faceless? Racism or facial discrimination?</p>		
	Learning Question	Suggested Activities	Assessment	Resources
12.	How does Zephaniah make us feel sympathy for Alem?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Ask pupils what the difference is between</p>	<p>Class discussion</p> <p>Analytical paragraphs</p>	Lesson 12 PowerPoint

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		<p>empathy and sympathy.</p> <p>Pupils to read chapter 6. Pupils to make notes on how Zephaniah makes us feel sympathy for Alem.</p> <p>In groups, pupils will discuss and plan an answer to the question: How does Zephaniah create sympathy for Alem in chapter 6?</p> <p>Groups share their PETAL paragraphs and then give group feedback. Which group's response was best and why?</p> <p>How can a writer influence our judgements of a character and their environments?</p>		
	Learning Question	Suggested Activities	Assessment	Resources
13.	How has Zephaniah continued to make us sympathetic of Alem's plight?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Pupils to write words that they would use to describe Alem's experience so far in England.</p> <p>Pupils read chapter 7. Pupils to make a list of quotations that make the reader have sympathy for Alem's situation. Pupils should then annotate around them why it creates a mood of sympathy. Which words and their connotations contribute to this?</p>	<p>Class discussion</p> <p>Analytical response</p> <p>Quotation annotations</p>	Lesson 13 PowerPoint

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		<p>Pupils use PETAL to answer the following question: How does Zephaniah create sympathy for Alem in chapter 7? Pupils should highlight in different colours where they have used PETAL.</p> <p>How are we made to feel sympathy for Alem? Why do you think Zephaniah has written the story in this way?</p>		
	How has the author created sympathy for Alem in the extract and so far through the novel?	Mid Term Assessment – Reading		<p>Assessment PowerPoint</p> <p>Planning sheet</p>
	Learning Question	Suggested Activities	Assessment	Resources
14.	How does the Fitzgerald's house compare to the children's home?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Read chapter 8.</p> <p>Pupils to compare how the Fitzgerald's house feels different to the children's home. They should use pages 79-85 to identify quotations in particular.</p> <p>Model the annotation of the quotation 'It was warm and he liked it.'</p>	<p>Class discussion</p> <p>Analytical response</p> <p>Quotation annotations</p>	Lesson 14 PowerPoint

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		<p>Pupils to choose one quotation from each of their lists and annotate it similarly. Focus on the types of words they are and the connotations of them.</p> <p>Using the letters ALEM, can you think of words to describe Mrs Fitzgerald's and the children's home?</p>		
	Learning Question	Suggested Activities	Assessment	Resources
15.	Is it important to spell correctly?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Explain the image is of the Empire Windrush. Explain the context of the boat and ask the pupils 'What do you think Zephaniah's view of this event will be?'</p> <p>Show pupils the video of Zephaniah performing 'I Love me Mudder.' Pupils should try and read the poem in the way Zephaniah intended and then once out loud substituting the words for standard English pronunciations.</p> <p>What effect did it have on the reader? Pupils could rewrite a stanza instead if they'd rather. What happened to the rhythm of the poem when it was "corrected?"</p> <p>Pupils to write a PETAL paragraph exploring this.</p>	<p>Class discussion</p> <p>Analytical paragraph</p> <p>Poem annotations</p>	<p>Lesson 15 PowerPoint</p> <p>Poem 'I Love me Mudder.'</p> <p>Poem 'According to my mood.'</p>

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		<p>Pupils to read 'According to my Mood.' Ask pupils to annotate their first impressions as they looked at the poem. Why has he used language such as this? What events have happened in his life which may contribute to him writing a poem like this?</p> <p>Pupils to add branches to their cultural mind map from their first poetry lesson.</p> <p>Is it right for Zephaniah to use language the way he does?</p>		
	Learning Question	Suggested Activities	Assessment	Resources
16.	What is Alem's first experience like of school?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Read chapter 9. What impression do you get of the school from the assembly Alem sits in? How do the pupils think Alem would feel in this situation?</p> <p>Pupils to compare how Alem viewed school in Africa to how he views it in England. Pupils could make a list in their books.</p> <p>Pupils to use their knowledge from the previous poetry lesson to help here. "...so don't fret, guy, yu safe, trust me" This sentence uses colloquial language and phonetic spelling.</p>	<p>Class discussion</p> <p>Analytical paragraph</p> <p>Quotation analysis</p>	Lesson 16 PowerPoint

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		<p>Why would Zephaniah do this? What impression does it give the reader about the character of Robert? Is this backed up by other information the pupils have gathered about him during this chapter?</p> <ul style="list-style-type: none"> • Do you think Robert will be a good friend? • Why? <p>Pupils to answer the following question using PETAL: Do you think Alem's new school will be a success for him?</p> <p>What makes school a success for you? What makes it a place where you enjoy learning?</p>		
	Learning Question	Suggested Activities	Assessment	Resources
17.	How does Demetrius feel about Helena?	<p>Pupils to read the short descriptive extract. How many language features can the pupils identify, which was the easiest to identify and which is the most effective at leaving an impression on the reader. Share and discuss.</p> <p>Re read the letter Alem receives from his father. What effect does the letter have on Alem?</p> <p>Alem says that 'We are killing ourselves as if we never want to see ourselves again, and when you hate yourself that much, anything is possible'. What does he mean?</p>	<p>Class discussion</p> <p>Extended response to question</p> <p>Quotation analysis</p>	Lesson 17 PowerPoint

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		<p>Ask pupils to discuss and write down their thoughts in their books.</p> <p>In pairs pupils should highlight or underline 3 examples within the letter that leave a powerful impact on the reader.</p> <p>Pupils should then annotate the quotations explaining why they selected these examples. Why are they so impactful to the reader?</p> <p>Pupils use PETAL to answer the following question: How are we made to feel sympathy towards Alem in chapter 9?</p> <p>Start reading chapter 10 and consider how Alem feels about the news of his asylum request.</p> <p>Condense the previous five chapters in to one sentence summaries.</p>		
	Learning Question	Suggested Activities	Assessment	Resources
18.	Why do people speak in metaphors?	<p>Might take two lessons</p> <p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Remind pupils of what a metaphor is. Pupils finish reading chapter 10. As they read they should look out for metaphors that Sheila</p>	<p>Class discussion</p> <p>Quotation annotations</p> <p>Analytical writing</p> <p>Letter writing</p>	Lesson 18 PowerPoint

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		<p>uses throughout.</p> <p>Sheila uses a lot of metaphors to describe how Alem might be feeling. Pupils should choose one, write it in the centre of their page and annotate around it, explaining the connotations of certain words and explaining the metaphor.</p> <p>Pupils to write a PETAL paragraph answering the following question: <i>Why does Sheila, the social worker, use metaphors about Alem's situation?</i></p> <p>Write a letter to the Daily Express explaining why you think their headlines and stories have been unfair.</p> <p>Pupils to write in character as someone from the story about the headlines concerning asylum and refugee seekers in England. Show them an outline of how to structure the letter and allow pupils time to write up.</p> <p>What message do you think Zephaniah is trying to make about asylum seekers in this novel?</p>		
	Learning Question	Suggested Activities	Assessment	Resources
19.	Why has Zephaniah changed the typical structure in a novel in chapter 10?	Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.	Class discussion Extended response to learning question	Lesson 19 PowerPoint

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		<p>Re – read page 120. Ask the pupils what they noticed about the structure of the page. What did it resemble? Why has Zephaniah done this?</p> <p>Pupils to write down their thoughts, using the sentence starters if they wish. Show a modelled version too.</p> <p>Read chapter 11. Ask pupils if what Christopher Stone did was cruel or not? How would they have reacted in that situation?</p> <p>What might Zephaniah be suggesting about the books that Alem is reading? Dystopias.</p> <p>Remind pupils what a pun is. In what ways is the title of chapter 12 a pun? Pupils to read chapter 12.</p> <p>Were Mr and Mrs Fitzgerald right to give Alem money rather than a present?</p>		
	Learning Question	Suggested Activities	Assessment	Resources
20.	Are rules always a good thing?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Pupils to finish reading chapter 12 and question what does the word freedom mean to Alem. What does the word freedom mean to the pupils?</p>	Speaking and listening	<p>Lesson 20 PowerPoint</p> <p>Taliban rules - resource</p>

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		<p>Pupils to read the information sheet about life in Afghanistan under the rule of the Taliban. Discuss with the pupils the impacts these rules would have on people.</p> <p>Pupils select 5 rules which are the most difficult to live with.</p> <p>They should then consider the freedoms they would want in a perfect world and why these should be allowed.</p> <p>Prioritise the 5 choices. They need to be able to explain why one freedom should be more important than another.</p> <p>Each group will present their choices to the class.</p> <p>Pupils to consider the following question and discuss as a class: Do you ever feel like sometimes we take our freedom for granted?</p> <p>Is fighting for peace and freedom an oxymoron?</p>		
	Learning Question	Suggested Activities	Assessment	Resources
21.	What can be foreshadowed through the use of pathetic fallacy?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Pupils use some frost images to write a descriptive passage on the sensations that are felt when you open the door for the first time</p>	<p>Analytical paragraphs</p> <p>Self assessment</p>	<p>Lesson 21 PowerPoint</p> <p>Comparison - resource</p>

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	<p>on a frosty morning.</p> <p>Pupils to read up to the top of page 149.</p> <p>Remind pupils what pathetic fallacy is. How is weather reflective of the mood? <i>"That morning the whole atmosphere of the streets had changed, he thought. Cars, people, even the air felt as if it was moving more slowly. The cats and dogs looked streetwise and tough, and the birds sang louder. He looked up at two birds singing to each other in a tree in the street and wondered how the small fragile creatures could survive in such conditions."</i></p> <p>Pupils to explore what the weather represents here and what could be being foreshadowed for the rest of the chapter?</p> <p>Read to the end of Alem's father's letter. The use of the word "darkness" shows a connection to the outside but what else could it represent?</p> <p>Ask pupils to write a PETAL paragraph answering the following question: <i>"How does the writing about Alem's morning prepare the reader for what is about to come in the letter from his father?"</i></p> <p>Sum up the previous 4 chapters in no more than one sentence each.</p>		
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	Learning Question	Suggested Activities	Assessment	Resources
22.	What does it mean to be beautiful?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Ask pupils what their views are on beauty. What does it mean to be beautiful, how do we judge people by their looks and why do we do so?</p> <p>Ask pupils what we already know about Benjamin Zephaniah's family. How do we think Benjamin Zephaniah views women?</p> <p>Watch the video of Zephaniah performing the poem.</p> <p>Ask pupils is there a deeper meaning to the poem? Look closely and see if they can identify any specific techniques Zephaniah uses in this poem. <i>What are the connotations of the words market and slave for example?</i></p> <p>Pupils to return to their mind maps and select relevant quotations to add to their branches.</p> <p>Should beauty pageants be banned?</p>	<p>Pupil discussions</p> <p>Response to lesson question</p>	<p>Lesson 22 PowerPoint</p> <p>Copies of the poem 'Miss World.'</p>
	Learning Question	Suggested Activities	Assessment	Resources

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Scheme of Work

23.	How has Zephaniah set the scene for the next part of the novel?	<p>What words would pupils use to describe the relationship between Alem and the Fitzgerald's? How have they helped make his experience in the UK more pleasant? Why do you think they've done this? What does this tell us about them?</p> <p>Pupils in pairs either read chapter 14 or 15. They will need to do the following:</p> <ul style="list-style-type: none"> • Summarise in 12 words or fewer the events of the chapter. • Draw three symbols or simple images to summarise the events. • Pick out the three most important quotes from the chapter. • Rank the quotes (1 – most important to 3 – least important). • Annotate the most important quotation. What does it show? Why techniques are used and why have they been used? <p>Look at the quotations from chapter 15: <i>The cellar was damp with whitewashed walls. Various bands who had rehearsed there has left their graffiti tags on the walls, and the carpet was more wet than damp and reeked of stale beer. Buck wrapped himself in his guitar and joined the rest of the band. Alem and Robert sat on the upturned beer crated that represented the audience seating.</i></p> <p><i>The living room was painted red, yellow and green and all the walls were empty except one which has a large picture of Haile</i></p>	<p>Quotation annotation</p> <p>Analytical paragraph</p>	Lesson 23 PowerPoint
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Scheme of Work

		<p><i>Selassie, the last emperor of Ethiopia. Furniture in the room was kept to a minimum. One three-seater settee, a coffee table, a small portable television in one corner and a bookshelf in the other. A large West African drum doubled up as a stand for a Nubian head carving, and large beanbags on the floor made for additional seating.</i></p> <p><i>Alem was captivated by Asher's demeanour. Around his neck from a gold chain hung a piece of wood, carved in the shape of Africa. Alem took to him immediately but he was sure he wasn't from Ethiopia or Eritrea; in fact, as far as Alem could see, he didn't even look like he was from East Africa.</i></p> <p>Pupils to answer the following question using PETAL: <i>How has Zephaniah set the scene here?</i></p> <p>Will Robert be a significant character to Alem in the story?</p>		
	Learning Question	Suggested Activities	Assessment	Resources
24.	How does Zephaniah use contrast effectively?	<p>Ask pupils to write look at the images and write down what the opposites are and how this might link to today's lesson. Allow for time to discuss different interpretations of the image.</p> <p>Pupils to read chapter 16. Pupils need to pick out two quotations, one that shows Alem's happiness and one that shows his despair. Pupils need to explain:</p>	<p>Analytical paragraph</p> <p>Creative writing</p> <p>Peer assessment</p>	Lesson 24 PowerPoint

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Scheme of Work

- why they have chosen these two quotations?
- how they express two completely different emotions?
- how do they make the reader feel?
- if they use any language features to help?

Pupils to write a PETAL paragraph looking at how Zephaniah uses contrast in this chapter.

Pupils to write 100 words that show contrast in their writing. *Clear, blue and translucent. The water trickled gently though my fingers leaving a residue which reflected the sun in tiny beams towards the sky. Sleepily I watched the pool form on the dusty floor; lazily gathering the droplets like leaves in the breeze. Feeling a heat blistering on the backs of my legs I turned. The furnace hit like a creature: dark and foreboding. Flames licked at the parched earth eagerly searching for the sustenance to continue. My heart quickened; beating hard in my chest. I needed my escape but the flames encased my body and my screams fell silent.*

Peer assess partner's work using the following success criteria:

- ✓ *Use of contrast and you can clearly identify the items/feelings used to*

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Scheme of Work

		<p><i>cause the contrast.</i></p> <ul style="list-style-type: none"> ✓ <i>A varied use of sentence structures</i> ✓ <i>A varied use of language features to make their writing more interesting.</i> <p>Create a chapter synopsis of a sentence to summarise chapters 14,15 and 16?</p>		
	Learning Question	Suggested Activities	Assessment	Resources
25.	Are Alem and Mr Kelo being treated fairly?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Ask pupils why we have courts and rules.</p> <p>Pupils to read chapter 17. How do they feel about Mr Kelo being kept in such a place? Do they feel it reflects the way people think asylum seekers are treated in this country? Show examples of headlines where asylum seekers are staying in 4* star hotels.</p> <p>Pupils write down how Mr Kelo feels about staying in the hostel and then how Alem feels about staying with his father in the hostel.</p> <p>Give pupils the choice of activity here. They can either write analytically or creatively.</p> <p>Write as either Alem or his Father and describe in detail the hostel that Mr Kelo is</p>	<p>Pupil discussions</p> <p>Creative writing</p> <p>Analytical paragraph</p>	Lesson 25 PowerPoint

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Scheme of Work

		<p>staying in. Use the novel to assist you with your description but don't let it limit your ideas.</p> <p>How does Zephaniah use the description of the room to allow the reader to understand how hard life is now for Mr Kelo but also how he is trying to stay positive? Think about what he wants the reader to think about asylum seekers – not just what we see in the newspapers.</p> <p>What emotions are you feeling towards Mr Kelo and his situation?</p>		
	Learning Question	Suggested Activities	Assessment	Resources
26.	What is justice?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Is justice blind? Do you think that is the case? Has justice been done for Alem and Mr Kelo so far?</p> <p>Read chapters 18-19. Pupils answer the following questions after reading: Do you agree with the judges decision? Does this make you question whether justice is always fair all the time? What else is left for Alem to do?</p>	<p>Pupil discussions</p> <p>Comprehension questions</p>	Lesson 26 PowerPoint

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Scheme of Work

		<p>How will Alem and his friends react to the news? How would you react if you were Alem's friend?</p> <p>Independently, pupils complete comprehension tasks by writing in full sentences in their books.</p>		
	Learning Question	Suggested Activities	Assessment	Resources
27.	How has Zephaniah given the reader hope for the future?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Pupils to read chapter 20-21. Pupils will need to design a campaign poster for the protest march and the benefit gig.</p> <p>Pupils will need to create a succinct and memorable slogan to get people to understand the cause immediately.</p> <p>Will the protest march and benefit gig have any effect on the decision?</p>	Pupil discussions	Lesson 27 PowerPoint
	Learning Question	Suggested Activities	Assessment	Resources
28.	How is the chaos of the play resolved?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the</p>	<p>Pupil discussions</p> <p>Hot seating questions</p>	Lesson 28 PowerPoint

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Scheme of Work

		<p>image. Read chapter 22. Pupils should create a set of questions an interviewer may ask Alem and Mr Kelo after the protest march has taken over the local area.</p> <p>Perform some hot seating with pupils asking their interview questions to Alem and Mr Kelo.</p> <p>Will Alem and his father be together in the conclusion to this novel? Why do you think this?</p>		
	Learning Question	Suggested Activities	Assessment	Resources
29.	Is the resolution satisfactory to the end of the novel?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Pupils to read chapter 23. Alem receives a hero welcome at school. Pupils should find evidence (quotations) that show the following:</p> <ul style="list-style-type: none"> • Zephaniah's use of contrast? • A use of alliteration? • Use of a rhetorical question? • Use of a list? • Use of colloquial language by a school friend? • A rule of three to describe Alem? <p>It is important, as ever, for the pupils to consider the effect on the reader of the techniques Zephaniah uses. It is not enough to simply say there is some alliteration!</p>	<p>Pupil discussions</p> <p>Analytical paragraphs</p>	Lesson 29 PowerPoint

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Scheme of Work

		<p>Read to the end of the story. The ending shows Zephaniah using shorter chapters; why do you feel he did this?</p> <p>The final chapter <i>Let Me Speak</i> is particularly sad but in a strange way hopeful. Do you think Zephaniah uses contrast effectively here?</p> <p>Was the ending to the novel successful and satisfactory?</p>		
	Learning Question	Suggested Activities	Assessment	Resources
30.	What were the lessons to take away from the novel?	<p>Ask pupils to write down what they notice, what they can infer and any questions they have after looking at the image. Allow for time to discuss different interpretations of the image.</p> <p>Pupils to review the last few chapters: How does the death of Mr Kelo make you feel?</p> <p>Why was he killed?</p> <p>What issues does the novel try to address?</p> <p>To what extent do you feel Zephaniah was able to successfully address these issues?</p> <p>Have you learnt anything from reading the novel?</p>	<p>Pupil discussions</p> <p>Analytical writing</p>	Lesson 30 PowerPoint

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Scheme of Work

		<p>Discuss and share responses as they will vary. Pupils make a list of the Human Rights they know already or some that they believe everyone should have access to. For example, we have the right to feel safe.</p> <ul style="list-style-type: none"> • Right to life • Freedom from torture • Freedom from slavery • Right to a fair trial • Freedom of speech • Freedom of thought, conscience and religion • Freedom of movement <p>How many of these does Benjamin Zephaniah attempt to write about in his novel? In what instances? Why do you think this is?</p> <p>What impression does the writer give of the refugee process in the UK?</p>		
	Learning Question	Suggested Activities	Assessment	Resources
	How has the author created sympathy for Alem in the extract and throughout the novel?	End of Term Assessment – Reading		Assessment PowerPoint Planning sheet
	Learning Question	Suggested Activities	Assessment	Resources
	How has Benjamin Zephaniah’s culture	End of Term Assessment – Reading		Assessment PowerPoint

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Scheme of Work

	influenced his writing?			Mind maps all term
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Additional poems you may wish to study:

Time

Money

The Race Industry

Natural Anthem

Talkin' Turkeys