

All resources for this Scheme of Learning are available on the student hub in the 'Year 8 English' folder on 'SharePoint' on Office 365. Link here: <https://woodgreenacademy633.sharepoint.com/sites/EnglishHub>

A pdf version of the play is in the student hub folder called 'Our Day Out Script'

(Some lessons may take a longer or shorter time to complete than the allotted time identified in the scheme).

Lesson Number	Learning Objectives	Learning Outcomes	Suggested Lesson Resources / Lesson Activities
<p>Week 1</p> <p>1. Context</p>	<p>To develop an understanding of the context of the play</p>	<p>To be able to identify some of the features of the context. To be able explain how people were impacted by their situation. To be able to evaluate the impacts of the context then and compare to now. (Lit. AO3)</p> <p>ICIW: flexibility of mind.</p>	<p>Complete the activities outlined within the lesson 1 PowerPoint on the student hub. Research what life was like in Liverpool in the 1970s.</p> <p>Imagine that you are a person who has lived through all the problems that the people of Liverpool encountered during the 70s. You have been asked to give a talk on how life was like back in this time. Write a short speech to talk about these problems. Include: The problems with employment The problems with housing The mood of the people in the city at the time</p>

			How life has changed for people growing up in Liverpool today
2. Scenes 1 - 3	<ol style="list-style-type: none"> 1. Exploring the start of the play (Scenes 1 – 3) 2. Analysing the writer’s presentation of character 	To analyse character presentation from dialogue and stage directions. (Lit. AO1, AO2, AO3)	<p>Read scene 1 of the play. Write down what impressions we get of Carol from scene one and the stage directions.</p> <p>Read scene 2. Explain what impressions we get of the kids in the Progress Class who are going on their trip?</p> <p>Read scene 3. For both Mr Briggs and the Headmaster, explain and write down the answers to the following questions: How will they speak? How will they act (body language)? How will they move?</p>
3. Scenes 4 - 5	<ol style="list-style-type: none"> 1. To recap events in the play 2. Understanding the characters in the play and the methods the writer uses to present them 3. Exploring the story / action of the play 	To produce analysis on the presentation of Mrs Kay at the beginning of the play.	<p>Answer the following questions based on scenes 1-3:</p> <ol style="list-style-type: none"> 1) What image do we get of the setting? 2) What do we learn about the Progress Class? 3) What impressions do we get of Mrs Kay? 4) What impressions are we given of Mr Briggs? 5) Why does the Headmaster want Mr Briggs to go on the trip? <p>Read scene 4. Explain and write down what further impressions we get of Mrs Kay from Scene four and the stage directions.</p> <p>Read scene 5. What impressions do we get of the kids in the Progress Class who are going on their trip? Explain</p>

			Why do you think that the driver acted in the way that he did? Explain
Week 2 4. Scene 6 (part 1)	<ol style="list-style-type: none"> 1. Exploring the differences between characters in the play 2. Understanding the story / action of the play 	To answer comprehension (recall) questions which summarise understanding of what has been read. To compare Mr. Briggs to the Pupils and how they view school / the trip to Wales. (Lit. AO1)	<p>See PowerPoint (lesson 4) for recap activity for scenes 1-5.</p> <p>Read scene 6 part 1 and answer the questions on the PowerPoint.</p> <p>Create a character profile for Mr. Briggs.</p> <p>Explain how Mr Briggs is different to the children that he teaches.</p>
5. Scene 6 (part 2)	<ol style="list-style-type: none"> 1. To explore, analyse and evaluate the language in Scene 6 of 'Our Day Out' 2. To understand how language used by a writer can tell the reader about a character 	To answer questions in order to analyse the writer's use of language and how an audience are given clues about a character through this. (Lit. AO2. Lang. AO2).	<p>In the last scene you read, Mr Briggs listed his rules for behaviour on the bus. Create your own list of 5+ rules for students to follow with regards to correct behaviour on the bus: E.g. No eating of food.</p> <p>Read scene 6 part 2 and answer the questions on the PowerPoint (lesson 5).</p> <p>Additionally, complete the following two activities on the PowerPoint.</p>
6. Scenes 7 - 20	<ol style="list-style-type: none"> 1. To analyse and explore the thoughts and feelings of the characters in Scene 7-20 2. To understand the stagecraft and structure of these scenes: the effect of change of tone on the audience 	To be able to comment on the change in tone and why.	Read scenes 7-20 and complete the activities on the PowerPoint (lesson 6).

<p>Week 3</p> <p>7. POV Writing</p>	<ol style="list-style-type: none"> 1. To be able to plan effectively 2. To use a range of persuasive devices 3. To produce an effective piece of viewpoint writing 	<p>To complete a timed writing PoV piece in a Language GCSE style.</p>	<p>Revise and write down what persuasive devices are, consider the acronym DAFOREST too.</p> <p>Your viewpoint writing task is:</p> <p><i>'To teach effectively, teachers need to be strict'.</i> Write a letter to the editor of your local newspaper in which you offer your point of view on this statement.</p> <p>Plan your writing task and see how to lay it out (see lesson 7 PowerPoint)</p> <p>Spend 40 minutes writing it.</p>
<p>8. Scene 21</p>	<ol style="list-style-type: none"> 1. To understand and analyse the events in Scene 21 2. To analyse how Willy Russell presents Mr Briggs' feelings towards Mrs Kay 3. To write an effective paragraph of analysis 	<p>To respond to fiction texts (Drama), looking at analysis of methods to convey perspectives. Writing an analytical paragraph. (Lit. AO1, AO2. Lang. AO2)</p>	<p>Complete starter on the lesson 8 PowerPoint. Read scene 21. Complete activities outlined on the lesson 8 PowerPoint.</p>
<p>9. Scenes 21 - 23</p>	<ol style="list-style-type: none"> 1. To understand and analyse the events in Scene 21 2. To analyse how Willy Russell presents Mr Briggs 	<p>To respond to fiction texts (Drama), looking at analysis of methods to convey perspectives. Writing an analysis paragraph. (Lit. AO1, AO2. Lang. AO2).</p>	<p>Starter: Answer the recap questions on the lesson 9 PowerPoint. Finish reading scene 21 and reads 22 and 23. Complete activities on the lesson 9 PowerPoint.</p>

<p>Week 4</p> <p>10. Scenes 24 - 30</p>	<ol style="list-style-type: none"> 1. To understand and explore to events of scenes 24 - 30 2. To make effective comparisons between Mr Briggs before and after these scenes 3. To write an effective analysis paragraph that compares 	<p>To respond to fiction texts (Drama), looking at analysis of methods to convey perspectives. Writing an analysis paragraph that compares. (Lit. AO2. Lang. AO3).</p>	<p>Starter: Answer the recap questions on the lesson 10 PowerPoint. Read scenes 24-30. Complete activities on the lesson 9 PowerPoint.</p> <p>Create a list of connectives for comparing and contrasting. Create a T table comparing how Russell presents Mr Briggs before and after the incident at the zoo.</p> <p>Write a PEED/PEAL/PETAL/PEAZL paragraph (see PowerPoint) and complete the plenary.</p>
<p>11. Writing a formal letter</p>	<ol style="list-style-type: none"> 1. To produce a formal letter to inform and explain 2. To consider form and structure of the letter 3. To effectively use and vary sentence forms and punctuation 4. To understand the timeline of events in the play 	<p>To produce a formal letter (writing to inform / explain).</p> <p>ICIW: Drive.</p>	<p>Complete the activities on the lesson 11 PowerPoint.</p>
<p>12. Scene 31</p>	<ol style="list-style-type: none"> 1. To evaluate the actions of the characters and how they could be portrayed by the actors. 2. 	<p>To evaluate characters' actions.</p>	<p>Complete the starter activity on the lesson 12 PowerPoint. Read scene 31 and answer the following questions: 1. How do the kids with Mr Briggs show their boredom at the castle? 2. How would Linda and Karen behave towards Colin? 3. How would Carol and Andrews show their feelings in their conversation with Mrs Kay?</p>

			<p>4. How have Mrs Kay's and Mr Briggs' feelings towards each other changed?</p> <p>5. What, according to Mrs Kay, should education provide for the children in the Progress Class?</p> <p>Complete the plenary on the PowerPoint.</p>
<p>Week 5</p> <p>13. Scenes 32 - 34</p>	<ol style="list-style-type: none"> 1. To understand the events of scenes 32 – 34. 2. To analyse and explore the ways in which Willy Russell creates and resolves tension in the play. 	<p>To produce a paragraph / piece of reading work, analysing how Russell builds tension. (Lit. AO2, Lang. AO2).</p>	<p>Complete starter activity on lesson 13 PowerPoint. Read scenes 32-34. As you read, write down the ways that tension is built and released in the dialogue, including examples from the text.</p> <p>Create a PEED/PEAL/PETAL/PEAZL paragraph for the question: How does Willy Russell build tension in Scenes 32 – 34 of 'Our Day Out'?</p> <p>Complete the questions and the plenary on the PowerPoint.</p>
<p>14. Scene 35</p>	<ol style="list-style-type: none"> 1. 'I Can, I Will' lesson: to attempt to show the five categories of ICIW within your work. 2. To understand how to use the Six Action Shoes effectively and how to use them to predict what will happen. 3. To understand, analyse and evaluate events in Scene 35. 	<p>To focus on the five 'I can, I Will' categories whilst making predictions on the play.</p>	<p>Re-cap and write down what happened in the play last lesson. Complete the main activity, following the instructions on the Lesson 14 PowerPoint. Then read scene 35 and complete activities.</p>

<p>15. Scenes 36 - 39</p>	<ol style="list-style-type: none"> 1. To understand the importance of stage directions to a text 2. To analyse and explore Willy Russell's use of stage directions in these scenes 3. To understand and explore events in Scenes 36 – 39 of the play 	<p>To produce a paragraph / piece of reading work, analysing how Russell uses stagecraft / analysis of form. (Lit. AO2, Lang. AO2).</p>	<p>Starter: Explain why stage directions are so important in a play / Drama text. Read scenes 36-39 and whilst reading, look closely at the stage directions. What do they show about characters, their actions and their emotions? Write your answers in your book.</p> <p>Complete questions on Lesson 15 PowerPoint. Complete a PEED/PEAL/PETAL/PEAZL paragraph for the question: How does Willy Russell employ form in Scenes 36 – 39 of 'Our Day Out'?</p> <p>Plenary: How has Mr Briggs changed? Why has he changed? What events have made him change over the course of the day out?</p>
<p>Week 6</p> <p>16. Scenes 40 - 41</p>	<ol style="list-style-type: none"> 1. To understand and analyse the events at the end of the play 2. To analyse how Willy Russell presents Mr Briggs in the play 3. To write an effective paragraph of analysis and review / evaluate it 	<p>To respond to fiction texts (Drama), looking at analysis of writer's methods to convey character. Writing and reviewing an analysis paragraph. (Lit. AO1, AO2. Lang. AO2)</p>	<p>Complete the starter on the lesson 16 PowerPoint. Read scenes 40-41 and write down how Mr Briggs behaves in these scenes. Complete comprehension questions and plenary on PP.</p>

<p>17. Assessment</p>	<ol style="list-style-type: none"> 1. To complete your response to the assessment task. 2. To show understanding of events, character and theme. 3. To use skills of analysis and effects on the audience. 4. To include relevant links to context. 	<p>To complete a GCSE Literature-style exam task to be assessed, under timed, exam conditions.</p> <p>To respond to a modern drama text, looking at analysis of language methods and features. Practising a Literature GCSE style Paper 1 Section A response.</p> <p>Exploring the mark scheme and tips for success on this skill. Completing and improving an exam answer. Lit: AO1, AO2, AO3, AO4</p>	<p>You will complete the assessment on your return to school. If you will not be returning for at least a week, contact your teacher for the assessment question and resources.</p>
<p>18. Mrs Kay Vs Mr Briggs</p>	<ol style="list-style-type: none"> 1. To begin to understand how to make comparisons 2. To explore comparisons between characters 3. To analyse the methods Russell uses to compare characters 	<p>To respond (in a paragraph) to a modern drama text, looking at analysis of writers' methods and features. Looking at connectives to compare characters and their ideas about teaching.</p> <p>. Lit: AO1, AO2,</p>	<p>Complete connectives starter activity on the lesson 18 PP. Complete main activities identified within the lesson 18 PP.</p>

<p>Week 7</p> <p>19. Form and Structure</p>	<ol style="list-style-type: none"> 1. To understand the terminology of form and structure in terms of Literature 2. To explore the form and structure of the play 	<p>- Understanding form and structure – Structure of a modern play compared to Shakespearean / dramatic devices / staging / mise-en-scene etc. (Lit. AO1, AO2).</p>	<p>Complete activities on the lesson 19 PP.</p>
<p>20&21. Spoken Language Task</p>	<ol style="list-style-type: none"> 1. AO7: Demonstrate presentation skills in a formal setting 2. <ul style="list-style-type: none"> • AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations 3. <ul style="list-style-type: none"> • AO9: Use spoken Standard English effectively in speeches and presentations. 	<p>To understand the hot-seating task and begin preparations for the Spoken Language Assessment.</p>	<p>Starter: Who is your favourite character in 'Our Day Out'? Give clear reasons for your choice.</p> <p>You will complete a 2-3 minute interview with the Head Master and the Board to investigate the events of the trip to Conwy Castle.</p> <p>Make notes for the following questions in preparation for the interview:</p> <p>What happened at the Cafe? What happened at the Zoo? What happened at the Castle? What happened at the Fair? How was behaviour dealt with? What was gained from the trip?</p> <p>Complete main activities outlined on the lesson 20&21 PP.</p>

<p>Week 8</p> <p>22&23. Themes</p>	<ol style="list-style-type: none"> 1. To explore the themes of the play 2. To understand the messages Russell is conveying to the audience 	<p>To explore a particular theme of the play. To write non-fiction to imagine and explore. Imagine you are one of the children in Mrs Kay's class who lives in poverty.</p> <p>Write a diary entry explaining and describing your normal day. (Lit. AO1, AO3) – (Lang. AO5, AO6).</p>	<p>Complete starter on the lesson 22&23 PP.</p> <p>Complete the activities outlined on the PP.</p> <p>Main activity:</p> <p>Imagine you are one of the children in Mrs Kay's class who lives in poverty.</p> <p>Write a diary entry explaining and describing your normal day.</p> <p>Include a paragraph about what your plans are for the future.</p>
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