



Week	Learning outcome	Main Teaching	Learning Activities: Stretch and Challenge	Key Vocabulary	Resources
1	<p><u>Lesson 1</u></p> <p>AO1 - Read, understand and respond to texts</p> <p>AO2 - Analyse the language, form and structure used by the writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3 - Show an understanding of the relationship between texts and the</p>	<p>To show how dialogue adds to the build up of a character</p>	<p>Starter: Show class images of a fire and a mountain. What connotations do they associate with these images? Why might the images be brought together in the title of chapter 2? What are their similarities/differences? What or who might they represent?</p> <p>1. Quote quest: Read from start of chapter 2 to "We must make a fire." Focus on the dialogue and find quotations from the dialogue of Ralph, Jack and Piggy. Aim to find 2-3 quotations from each, which shows the different aspects of their characters. Q. Have the 3 boys changed or stayed the same in the first part of chapter 2? What about compared to chapter 1? Why might this be? What else does their interactions reveal about them? (AO1 & AO2)</p> <p>2. Context: Use the 'Golding's Life' sheet to learn some facts about Golding's life, and then consider the relevance of these contextual details to the events of the novel so far.</p>	<p>Analyse Connotations Similarities Differences Represent Quotations Character Aspects Interactions Contextual details</p>	<p>PPT 4 LotF Book Golding's Life sheet</p>

	<p>contexts in which they were written</p>		<p>Plenary: Discuss the relevance of the chapter title so far. The boys have literally decided to light a fire up the mountain, but now the fire and the mountain could represent something else. Could they be linked to earlier ideas about good, evil, order and disorder, as well as the contextual information about Golding's life? (AO1 and AO3)</p> <p>TA support as needed Support, scaffold and select texts appropriately</p>		
<p>2</p>	<p><u>Lesson 2</u></p> <p>AO1 - Read, understand and respond to texts</p> <p>AO2 - Analyse the language, form and</p>	<p>To use quotations to show character and description of events</p>	<p>Starter: Play word Bingo with class. Students to draw a 2x3 grid and place 6 of the following words on the grid: <i>glasses, fire, piglet, Piggy, fair, Simon, cream & pink, Jack, hunters, Ralph.</i> As they identify the answers to the following prompts, cross off on grid. The first to get a full house wins! (AO1)</p> <ol style="list-style-type: none"> 1. What Piggy wears on his face (glasses) 2. The character who finds and uses the conch 	<p>Identify Tension Structure Narrative description Catalyst Imagery</p>	<p>PPT 5 LotF book Narrative description sheet</p>



<p>structure used by the writer to create meanings and effects, using relevant subject terminology where appropriate</p>		<p><i>first (Ralph)</i></p> <ol style="list-style-type: none"> 3. <i>What the boys decide to make in chapter 2 (fire)</i> 4. <i>The animal which the boys nearly caught in chapter 1 (piglet)</i> 5. <i>The character with asthma (Piggy)</i> 6. <i>The leader of the choir (Jack)</i> 7. <i>The colour of Ralph's hair (fair)</i> 8. <i>The colour of the conch (cream and pink)</i> 9. <i>What Jack decides the choir will be (hunters)</i> 10. <i>The character who faints (Simon)</i> <p>1. Read the 2nd half of chapter 2 together and discuss the tension built up around these events:</p> <ul style="list-style-type: none"> ✿ The boys start walking up the mountain to make a fire. ✿ Ralph goes up the mountain. ✿ Piggy asks Ralph where he is going. ✿ Further up the mountain, Ralph sees a patch of potential firewood. ✿ The boys start to collect wood. ✿ The boys decide to use Piggy's glasses to light the fire. ✿ Once Ralph has lit the fire, the boys gather more wood to keep it going. ✿ The boys think that the fire has gone out, but then discover that it hasn't gone out, and has spread. ✿ Piggy loses his temper and tells the boys what he thinks of their actions. ✿ They discover the boy with the mulberry 		
--	--	---	--	--

			<p>birthmark is missing. (AO1 & AO2)</p> <p>2. Structure and close reading: Using the 'Narrative Description' resource sheet, focus on the passage "A fire! Make a fire!" to "...over the tumbled scar."</p> <p>This can be considered the turning point in Ch2. Making a fire is the catalyst for the events which follow and the next significant phase of character development</p> <p>Focus on the description in the passage and find quotations linked to the senses, then complete 'Narrative Description' sheet.(AO2)</p> <p>Plenary:</p> <p>Imagery: The second half of Chapter 2 includes rich imagery to depict the events. Choose one of the quotations below and draw a picture of this. Alternatively, you could explain how and why the imagery is effective. (AO2)</p> <ol style="list-style-type: none">1. The boys start walking up the mountain to make a fire.2. Ralph goes up the mountain.3. Piggy asks Ralph where he is going.4. Further up the mountain, Ralph sees a patch of potential firewood.		
--	--	--	---	--	--

			<p>5. The boys start to collect wood.</p> <p>6. The boys decide to use Piggy's glasses to light the fire.</p> <p>7. Once Ralph has lit the fire, the boys gather more wood to keep it going.</p> <p>8. The boys think that the fire has gone out, but then discover that it hasn't gone out, and has spread.</p> <p>9. Piggy loses his temper and tells the boys what he thinks of their actions.</p> <p>10. They discover the boy with the mulberry birthmark is missing.</p> <p><i>TA support as needed</i> <i>Support, scaffold and select texts appropriately</i></p>		
--	--	--	---	--	--



Week	Learning outcome	Main Teaching	Learning Activities: Stretch and Challenge	Key Vocabulary	Resources
3	<p><u>Lesson 3</u></p> <p>AO1 - Read, understand and respond to texts</p> <p>AO2 - Analyse the language, form and structure used by the writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO4 - Use a range of vocabulary and sentence structures for clarity, purpose</p>	To understand the character of Jack	<p>Starter: Look at some similes to describe Jack. What sort of impression would you get of a person described as all three of the similes? What are the similarities and differences between what each image suggests? What would that person be doing? What would they be like? (AO2)</p> <p>1. Roll on the wall: Read from the start of chapter 3 up to "He did not notice when Jack spoke.</p> <p>Create a 'roll on the wall' for Jack at the start of Ch3. Fill in the outline of Jack's head with words and phrases which you would use to describe Jack's character.</p> <p>2. Use the discussion points to explore how dark images can be linked with the darker qualities of Jack, which are quickly emerging.</p> <p>What does each image show us about the character? Does Golding make Jack sound: Sinister (Menacing, threatening) Bad (in an evil sense) Confused (unsure or lost)</p>	<p>Similes Impression Similarities Differences Roll on the wall Character Quotations Poems</p>	<p>PPT 6 LotF book Roll on the Wall Setting description</p>



<p>and effect, with accurate spelling and punctuation.</p>		<p>Part of the jungle Something else?</p> <p>Plenary: Use some of the key quotations about Jack from the novel in order to create a short, 2-line poem.</p> <p>Example: <i>Jack he had a 'sharpened stick' 'like a sprinter,' he was quick.</i></p> <p>Share ideas with each other and join all the 2-line poems up to create a longer class poem (AO1 & AO4)</p> <p>Quotes on Jack:</p> <ul style="list-style-type: none">⚙ 'A sharpened stick about five feet long trailed from [Jack's] right hand ...'⚙ 'He passed like a shadow under the darkness of the tree ...'⚙ 'Jack stood there, streaming with sweat, streaked with brown earth, stained by all the vicissitudes of a day's hunting.'⚙ (Speaking about the other hunters) 'I went on ... I let them go. I had to go on. I -'⚙ '[Jack] tried to convey the compulsion to track down and kill that was swallowing him up ... The madness came into his eyes again.'⚙ (Jack to Ralph) 'You and your fire!'⚙ (Ralph to Jack) 'All you can talk about is pig,		
--	--	--	--	--

- ⚙ pig, pig!' (Jack to Ralph) 'But we want meat!'
- ⚙ 'Jack nodded, as much for the sake of agreeing as anything ...

TA support as needed
Support, scaffold and select texts appropriately