

Week	Learning outcome	Main Teaching	Learning Activities: Stretch and Challenge	Key Vocabulary	Resources
1	<p><u>Lesson 1</u></p> <p><b>AO1</b> - Read, understand and respond to texts</p> <p><b>AO2</b> - Analyse the language, form and structure used by the writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p><b>AO3</b> - Show an understanding of the relationship between texts</p>	<p>To learn how the playwright contrasts the character of Mrs Lyons and Mrs Johnstone</p> <p>Contrasting characters based on stage directions, action and dialogue.</p>	<p><b>Starter:</b> Brain Dump - tell me everything that you already know about Mrs Johnstone and Mrs Lyons.</p> <p><b>Main:</b></p> <p>1. Mrs Johnstone and Mrs Lyons are contrasting characters. How many examples of contrasts can you find? Make a table and fill in your ideas.</p> <p>Share ideas and look at some examples together.</p> <p>Look at the 3 techniques used to create character: Stage directions, action, dialogue</p> <p>2. Using your knowledge of <b>the characters of Mrs Johnstone and Mrs Lyons</b> write a paragraph explaining how Russell presents the characters of Mrs Johnstone and Mrs Lyons to the audience.</p> <p>Use sentence starters to help you if needed.</p> <p><b>Plenary:</b> Look at a good example of Character as archetype and compare your answer with this. Have you mentioned some of these ideas in your paragraph?</p>	<p>Contrasting Characters</p> <p>Techniques</p> <p>Stage directions</p> <p>Action</p> <p>Dialogue</p> <p>Archetype</p>	<p>PPT 7</p> <p>BB Play</p>

	and the contexts in which they were written		TA support as needed Support, scaffold and select texts appropriately		
2	<p><u>Lesson 2</u></p> <p><b>AO1</b> - Read, understand and respond to texts</p> <p><b>AO3</b> - Show an understanding of the relationship between texts and the contexts in which they were written</p>	<p>To develop knowledge and understanding of a theme.</p> <p>Looking at 2 themes in the play - superstition and motherhood.</p>	<p><b>Starter:</b> List as many superstitions as you can think of.</p> <p>Discuss -</p> <ul style="list-style-type: none"> <li>• What is a superstition?</li> <li>• When does the audience first learn that Mrs J is superstitious?</li> <li>• Why is it important to the plot of the play that Mrs J is superstitious?</li> </ul> <p>Ask students if they have any superstitions of their own? (AO3)</p> <p><b>Main:</b></p> <ol style="list-style-type: none"> <li>1. Read pp16-26 and discuss</li> <li>2. Look at the new superstition that Mrs Lyons introduces on p23. That if either of the separated twins learns of the other's existence they will both die. (AO1) Do you think this is true?</li> <li>3. Working in pairs, analyse the early presentation of one of the 2 themes (superstition or motherhood) that has developed in the first 25</li> </ol>	<p>Superstition</p> <p>Motherhood</p> <p>Analyse</p> <p>Mind-map</p>	<p>PPT 8</p> <p>Mind-maps</p> <p>BB Play</p>



			<p>pages of the play. Complete a mind-map to help you.</p> <p><b>Plenary:</b> Peer Feedback - each pair to share their min-maps with the class. Are there any points that may have been missed?</p> <p>TA support as needed Support, scaffold and select texts appropriately</p>		
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3	<p><u>Lesson 3</u></p> <p><b>AO1</b> - Read, understand and respond to texts</p> <p><b>AO3</b> - Show an understanding of the relationship between texts and the contexts in which they were written</p>	<p>To develop knowledge and understanding of a theme.</p> <p>Looking at the theme of childhood.</p>	<p><b>Starter: Childhood v Adulthood</b></p> <ul style="list-style-type: none"> <li>• How is childhood different from adulthood?</li> <li>• How are the interactions and behaviours of children different from that of adults?</li> <li>• What would be the interests/hobbies/activities of children in Liverpool in the 1970s? (AO3)</li> </ul> <p><a href="http://www.youtube.com/watch?v=c7jDUN5-1lo">www.youtube.com/watch?v=c7jDUN5-1lo</a> Children in 1970s Liverpool. Discuss: What did you learn from the film?</p> <p><b>Main: 'Nearly Eight'</b></p> <ol style="list-style-type: none"> <li>1. Read 'Nearly Eight' poem on pp26-27</li> <li>2. Drama: in small groups, 10 minutes to come-up with a dramatic presentation of a given stanza. Think about how a 7 year old might speak and move (AO1 &amp; AO2)</li> <li>3. 'Nearly Eight': Humour Watch the clip of an actor performing 'Nearly Eight'. How is comedy achieved in his performance? <a href="http://www.youtube.com/watch?v=K-81K7aIKIq">www.youtube.com/watch?v=K-81K7aIKIq</a> Discuss: What do we learn about 7 year old Mickey and his life from this poem?</li> </ol>	<p>Childhood Adulthood Theme Drama Stanza Playwright Statements Evidence Point of view</p>	<p>PPT 9 BB Play Venn Diagram</p>

Why did the playwright choose to write this section as a poem? (AO2)

#### 4. Mickey and Edward Venn Diagram:

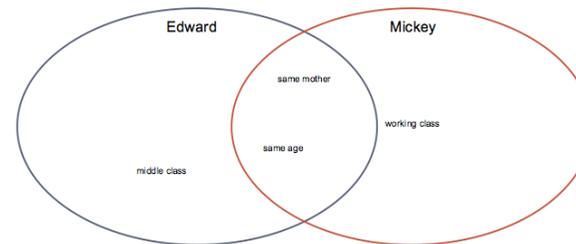
Read pages 27-34 and complete Venn diagram.(AO1)

Mickey and Edward Venn diagram

Complete the Venn diagram below identifying what Mickey and Edward have in common and what their differences are.

Consider:

- how they speak
- what we learn about their home life
- their attitudes towards each other.



#### Plenary:

Rank the following statements in order of importance. (AO1)

(No single right answer)

1. Even at seven, the two boys are already so different that they don't recognise they are brothers.
2. Despite being raised apart, there is an immediate bond between the two boys.
3. This is a comic scene, which makes fun of social class differences.
4. This is a comic scene, which finds humour in the



			<p>misunderstandings of young children. 5. This scene may foreshadow later events in the play.</p> <p>Can you find evidence in the play, for each of these points of view?</p> <p>TA support as needed Support, scaffold and select texts appropriately</p>		
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