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| Year 6 | Unit 9 | | Vocabulary   * Spelling words: controversy, develop, foreign, physical, muscle * Tier 2: conical, discover, observe, dread, lurch, plume, voyage * Tier 3: specimen | |
| A story set on board The Beagle | |
| Model text: *Volcanoes and Earthquakes* by Jon Mayhew | |
| Overview  In this two-week, ten-lesson unit, pupils will learn about Charles Darwin’s famous voyage on The Beagle. They will have the opportunity to learn about some of his discoveries and read a narrative retelling part of his voyage.  Children will have the opportunity to write their own narratives based on Darwin’s voyage. This unit would link to work on science, when studying evolution and inheritance. | |
| Enrichment opportunities   * Take pupils to a natural history museum to investigate how the Victorians learnt about the natural world * Link this unit to science lessons on evolution and inheritance | |
| Learning objectives | | | |
| Writing   * To develop character description using ‘show, don’t tell’ * To write a description of a setting using figurative language * To use relative clauses beginning with who, which, where, when, whose, that * To integrate dialogue to convey character and advance action * To plan writing by developing initial ideas, drawing on reading and research where necessary * To write a narrative with a focus on developing character and setting * To edit and redraft with a focus on the consistency of grammar, punctuation and vocabulary (writing) | Reading   * To apply the skill of information retrieval * To discuss the understanding, and explore the meaning, of words in context * To know how words are related by meaning as synonyms | | Spoken language   * N/A |

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| Charles Darwin image cards | How to write a journey story poster | Margin planner | Model text, annotated |
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| Model text, annotated PPT | Model text, illustrated | Model text, non-annotated | Model text, plain text |
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| Resource one | Resource one, answer sheet | Resource one, synonyms worksheet | Resource one, teacher notes |

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| Resource two | Resource two, relative clause posters | Resource two, teacher notes | Resource two, writer's task |
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| Vocab cards for display | Vocab cards for sorting | Writer's craft instruction sheet | Writing skills check |

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| Lesson | LO | Teaching notes | Resources required |
| 1 | LO: To apply the skill of information retrieval (reading) | Explain to pupils they are going to create a fact file to record information relating to Charles Darwin retrieved from a range of sources. Provide pupils with a frame for the fact file.  Show pupils the image cards of Charles Darwin and his discoveries. What can we infer about him from the images? Why is he remembered today? What would people have believed in Victorian times before Charles Darwin’s theories were shared?  Allow pupils time to look at the image cards to find information about Charles Darwin and to begin completing the fact file.  Read the model text together. Ask pupils what type of writing this is. (A narrative/story.) Explore what pupils know about Charles Darwin from the story.  Pupils continue to create a fact file about Charles Darwin using the information from the previous activity and what they have read in the story. | * Charles Darwin image cards * Model text |
| 2 | LO: To discuss the understanding, and explore the meaning, of words in context (reading) | Discuss new vocabulary. Use the word cards showing Tier 2 vocabulary (conical, discover, plume, dread, lurch, voyage); Tier 3 vocabulary (specimen, observe) linked to the science curriculum; and year 5/6 statutory spelling words (foreign, develop, physically, muscle, controversy).  Find examples of these words in the model text and use clues in the sentences to infer their meanings.  Complete the vocabulary match activity included with the vocabulary cards. | * Vocabulary cards for display * Vocabulary cards for sorting * Model text |
| 3 | LO: To develop character description using ‘show, don’t tell’ (writing) | Reread the story and discuss how the author has described Charles Darwin and how he is feeling. Highlight where the author has shown information about the character, rather than telling. For example, instead of stating that the sea was rough because the wind picked up and that he felt sea-sick, the author writes: ‘The wind had picked up and Charles felt his stomach lurch.’  Give pupils sections of the narrative that describe Darwin or his feelings (paragraphs beginning: ‘In some ways…’, ‘Charles went to his cabin…’, ‘They journeyed for over a week…’, ‘The journey back to the Beagle proved difficult…’).  Children should write information that we know about Charles Darwin from the paragraph they are given, and state how they know that from the text.  Ask pupils to write a paragraph based on the image of another character using ‘show, don’t tell’. | * Model text |
| 4 | LO: To write a description of a setting using figurative language (writing) | Explain to pupils they will be using figurative language, using other similar writing as models for their own.  Show pupils images of The Beagle (one is included in the image pack) and ask them to imagine what it must have been like to travel in rough seas.  Pupils to write paragraphs describing part of Darwin’s voyage on the ship, writing in the third person. | * Images of The Beagle |
| 5 | LO: To know how words are related by meaning as synonyms (reading) | This is a standalone vocabulary lesson. The PowerPoint, worksheet and answers for it can be found in the ‘Resource one’ folder.  In this lesson, pupils will investigate how synonyms can be used to improve descriptions, and how to use a thesaurus to find synonyms.  Look at the words on Slide 3. What do the pupils notice about them? Discuss that the words have similar meanings and mean ‘to look at’. Introduce (or recap) that words with the same or similar meanings are called synonyms.  Slide 4 shows a collection of words. Ask pupils to organise these words into groups of synonyms. Answers are shown on slide 5.  Show the class a thesaurus. Do they know why we might use one? Demonstrate how to use a thesaurus and ask pupils to use theirs to find the meanings of the words on Slide 6. Record the synonyms that the pupils find, and discuss how these could be used in sentences.  Show Slide 7 and explain how using synonyms can change the meaning of sentences to give a clearer image for the reader. Discuss the example on the slide.  Pupils could use the words from Slide 6 and their synonyms to create sentences and discuss how the differing words change the sentence's meaning.  The synonyms worksheet contains three activities. For Activity 1, pupils will need to match the words given to create groups of synonyms for known, suffer, jerk, travel. Two words are not synonyms – these should be grouped separately and synonyms of these words found using a thesaurus.  In Activity 2, the children will explore how to improve writing using synonyms. A paragraph is given with words underlined, and pupils must use their knowledge of synonyms to change the words to improve the paragraph.  Finally, on page 3 of the worksheet, pupils are given a picture of a ship (which could be the Beagle) in a storm. They should write paragraphs to describe the scene, using their knowledge of synonyms. | * Resource one * Resource one, synonyms answer sheet * Resource one, synonyms worksheet * Resource one, teacher notes |
| 6 | LO: To use relative clauses beginning with who, which, where, when, whose, that (writing) | This is a standalone grammar lesson. The PowerPoint and posters for it can be found in the ‘Resource two’ folder. The lesson revises pronouns and revisits relative pronouns and relative clauses from the Year 5 curriculum. It explores how they are used to add information or a description of the noun in a main clause.  Ask the children if they know what a pronoun is. Show the words on Slide 3 and ask pupils to find the pronouns.  Slide 4 shows the pronouns and invites pupils to give examples of other pronouns (e.g. *me*, *my*, *his*, *he*, etc.)  Use Slide 5 to look at relative pronouns and what they do. Display poster in the classroom for pupils to refer back to if needed. Ask the children to identify the relative pronouns in the sentences on Slide 6 (the answers are on Slide 7).  Use Slide 8 to introduce relative clauses. Explain that relative clauses add description or information about a noun previously mentioned in a sentence and that they must start with a relative pronoun.  Slide 9 shows examples of defining relative clauses – these are needed for a sentence to be complete. They give detail about the noun (e.g. which island, which lady). Examples and explanations are on the slide.  Slide 10 shows examples of non-defining relative clauses. These relative clauses are not essential in the sentence, as we already know details about who or what the noun is. Instead, they give additional information to the reader. Examples are given on Slide 11, with answers on Slide 12. Use the poster to display information about relative clauses for pupils to refer back to if needed.  For the Writer’s Craft activity, read the section of our story Volcanoes and Earthquakes describing when Charles Darwin arrived on an island devastated by a tsunami.  After reading, pupils should write a journal from Darwin’s point of view, describing what he saw. They must use relative clauses to add description and detail in their writing.  As an extension activity, you could ask the children to find examples of relative clauses in their own reading and collect them for a class display. | * Model text * Resource two * Resource two, relative clause posters * Resource two, teacher notes * Resource two, writer's task |
| 7 | LO: To integrate dialogue to convey character and advance action (writing) | Look for examples in the model text of when the author has used dialogue to describe characters or advance action (examples are highlighted in the annotated version).  Pupils should have the opportunity to write about part of Darwin’s voyage using dialogue. | * Model text |
| 8 | LO: To plan writing by developing initial ideas, drawing on reading and research where necessary (writing) | Explain to pupils they are going to investigate the structure of the story.  Introduce the children to the margin planner and journey story poster. Explain this is an example of a journey story and explore the different parts of the story. Can pupils think of any other examples of journey stories? (e.g. *We’re Going on a Bear Hunt*, *Stick Man*)  Ask the children to use the margin planner to summarise each section of the model text.  Reread the model text and recap how it is structured and the language and grammar that the author has used.  Pupils should use the margin planner to organise their ideas and plan their story. | * Model text * Margin planner * ‘How to write a journey story’ poster |
| 9 | LO: To write a narrative with a focus on developing character and setting (writing) | Remind pupils what is needed for their narrative. Display the journey story poster to remind them of the structure of their story and encourage them to refer to their margin plans.  Look at the writing skills check as a class and discuss how they could use these skills in their writing.  Recap on learning from Lessons 3, 4 and 7 regarding character and setting development.  Ask the children to write their own narrative. | * Margin planner * ‘How to write a journey story’ poster * Writing skills checklist |
| 10 | LO: To edit and redraft with a focus on the consistency of grammar, punctuation and vocabulary (writing) | Reserve the majority of this session for pupils to edit and redraft sections of their narrative (not the entire narrative).  Encourage them to use the writing skills checks at regular intervals, and remind them of the importance of consistency of grammar and punctuation. Have they considered the impact of their writing on the reader?  Model editing and redrafting as necessary. | * Writing skills checklist |

Assessment sheet

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| Those working towards the expected standard for this unit need to focus on: | Those working at the expected standard for this unit can: | Those working at or above the expected standard for this unit can: |
|  | * punctuate work correctly using capital letters, full stops, question or exclamation marks * use pronouns to avoid repetition and create cohesion * write consistently in the third person * use adverbials to link ideas across paragraphs * plan writing using ideas from other texts that they have read * use knowledge of vocabulary to make effective choices * use relative clauses beginning with *who, which, where, when, whose, that* * use dialogue to describe character and advance action * edit to ensure subjects and verbs agree * develop description for both character and setting * plan writing by developing initial ideas * proofread, including checking for errors in spelling, punctuation and grammar | * distinguish between the language of speech and writing, and choose the appropriate register by recognising that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar * exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this * drawing independently on what they have read as models for their own writing |

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Implications for future teaching and learning

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