



Big Question - Wonder

AoLE: Languages, Literacy and Communication	Subject: English	Year: 7
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
<p>What is the true meaning of kindness, and how can we incorporate it into our daily lives?</p> <p>How can we develop empathy and compassion towards others, and what role do these qualities play in building meaningful relationships and communities?</p>	<p>This scheme of work explores R. J. Palacio's novel, <b>Wonder</b>, focusing on characterisation and key themes. The outcome is for students to gain a literary understanding and to develop the ability to analyse key aspects of the novel in a detailed and well-structured way.</p> <p>Students will develop the following:</p> <ul style="list-style-type: none"> <li>· their ability to read and decipher meaning;</li> <li>· their understanding of the themes within the text;</li> <li>· their ability to explore different characters;</li> <li>· their ability to analyse a writer's language, using inference and deduction skills;</li> <li>· their ability to empathise with a character;</li> <li>· their ability to plan and present an effective debate;</li> <li>· their ability to self and peer-assess, leading to improvement.</li> </ul>	<p>Basic level of reading comprehension to understand the plot characters and theme of the novel.</p> <p>Some vocabulary knowledge in order to understand the meaning of words.</p> <p>Basic knowledge of literary elements such as plot, characterisation, setting and theme.</p>

What does progression look like in this 'Big Question?'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can communicate my thoughts, feelings and opinions in challenging and contentious contexts showing empathy and respect.</p> <p>I can read empathetically to respect and critically evaluate different people's perspectives, using them to arrive at my own considered conclusions.</p> <p>I can listen empathetically, respecting different people's perspectives and can critically evaluate them to arrive at my own considered conclusions.</p> <p>I can appreciate literature, showing empathy when evaluating different interpretations of literature, including my own.</p>	<p><b>Construct</b> and <b>assemble</b> an <b>argument</b> for the topic of home-schooling</p> <p><b>Evaluate</b> how the author creates empathy for August's character using a range of literary devices.</p> <p><b>Compare</b> and <b>contrast</b> the lives of a child between August's young life and that of a child who doesn't suffer such 'medical anomalies.'</p> <p><b>Compare</b> and <b>contrast</b> the lives of Via and Miranda.</p> <p><b>Select</b> and <b>evaluate</b> relevant textual details in order to respond to the question of how August changes over the course of the novel.</p>
Advancing	<p>I can share my thoughts, feelings and opinions with others using a range of techniques for different effect and showing empathy and respect</p> <p>I can read empathetically to identify different people's viewpoints on various subjects, using them to arrive at my own conclusions.</p> <p>I can listen empathetically to different people's viewpoints on various subjects, using them to arrive at my own conclusions.</p>	<p><b>Apply</b> knowledge to <b>suggest</b> reasons why/why not home-schooling is a good/bad thing.</p> <p><b>Analyse</b> the text in some detail to respond to questions relating to the characters.</p> <p><b>Explain</b> why the author uses certain literary devices within the novel.</p> <p><b>Compare</b> the lives of Via and Miranda.</p> <p><b>Apply</b> previous knowledge to explain why August changes over the course of the novel.</p>



	I can appreciate literature, showing empathy and understanding that literature can be interpreted differently.	
Securing	<p>I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect.</p> <p>I can read empathetically to identify different people's viewpoints on various subjects.</p> <p>I can listen empathetically to different people's viewpoints on various subjects.</p> <p>I can show empathy when responding to literature and understand that others may have different views from mine.</p>	<p><b>Explain</b> how home-schooling is a good/bad thing</p> <p><b>Summarise</b> key events/chapters</p> <p><b>Extract</b> relevant quotations from the text.</p> <p><b>Describe</b> a school trip.</p> <p><b>Describe</b> and <b>explain</b> how and why August changes over the course of the novel.</p>
Beginning	<p>I can explain information and share ideas, opinions and feelings using relevant vocabulary.</p> <p>I can respond to what I hear, read and see, asking questions and showing my understanding.</p> <p>I can listen to others and understand that they may have a different perspective from my own.</p> <p>I am beginning to show empathy with characters in literature.</p>	<p><b>Locate</b> and <b>retrieve</b> relevant information from at least one source</p> <p><b>Describe</b> a school trip.</p> <p><b>Identify</b> and <b>locate</b> different quotations from the text.</p> <p><b>Recall</b> key facts/events.</p> <p><b>Match</b> key terms associated with creative writing.</p> <p><b>Describe</b> what happens in key chapters.</p> <p><b>Identify</b> key words/phrases from the text.</p> <p><b>Describe</b> how August would feel at certain points in the novel.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p><b>Learning experiences:</b></p> <p>The book deals with real-world issues such as bullying, empathy and acceptance. It allows students to explore and reflect on these issues, providing them with a deeper understanding of how these issues affect people in the real world. This helps students develop empathy and compassion towards others and learn how to be better human beings.</p>	<p><b>DCF:</b></p> <p>To use research skills in order to prepare for a debate on the topic of homeschooling. (<b>I can present my work appropriately in digital contexts.</b>)</p> <p><b>Literacy:</b> Numerous Literacy strands are hit (see SoW)</p>

Assessment (How will we know that students have learnt what we taught them?)	
<p><b>Formative Assessment:</b></p> <p>Teacher circulating</p> <p>Q&amp;A discussions on various characters/themes</p> <p>Comprehension activities</p> <p>Debates</p> <p>Using inference skills for a range of extracts</p> <p>Match key terms to definitions/examples</p> <p>Peer/self-assessment tasks</p> <p>Empathy demonstrated via diary entry tasks</p>	<p><b>Summative assessment:</b></p> <p>Compose and construct an extended piece of writing to answer the question: 'How does August change as the novel progresses?'</p>



PQA writing tasks Role play Hot seating Creative writing tasks Consolidation writing activities	
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Evaluation ( To be completed 2024 )

Strengths	Areas for Development	Pupil Voice