

## Harrow Way Community School

### Warhorse – Year 6/7 Literacy Transition Project

#### The background:

- There is overwhelming evidence that literacy has a significant relationship to people's life chances (Reading books is the only out-of-school activity for 16-year-olds demonstrably linked to securing managerial or professional jobs).
- A person with low literacy is more likely to live in a non-working household; live in overcrowded housing; have reduced work-opportunities and is less likely to cast a vote
- Parents are the most important reading role models for children and young people but only 1 in 5 parents easily find the opportunity to read to their children.
- Only 40% of England's ten-year olds, have a positive attitude to reading. 10 to 16 year-olds who read for pleasure, do better at school; 70% of pupils permanently excluded from school have difficulties in basic literacy skills.

Mori 2013

#### The plan:

Every year 6 student joining Harrow Way has received a copy of 'Warhorse' by Michael Morpurgo. This was handed out on 'induction day' and all have been asked to read the novel before they arrive at the school in September. All staff have also received a copy of the book. Initial lessons and schemes of work are then to be focused on the novel. The aim is to:

- **Encourage all students to have read the book.** The more students read, the better they achieve. Some will have already read 'Warhorse', some will want to and some will be reluctant or possibly struggle with the text. By making it clear that all will be reading it and that many lessons will rely on having read the text we are interested in seeing if this inspires more widespread 'buy in' from students than a text does usually. No tasks will be linked to the book over the school holidays to try to ensure that reading it is not seen as work.
- **Promote literacy** as something relevant and cross curricula that can inform many lessons and many approaches. As part of a whole school literacy initiative at the school we hope that this will help year 7 'hit the ground running' in connection with other plans to continue to encourage reading.

### September/Autumn Term

All departments to initially focus on lessons inspired by or factually/thematically linked to 'Warhorse'.

Proposed activities include:

#### Summaries:

ICT: word processing skills based around short story

Geography: travel journal/comparison between England/France

History: The Great War, animals at war

Dance: Battle/trenches/marching

Drama: Script/sound effect work

Music: Songs of the period

English: Text study

Maths: numeracy

Science: 'Horses' - Anatomy of the horse/Adaptation to feeding – teeth/Energy from different food types/Digestive tract/Evolution of the horse/Selective breeding

MFL: conversations/role play, family, animals, French geography

Resistant materials: War influence on Technology, hand tools vs machine

Food: rationing/food substitutes and packaging

Technology: Wooden toys

Art: Clay poppies/shadow puppets

PE: Anatomy of horses/training

Detail (by department)

<b>WARHORSE PROJECT</b>	Dept:ICT	Teacher Responsible: Aww
<b>TOPIC LENGTH</b>	Weeks:3	Lessons:6
<b>PLANNED SEQUENCE OF LESSONS/MAIN LEARNING ACTIVITIES</b>		
<p>As part of our word processing unit at the start of year 7. We will be teaching correct word processing, layout and formatting of text in different styles, including use of pictures.</p> <p>In order that the students have text to work with they will be asked to write a short story based on the adventures of warhorse, from the point of view of the horse.</p> <p>This will then be used to look at spell check (and its limitations) paragraphs, word spacing, fonts, book style layout, magazine style and children's book style.</p>		

<b>WARHORSE PROJECT</b>	Dept: Geography	Teacher Responsible: RMC
<b>TOPIC LENGTH</b>	Weeks: 1 plus a Home Learning Project	Lessons: 2
<b>PLANNED SEQUENCE OF LESSONS/MAIN LEARNING ACTIVITIES</b>		
We will be comparing the two different countries of England and France and the pupils' will be writing a diary/journal from the point of view of the horse and what he sees on his journey.		

<b>WARHORSE PROJECT</b>	Dept: History	Teacher Responsible: CE
<b>TOPIC LENGTH</b>	Weeks: 6	Lessons: 12 (approx.)
<b>PLANNED SEQUENCE OF LESSONS/MAIN LEARNING ACTIVITIES</b>		
This will fit in with our normal SoW for Year 8 students on the Great War but we will incorporate War Horse by doing a lesson on animals in the war, animal memorials etc and make links between the book/story and real events.		

<b>WARHORSE PROJECT</b>	Dept: Dance	Teacher Responsible: LW
<b>TOPIC LENGTH</b>	Weeks: 10	Lessons:10
<b>PLANNED SEQUENCE OF LESSONS/MAIN LEARNING ACTIVITIES</b>		
<ul style="list-style-type: none"> <li>- Army training exercises.</li> <li>- Marching patterns.</li> <li>- Pictures of trenches.</li> <li>- Actions to represent battle.</li> </ul>		

<b>WARHORSE PROJECT</b>	Dept: English	Teacher Responsible: VT
<b>TOPIC LENGTH</b>	Weeks: Term	Lessons:
<b>PLANNED SEQUENCE OF LESSONS/MAIN LEARNING ACTIVITIES</b>		
Reading of the book. Writing and reading assessment focused on text		

<b>WARHORSE PROJECT</b>	Dept: Maths	Teacher Responsible: Sf & CM
<b>TOPIC LENGTH</b>	Weeks: 1/2	Lessons: 4/6
<b>PLANNED SEQUENCE OF LESSONS/MAIN LEARNING ACTIVITIES</b>		
<p>Lesson 1- visual intro to numeracy in War Horse and WW1  Lessons 2- 6 = Differentiated basic numeracy booklet/worksheet to cover work in Unit 1 Number topic based on WW1</p>		

<b>WARHORSE PROJECT</b>	Dept: ART	Teacher Responsible: CC/LJB/JG
<b>TOPIC LENGTH</b>	Weeks: 10 week rotation	Lessons: Yr 7s
<b>PLANNED SEQUENCE OF LESSONS/MAIN LEARNING ACTIVITIES</b>		
<p>Outcomes;</p> <p>CC: Large scale clay poppies, incorporating scenes/emotions from the story  LJB: Shadow puppets based on characters from the book (using Asian puppetry as inspiration)  JG: Monochrome illustrations</p> <p>Familiarise students with the book  Choose a starting point  Initial ideas  Research homework to develop ideas  Create, reflect, develop, create  Students will be given opportunities to make starting point choices, critique each other's work to offer advice/ideas, learn new skills, refresh and improve others, use the work of other artists/contextual references to support their development</p>		

<b>WARHORSE PROJECT</b>	Dept: Science	Teacher Responsible: CAL
<b>TOPIC LENGTH</b>	Weeks: 2 weeks	Lessons: 6
<b>PLANNED SEQUENCE OF LESSONS/MAIN LEARNING ACTIVITIES</b>		
<p>Circus of individual lessons – so we can rotate  Areas to be investigated:</p> <ul style="list-style-type: none"> <li>• Anatomy of the horse</li> <li>• Adaptation to feeding – teeth</li> <li>• Energy from different food types</li> <li>• Digestive tract</li> <li>• Evolution of the horse</li> <li>• Selective breeding</li> </ul>		

<b>WARHORSE PROJECT</b>	Dept: Drama	Teacher Responsible: Euan Manson
<b>TOPIC LENGTH</b>	Weeks: 8	Lessons: 8
<b>PLANNED SEQUENCE OF LESSONS/MAIN LEARNING ACTIVITIES</b>		
Overview: Music & Drama combine to create a radio play / talking book of the Warhorse radio play.		
<b>Week 1: Diction - Tongue Twisters &amp; Vocal Warm Ups</b> Set Tongue Twister Challenge H/W Weekly vocal warm ups at start of class.		
<b>Week 2: Line Learning - Skeleton Script Challenge</b> Give out scripts, overview of project and set line learning H/W – Play Example of Radio Plays		
<b>Week 3: Character Voice: Mystery Voice activity. Make decisions on character voices.</b>		
<b>Week 4: Introduce Foley work: Create soundscapes.</b>		
<b>Week 5: Rehearse Scenes</b>		
<b>Week 6: Record Scenes.</b>		
<b>Week 7: Rehearse Foley SFX</b>		
<b>Week 8: Record Foley SFX</b>		

<b>WARHORSE PROJECT</b>	Dept: Technology	Teacher Responsible: TC
<b>TOPIC LENGTH</b>	Weeks:4	Lessons: 8
<b>PLANNED SEQUENCE OF LESSONS/MAIN LEARNING ACTIVITIES</b>		
<ul style="list-style-type: none"> <li>• Lesson 1 – Group work - Investigate (internet) and discuss children’s (wooden) toys typical to 1914</li> <li>• Lesson 2 – Evaluate differences between then and now re: manufacture and Production drawings / information – look at typical (1914) drawing office.</li> <li>• Lesson 3 &amp; 4 – Using drawing boards produce an orthographic (discuss methodology) drawing of a simple wooden car (to be made with Mr Stewart)</li> <li>• Lesson 5 - Compare differences in ‘production drawings’ then and now. Start 3D computer drawing of car from which we can take an orthographic layout.</li> <li>• Lessons 6-8 (ditto).</li> </ul>		

<b>WARHORSE PROJECT</b>	Dept: Design Technology	Teacher Responsible: F Fisher
<b>TOPIC LENGTH</b>	Weeks: 10	Lessons: 10
<b>PLANNED SEQUENCE OF LESSONS/MAIN LEARNING ACTIVITIES</b>		
<p>Week one, Comparison of hygiene and kitchen advice using government ww2 propaganda posters and looking at the differences.</p> <p>Week2 cooking traditional cake, with low sugar in relation to rationing. (rock buns)</p> <p>Week 3 looking at rationing and the importance of seasonal foods and how this is still relevant today.</p> <p>Week 4, making a seasonal dish associated with Harvest, Apple Crumble.</p> <p>Week 5, looking at the work of the W.I and the WRVS.</p> <p>Week 6, cooking a dish discovered in week 5.</p> <p>The rest of the carousel will continue as usual with references to war horse as relevant.</p>		

<b>WARHORSE PROJECT</b>	Dept: Food Technology	Teacher Responsible: Emma Law
<b>TOPIC LENGTH</b>	Weeks: 3	Lessons: 6

**PLANNED SEQUENCE OF LESSONS/MAIN LEARNING ACTIVITIES**

Week 1 - Introduction to how WW1 has influenced the way we store food eg the first tinned pasta/one pot stew. I will cook some dishes that the soldiers would have eaten for pupils to taste and I will cook a recipe that would have been used when the rationing was introduced e.g eggless cake for the pupils to also taste.

Week 2 - Chocolate/ sweet boxes originate from WW1 as they were designed to be to be sent to the soldiers. I will give the pupils a chocolate box net which I will ask them to design with patriotic images and messages for their loved ones.

Week 3 - We will make chocolates or jelly babies to package in the boxes and take home.

<b>WARHORSE PROJECT</b>	Dept: Design And Technology – Resistant Materials	Teacher Responsible: Mr. Stewart
<b>TOPIC LENGTH</b>	Weeks: 10 weeks	Lessons: 10 double lesson

**PLANNED SEQUENCE OF LESSONS/MAIN LEARNING ACTIVITIES**

Car Project

WEEK ONE

- How has WWI influenced technology in the 21<sup>st</sup> century

WEEK TWO to EIGHT

– Difference between using hand tool vs machine tools

-Marking out and in work shop completing project only using hand tool.

WEEK NINE AND TEN

– Finish off project and testing / evaluating