



Lessons Sequence	
<p>TOPIC (S) Our Day Out</p>	<ol style="list-style-type: none"> 1. Social and Historical Context: Liverpool 2. Exploring Willy Russell 3. Exploring Character Types 4. Accent and Dialect 5. Analysis of Language: Mrs Kay 6. Explore how Willy Russell uses Irony 7. Explore how Russell uses characters to present different attitudes of Liverpool 8. Comparing Mrs Kay and Mr Briggs 9. Exploring perspectives: Education 10. Exploring perspectives: Attitudes towards students 11. Explore education in Victorian Britain: Ragged Schools 12. Exploring education in Victorian Britain – Account from a teacher working in a Ragged School 13. Exploring education in Modern Britain 14. Comparing perspectives and experiences of education through time
	<ol style="list-style-type: none"> 15. Comparing how Mrs Kay and Mr Briggs are presented 16. Exploring Willy Russell's use of symbolism 17. Explore conventions of a letter 18. Identifying and applying rhetorical devices to writing 19. Writing a letter from perspective of Chester Zoo to the Headteacher 20. DIRT lesson – letter writing 21. Analysis of Briggs' speech to students following Chester Zoon 22. Explore how Russell uses characters to represent his message 23. Characterisation: Mrs Kay 24. Characterisation: Carol 25. Exploring how tension is created within the play 26. Planning to create tension (6ps of planning) 27. Creative writing – creating tension 28. DIRT lesson – creative writing
	<ol style="list-style-type: none"> 29. Speaking and Listening: Views on education 30. Creating ending for the play 31. Explore difference in Briggs from beginning to end 32. Characterisation: Reilly 33. Explore the ending of the play – What's changed 34. Explore structure of the play 35. Identify key themes throughout the play 36. Assessment preparation: Characterisation 37. Assessment 38. Topic Test 39. DIRT lesson
<p>Knowledge & Skills development</p>	<ul style="list-style-type: none"> • Explore a range of texts, not limited to <i>Our Day Out</i> Students will understand how to analyse texts, plot, characterisation, language. • Understand and explore writers' viewpoints, perspectives and their use of methods to achieve effect. • Take inspiration from <i>Our Day Out</i>, creating their own descriptive and narrative writing. • Read and explore non-fictions texts to further develop knowledge of education through time • Identify and apply use of rhetorical devices to non-fiction writing

	<ul style="list-style-type: none"> • Write and redraft a range of original writing such as a journal, a speech, a description and a narrative. • Explore and debate a range of ideas such as class, gender, education • Understand how context influences a text 					
Assessment / Feedback Opportunities	Lesson 3: To explore how Russell uses language to present Mrs Kay's attitudes and views	Lesson 14: Comparing viewpoints and summarise differences across two non-fiction texts	Lesson 19: Writing a letter of complaint	Lesson 21: To explore how Russell uses language to present Mr Briggs	Lesson 27: Creative writing – building tension	Lesson 29: Speaking and Listening debate.
	Lesson 37: Formal Assessment	Lesson 38: Topic Test				
Cultural Capital SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	This will be students' first opportunity in KS3 to read a play. Students will explore the structure of a play and will engage in active speaking roles. Students will uncover key theme such as education					
Reading opportunities	<ul style="list-style-type: none"> • <i>Article on Willy Russell</i> • <i>BBC articles on Liverpool in 1970s/1980s</i> • <i>Our Day Out play</i> • <i>19th Century extract: Ragged Schools</i> • <i>19th Century account: Teacher from a Ragged School</i> • <i>21st Century article: Modern schools and education</i> • <i>Further reading for students – articles linked to Free School Meals/Divide in education through pandemic</i> 					
Key Vocabulary	Protagonist	Antagonist	Confidante	Accent	Dialect	Dynamic
	Plot Device	Static/Stock Character	Hyperbole	Idiolect	Alliteration	Personification
	Repetition	Irony	Dramatic Irony	Verbal Irony	Situational Irony	Comedic
	Pronouns	Sympathy	Empathy	Subplots	Stage Directions	Actor
	Director	Allegory	Analysis	Inference	Deduction	Summarise
	Compare	Contrast	Interpretations	Symbols	Juxtaposition	Antithesis

	Foreshadowing	Ellipsis	Cyclical	Epiphany	Converging	Deus ex Machina
	Climax	Cliffhanger				
Digital Literacy	Visual stimulus for each lesson Opportunities to engage with digital learning across the scheme through watching key scenes of the play, as well as contextual videos linked to Liverpool in 1970s/1980s					
Cross-Curricular Links	History: Ragged Schools/Liverpool/Education through time Drama: Reading a play					
Careers	Author, publisher, lawyer, teacher, historian, journalist.					