



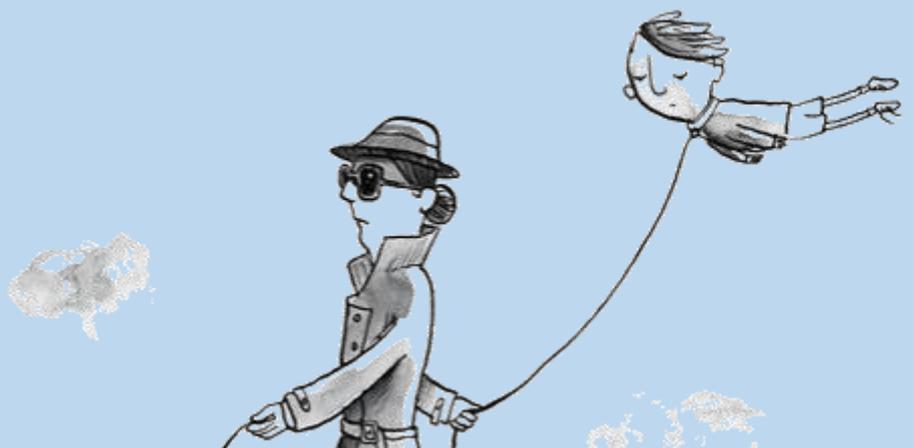
**ST GEORGE'S**  
BRITISH INTERNATIONAL SCHOOL ROME

## Year 7 Curriculum

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### Unit 2: The Terrible Thing that Happened to Barnaby Rooket

#### Freya Odell – Teacher Guide



Curriculum Intent (taken from the departmental SOW)

This unit of work

Building upon what is taught in KS2  ?	Year 7  Novel – The Terrible Thing that Happened to Barnaby Ricket	Preparing pupils in year 8/9 for  19 <sup>th</sup> century prose Modern Novel
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Curriculum-related expectations

Pupils can define the following grammatical terms

Abstract noun (L1)	Independent clause (L9)
Adjective (L2)	Noun phrase (L6)
Adverb (L9)	Object pronoun (L5)
Appositive (HWWK3)	Participle clause (HWWK4)
Collective noun (L1)	Possessive pronoun (L5)
Common noun (L1)	Prepositional start (HWWK5)
Comparative adjective (L3)	Pronoun (L4)
Complex sentence (HWWK1)	Proper noun (L1)
Compound noun (L1)	Reflexive pronoun (L7)
Compound sentence (HWWK1)	Relative pronoun (HWWK2)
Concrete noun (L1)	Simple sentence (HWWK1)
Countable noun (L2)	Stative verb (L7)
Definite article (L4)	Subject pronoun (L5)
Dependent clause (L9)	Superlative adjective (L3)
Dynamic verb (L7)	Uncountable noun (L2)
Indefinite article (L4)	Verb (L7)

Pupils can also define the following unit specific terms

Antagonist (L2)	Freytag's pyramid (L13)	Narrator (L4)
Chapters (L2)	Genre (L1)	Omniscient narrator (L5)
Character (L2)	Indirect speech (L11)	Prose (L2)
Chronology (L2)	Inference (L3)	Protagonist (L2)
Description (L11)	Internal conflict (L7)	Second person narrator (L4)
Dialogue (L11)	Literal information (L2)	Setting (L8)
Direct speech (L11)	Major character (L2)	Stative character (L2)
Dynamic character (L2)	Minor character (L2)	Theme (L12)
External conflict (L7)	Novel (L2)	Third person limited (L6)
First-person narrator (L4)	Narrative (L4)	Third person narrator (L4)

Pupils know (declarative knowledge)

- what a novel is and some of the features of the form (prose, description, dialogue)
- the different types of character
- the different perspectives from which a narrative can be told
- the types of conflict a character may face
- and can demonstrate an understanding of Barnaby's story and journey

Pupils can (procedural knowledge)

- explain the difference being finding literal information and making inferences
- construct WHAT statements using an inference they have made about the text
- select evidence from the text to support their inference (HOW)
- explain how the evidence links to the initial inference (WHY)
- use subject terminology when talking about the evidence

# Year 7: Unit 1: Knowledge Organiser

Features of a novel		Character knowledge		Narrative voice	
1. What is a novel?	A long story written about imaginary people and events.	1. What is a major character?	A main or important character, a character who plays a large role in a story.	1. What is a narrator?	A person who tells the story or gives an account of something.
2. What is prose?	A form of written or spoken language that follows the natural flow of speech.	2. What is a minor character?	A character who does not play a large role in the story.	2. What is a first-person narration?	A story told from the perspective of someone in the story using 'I' or 'we'.
3. What is genre?	A particular type of literature. E.g. horror, romance, dystopian.	3. What is a protagonist?	A main character who is usually the hero of a narrative.	3. What is a second-person narration?	A story in which the reader is involved within the narrative using 'you' to address them.
4. What is a narrative?	A story or an account of a series of events.	4. What is an antagonist?	A main character who is usually the opponent of the protagonist.	4. What is a third person narration?	A story told by a person existing outside of the story, using 'he', 'she' or 'they'.
5. What are chapters?	Main divisions within a book separating key events.	5. What is a static character?	A character who remains the same throughout the story.	5. What is an omniscient narrator?	A third person narrative with a 'god-like' perspective because the narrator knows everything about every character and every event, including secret thoughts and feelings.
6. What is a chronological structure?	When events are written about in time order.	6. What is a dynamic character?	A character who changes, develops or grows as the narrative develops.		
7. What is setting?	Where a story takes place but also it could refer to the time period in which the story is set too.	7. What is an external conflict?	A conflict that exists between a character and another person, society, nature of technology.	6. What is a third-person limited narrator?	A story in which the narrator follows a single character through the story and only has access to the thoughts and emotions of that one character.
8. What is character?	A person in a novel.	8. What is an internal conflict?	A conflict that exists within a character. It is internal and inside their head.	7. What is multi-perspectivity?	A story that is told from many different perspectives – perhaps through alternating chapters, for example.
9. What is dialogue?	A conversation between two or more people as a feature of a book.				
10. What is description?	Writing that helps create a mental image of the particular parts of a story.				

Writing analytically		Grammar knowledge	
1. What is literal information?	Information that is stated explicitly in the text.	1. What is a noun?	A word that names a person, place, thing or idea.
2. What is an inference?	What we think based upon what we see or read.	2. What is a verb?	A word that indicates an action or a state of being.
3. What is textual evidence?	Words, phrases and clauses that are taken from the text to support our inferences.	3. What is an adjective?	A word that modifies the noun.
Using WHAT HOW WHY		4. What is an adverb?	A word that modifies the verb.
WHAT	What is your inference about the character or the situation?	5. What is a pronoun?	A word used to replace a noun.
HOW	How is this evidenced? What quotation can you find?	6. What is a relative pronoun?	A type of pronoun which introduces a relative clause, e.g. who, whose, which, that.
HOW	How is language or structure used within this quotation choice? What do you learn from the technique used?	7. What is a simple sentence?	A sentence that contains just one independent clause.
WHY	Why is this piece of language or structure significant? What does it imply or suggest? Why does it support your inference?	8. What is an independent clause?	A clause that makes complete sense by itself. It has one subject and one verb.
Using WHAT HOW WHY An exemplar		9. What is a compound sentence?	A sentence that contains at least two independent clauses linked by a conjunction.
We learn that Joshua is feeling despondent about his art work when Boyne has him state 'Maybe I am wasting my time'. The verb 'wasting' means to spend too much time, money or energy on something that is unlikely to succeed so from this it can be implied that Joshua feels as though the time he is spending on his art isn't being appreciated or valued by other people. This is what ultimately causes him to feel despondent and makes him wonder if he should continue producing his work.		10. What is a conjunction?	A word that joins clauses.
		11. What is a complex sentence?	A sentence that has both an independent clause and a dependent clause.
		12. What is a dependent clause?	A clause that does not make sense by itself.
		13. What is a subordinating conjunction?	A conjunction which joins a dependent clause to an independent clause.
		14. What is an appositive?	A second noun or noun phrase that is placed beside another noun to explain it more fully.
		15. What is a participle clause?	A dependent clause which begins with a verb either in the present tense (-ing) or in the past tense (-ed)
		16. What is an adverbial?	A dependent clause that uses an adverb at the start.

**Assessment**

Part 1: Knowledge quiz

Part 2: WHAT HOW WHY response to a passage from the novel

Assessment criterion:

Reading Assessment		
	R01: Reading for understanding – selecting and interpreting information, ideas and perspectives	R02: Understanding how writers use language and structure to achieve their particular effects.
<b>Excelling</b>	<p>I can confidently infer meaning from a text.</p> <p>I can explain a writer's intention and viewpoint.</p> <p>I can draw upon well-chosen references to the text to support my ideas and explain these.</p>	<p>I can clearly explain how language and structure features are used to achieve effects, including the use of vocabulary, sentence structures and other language features.</p>
<b>Advancing</b>	<p>I can identify and retrieve key details from a text.</p> <p>I can begin to make inferences and deductions.</p> <p>I can identify a writer's intention and viewpoint.</p> <p>I can support my ideas using relevant textual reference.</p>	<p>I can identify language and structure features and demonstrate an understanding of how they have been used to create an effect to show a broad understanding.</p>
<b>Securing</b>	<p>I can begin to identify and retrieve key details from a text.</p> <p>I can show a literal understanding of a text.</p> <p>I can begin to make inferences.</p> <p>I can begin to identify a writer's intention and viewpoint.</p> <p>I can begin to support my ideas using relevant textual reference.</p>	<p>I can begin to identify language and structure features.</p> <p>I can begin to comment on how language and structure features have been used to create an effect.</p>
<b>Developing</b>	Not yet achieving the above.	

## Overview of sequencing

Introductory lesson	
What does it mean to see, think and wonder?	
Step 1	Step 2
<p>Chapters 1-6 (Who is Barnaby Rooker?)</p> <p>The difference between finding literal information and making inferences.</p> <p>Analytical writing: WHAT and HOW</p> <p><u>Homework:</u> Tier 2 vocabulary Read theory Linked reading</p>	<p>Chapters 7-10 (Brazil)</p> <p>Analytical writing: WHAT and HOW</p> <p>Checkpoint: finding literal information and making inferences</p> <p><u>Homework:</u> Reading Chapters Tier 2 vocabulary Read theory Linked reading</p>
Step 3	Step 4
<p>Chapters 11-17 (Joshua and Charles Etheridge)</p> <p>Analytical writing: WHY</p> <p>Deliberate practice: WHAT HOW WHY pghs</p> <p><u>Homework:</u> Tier 2 vocabulary Read theory Linked reading</p>	<p>Chapters 18-19 (Freakitudes and Africa)</p> <p>Description versus dialogue</p> <p><u>Homework:</u> Tier 2 vocabulary Read theory Linked reading</p>
Step 5	
<p>Chapter 20-26 (Barnaby returns home)</p> <p>Assessment: Two WHAT HOW WHY paragraphs – one extract based and one selected by the pupil.</p> <p><u>Homework:</u> Tier 2 vocabulary Read theory Linked reading</p>	

## Short Term Planning

Big question	Do it now	New knowledge	Pen to paper	Reflection
<b>Intro lesson</b>				
LE1: BQ1: What is the difference between seeing, thinking and wondering?	Recap questions: 1. LT: What is the difference between a proper noun and a common noun? 2. LT: What is the difference between a concrete noun and an abstract noun? 3. LT: What is a collective noun? 4. LT: What is a compound noun? 5. LT: What is an aetiological myth?	Introduce new unit.  Introduce see, think and wonder and go through the definitions of each.	Think / Pair / Share: How do you choose your next reading book? Pps discuss in pairs and then share with the class. Model with my own examples.  Pupils look at each of the following elements in turn – considering what they see, what they think and what they wonder for each: a. Title b. Front cover c. Blurb  Pupils discuss in pairs before sharing with the rest of the class.	Ask pupils to consider what predictions they might make about the story based on their seeing, thinking and wondering about the title, front cover and blurb. Feedback pupils ideas.  Ask pupils to consider whether they would also choose to read this book of their own accord based upon the title, front cover and blurb.
LE2: BQ2: What are some of the key character types to be found within narrative writing? BQ3: What does it mean to find literal information in a text?	Recap questions: 1. LT: What is the difference between a countable and uncountable noun? 2. LT: What is an adjective? 3. LT: What does the word 'roiling' mean? 4. LL: What is literal information? 5. LL: What is an inference? 6. LL: What do we do when we predict?	Introduce pupils to the novel we will be reading this term. DEFINE the term 'novel' and the term 'prose'.  Focus pupils on the characters we have been introduced to.  Introduce and DEFINE the following terms: major character, protagonist, antagonist, minor character, static character, dynamic character.  Recap and DEFINE the term 'literal meaning'.	Complete class reading of Chapter 1.  Recap PRIOR TERM character archetypes. How many can pupils remember?  Ask pupils if they can already recognise some of the character types from within the short piece of reading we have done.  Pupils find one piece of literal information from the text about Alistair Brocket, Eleanor Brocket and Barnaby Brocket.	Pupils feedback their examples of literal information about the characters.  Test pupils on key terms as they leave the classroom.
LE3: BQ4: What is the difference	Recap questions: 1. LT: What is the difference between a comparative	Recap prior learning.	Complete class reading of Chapter 2.	

<p>between finding literal information and making inferences?</p>	<p>adjective and a superlative adjective?</p> <ol style="list-style-type: none"> <li>2. <i>LT</i>: What does the term 'structure' mean?</li> <li>3. <i>LT</i>: what does the word 'roused' mean?</li> <li>4. <i>LL</i>: What is literal information?</li> <li>5. <i>LL</i>: What is the difference between a major and minor character?</li> <li>6. <i>LL</i>: Identify one thing we learnt about Barnaby Brocket from Chapter 1.</li> </ol>	<p>Share a passage from the chapter with the pupils. Recap literal information.</p> <p>Introduce and DEFINE the term 'inference'. Share a second passage with pupils, asking one pupils to read it out aloud. Explain to pupils that a number of inferences have already been made.</p>	<p>Pupils find the literal information from within the passage to support them in answering a number of questions about it.</p> <p>Pupils find the evidence to support the inference. Pupils need to copy the words exactly and train them to use quotation marks around the extracted section of text.</p>	<p>Pupils share the evidence they have found from within the passage to support each inference.</p> <p>As pupils leave, test them on the difference between literal information (see) and inference (think)</p>
<p>LE4: BQ5: What is a narrative voice? From whose perspective can a narrative be told? BQ4: What is the difference between finding literal information and making inferences?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> <li>1. <i>LT</i>: What is the definite article? What is the indefinite article?</li> <li>2. <i>LT</i>: What is a pronoun?</li> <li>3. <i>LT</i>: What does the word 'protruding' mean?</li> <li>4. <i>LL</i>: What is literal information?</li> <li>5. <i>LL</i>: What is an inference?</li> <li>6. <i>LL</i>: What evidence did I have to support my inference that Barnaby was a happy baby?</li> </ol>	<p>Recap the DEFINITION of 'novel', 'plot' and 'narrative'.</p> <p>Introduce and DEFINE the term 'narrator', 'first person', 'second person' and 'third person'.</p> <p>Recap the events in the narrative so far.</p> <p>Explain to pupils that we are going to focus in on the reactions of the characters to Barnaby Brocket beginning with what we are literally told. Recap the DEFINITION of literal information.</p> <p>Share with pupils the extract focused on the reaction of Mr Chappaqua.</p> <p>Share with pupils the extract focused on the reaction of Mr and Mrs Moffat.</p> <p>Recap DEFINITION of inference.</p>	<p>Pupils identify the narrative voice of a number of short extracts. Pupils feedback their answers.</p> <p>Complete class reading of Chapter 3.</p> <p>Talk partners: how might you react if you came across a floating boy?</p> <p>Pupils work in pairs to find the literal information in the text that tells them how Mr Chappaqua and Mr and Mrs Moffat reacted when they saw Barnaby Brocket.</p> <p>Pupils work individually to find the literal information in the text that tells them how Mr and Mrs Moffat reacted when they saw Barnaby Brocket.</p> <p>Pupils work in pairs to discuss four pieces of evidence taken from the text and the inferences that can be made in terms of how the characters react to Barnaby Brocket.</p>	<p>Explain to pupils that we have been considering an idiom today – to pass judgement. Define the idiom and then ask pupils to consider whether Mr Chappaqua and Mrs Moffat have passed judgement on Barnaby Brocket and how fair they think this is.</p>

<p>LE5: BQ5: What is narrative voice? From whose perspective can a narrative be told? BQ6: How do I make inferences about a character or a situation? BQ7: How do I write analytically?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> <li>LT: What is the difference between a subject pronoun and an object pronoun?</li> <li>LT: What is a possessive pronoun?</li> <li>LL: What is the difference between finding literal information and making an inference?</li> <li>LL: How did Mr and Mrs Chappaqua and Mr and Mrs Moffat respond to Barnaby Rickett?</li> <li>LL: What does it mean to pass judgement?</li> </ol>	<p>Recap prior learning, DEFINING narrative, plot, narrator, first person, second person and third-person.</p> <p>Introduce pupils to and DEFINE the omniscient narrator.</p> <p>Recap key events in the novel from our last reading.</p> <p>Explain to pupils that we are going to zoom in on the character of Liam McGonagall. Explain to pupils that the extract is going to be re-read to them and that as they listen, they should jot down what they 'think' – can infer – about Liam as they listen to the re-reading.</p> <p>Explain to pupils that throughout this unit we are going to learn how to analytically write. Introduce pupils to WHAT HOW (WHY will come later). Share a chart with pupils in which some inferences have been made and some evidence about Liam recorded.</p>	<p>Pupils read a short extract and explain why the extract is an example of the omniscient narrative voice. Feedback.</p> <p>Complete class reading of chapter 4 of the novel.</p> <p>Pupils respond to key comprehension questions. Feedback, pupils answers.</p> <p>Pupils jot down what they think – can infer – about Liam as the extract is re-read to them.</p> <p>Pupils work in pairs to complete the chart. Where there is an inference, pupils need to find the correct piece of evidence to support it. Where there is a piece of evidence, pupils need to craft an appropriate inference.</p>	<p>Explain to pupils that they are now going to take the inference and the evidence to craft WHAT and HOW sentences. Model the first one (You do) and ask pupils to copy. Model the second one (We do) and ask pupils to copy. Pupils then do the next three, working in pairs, if they wish.</p>
<p>LE6: BQ5: What is narrative voice? From whose perspectives can a narrative be told? BQ6: How do I make inferences</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> <li>LT: What is the difference between a concrete noun and an abstract noun?</li> <li>LT: What is a noun phrase?</li> <li>LT: What does it mean if something is structured chronologically?</li> <li>LT: What does the word 'acquire' mean?</li> </ol>	<p>Recap prior learning.</p> <p>Introduce and DEFINE the third person limited narrative.</p> <p>Recap previous events from the class reading.</p> <p>Recap analytical writing – the WHAT and the HOW. Provide pupils with a series of WHAT and</p>	<p>Pupils mix and match the different narrative perspectives. Feedback correct answers.</p> <p>Pupils read through a number of short passages and identify whether the omniscient voice or the limited voice is used. Feedback correct answers.</p> <p>Complete class reading of Chapter 5 of the novel.</p> <p>Pupils work in pairs to read through each example and identify what is wrong.</p>	<p>Pose question: how do we feel about the ending to Chapter 6?</p>

<p>about a character of a situation?  <u>BQ7</u>: How do I write analytically?</p>	<p>5. <i>LL</i>: What is the difference between the WHAT and the HOW in a piece of writing?          6. <i>LL</i>: Identify two things we learnt about Liam last lesson.</p>	<p>HOWs about Chapter 5. Pose question: what is wrong with these examples?</p>	<p>As a class, complete a re-write of the WHAT and HOW addressing each of the misconceptions.           Complete class reading of Chapter 6 of the novel.</p>	
<p>LE7:  <u>BQ8</u>: What is the difference between an external and internal conflict?  <u>BQ9</u>: Why are the characters Ethel and Marjorie not considered normal and how do we feel about this?</p>	<p>Recap questions:          1. <i>LT</i>: What is a reflexive pronoun?          2. <i>LT</i>: What is a verb?          3. <i>LT</i>: What is the difference between a dynamic and stative verb?          4. <i>LT</i>: What does the word 'nascent' mean?          5. <i>LL</i>: Why do Mr and Mrs Brocket struggle to accept Barnaby?          6. <i>LL</i>: What did Mrs Brocket do at the end of chapter 6?</p>	<p>Introduce and DEFINE the term 'conflict', 'external conflict' and 'internal conflict'. Share with pupils a number of excerpts from Chapter 6.           Recap events of Chapter 6.           Explain to pupils that they are going to complete a Checkpoint Assessment – to test their ability with WHAT and HOW.</p>	<p>Pupils working in pairs read through each short extract and identify whether the conflict provided is an example of external or internal.           Complete class reading of chapters 7,8,9 and 10.           Pupils complete the checkpoint assessment.</p>	<p>Pupils hand checkpoint assessment in.</p>
<p>LE8:  <u>BQ10</u>: What is a setting?  <u>BQ11</u>: How do I write a good analytical paragraph of writing?</p>	<p>Recap questions:          1. <i>LT</i>: What does it mean if a text is organised chronologically?          2. <i>LT</i>: What are time connectives?          3. <i>LT</i>: What are the six stages in Feytag's narrative pyramid?          4. <i>LT</i>: What does the word 'acquire' mean?          5. <i>LL</i>: What is the difference between external and internal conflict?</p>	<p>Recap prior learning. Introduce and DEFINE the term setting. Share the map with pupils.           Recap the events of the last class reading.           Recap prior learning – WHAT and HOW. Share a grid with pupils.           Introduce and DEFINE the WHY part of an analytical paragraph of writing.</p>	<p>Pupils mark on the map Barnaby's meeting with Ethel and Marjorie to note where he travels to, who he meets and what he learns about these people – why it is they might be considered 'not normal'.           Complete class reading of chapters 11,12 and 13.           Pupils work in pairs to complete the grid. Pupils either use the evidence found to craft an inference or find the evidence to support the inference made. Feedback pupils answers.           Model the WHY process with pupils (You do) with pupils copying from the board. Model the process again (We do) with pupils copying from the board.</p>	<p>Pupils complete the last WHY by themselves.</p>
<p>LE9:  <u>BQ12</u>: Can I identify a</p>	<p>Provide pupils with 8 sentences and 8 sentence structure types. Pupils work</p>	<p>Recap prior learning – how to write a WHAT HOW WHY paragraph. Share with pupils a model WHAT HOW WHY and read through.</p>	<p>Pupils identify component parts of WHAT HOW WHY and then feedback.</p>	<p>Pupils then write one WHAT HOW WHY independently. Pupils reflect on their writing and highlight the</p>

<p>range of sentence structures?  <u>BQ11</u>: How do I write a good analytical paragraph of writing?  (WHAT HOW WHY)</p>	<p>in pairs to match the sentence structure type with the example provided. Feedback answers, addressing misconceptions throughout.</p>		<p>Pupils work in pairs to write a second paragraph based upon a new section of text. Take feedback, putting 1-2 examples under the visualise to live mark.</p>	<p>component parts in different colours to check their writing.</p>
<p>LE12:  <u>BQ12</u>: Can I identify a range of sentence structures?  <u>BQ11</u>: What is the WHY of analytical writing?</p>	<p>Recap questions:  1. <i>LT</i>: What is the exposition of a story?  2. <i>LT</i>: What is the inciting incident?  3. <i>LT</i>: What are the five reasons for starting a new paragraph?  4. <i>LT</i>: What does the word 'morphed' mean?  5. <i>LL</i>: What is the WHY part of an analytical paragraph of writing?  6. <i>LL</i>: Which website can we use to get amazing definition of words?</p>	<p>Recap prior learning: show pupils eight different sentence structures.</p> <p>Recap prior learning – share model paragraph of writing. Ask pupils to orally identify WHAT HOW WHY.</p>	<p>Pupils, working in pairs, identify the 8 sentence structures. Feedback.</p> <p>Complete class reading of Chapter 14 and 15.</p> <p>Re-read extract with class about Charles Etheridge. Pupils complete the WHAT HOW WHY chart and then turn their notes into a paragraph of writing.</p>	<p>Identify a couple of examples to explore under the visualiser, talking through the paragraph components and checking everything is there for all to see.</p> <p>For HW: pupils read Chapters 16 and 17.</p>
<p>LE11:  <u>BQ13</u>: What is description?  <u>BQ14</u>: What is the difference between direct and indirect speech?</p>	<p>Recap questions:  1. <i>LT</i>: In a narrative what is the rising action?  2. <i>LT</i>: In a narrative, what is the climax?  3. <i>LT</i>: Why do writers craft long paragraphs within a narrative?  4. <i>LL</i>: Who is Charles Etheridge and why has he been ostracised by his family?  5. <i>LL</i>: What happened to Barnaby at the Sports stadium?</p>	<p>Recap prior learning using the recap questions as a spring board to discuss the events of Chapters 16-17. Update map with where Barnaby has travelled, who he is met and why they are not considered 'normal.'</p> <p>Recap and DEFINE narrative, prose and then introduce / recap terms description, dialogue, direct speech and indirect speech.</p>	<p>Complete class reading of chapters 18 and 19.</p> <p>Share with pupils a number of excerpts from the novel (and some created). Pupils identify whether they are examples of description or direct / indirect speech. Pupils also identify what we are literally told from each excerpt and what we might be able to infer.</p>	<p>Reflection task: pupils are given a picture of Barnaby Brocket. Pupils write a short description of Barnaby, provide an example of direct and indirect speech from Barnaby / Barnaby's perspective. Share examples of pupils' work.</p>

	6. <i>LL</i> : How do Henry and Melanie feel about Barnaby's disappearance?		Challenge question: why is description important in a novel? Why is direct speech important in a novel? Is it important to get a balance of both?	
LE12: BQ15: What is a theme?	Recap questions: 1. <i>LT</i> : In a narrative, what is the falling action? 2. <i>LT</i> : In a narrative, what is the denouement? 3. <i>LT</i> : Why do writers craft short paragraphs in a narrative? 4. <i>LL</i> : Who are the Freakitudes and why have they ended up with Captain Elias Hoseason? 5. <i>LL</i> : How are the Freakitudes rescued?	Recap prior learning – and Barnaby's new adventure with Stanley.  Recap Stanley's desire to do everything he wished for before he died, even if his family didn't understand. Reinforce that in this journey, Barnaby has met many people who want to live their life in a particular way.	Complete class reading of Chapter 20.  Reflection task: what do you want for yourself in your life? Pupils fill the parachute with their ideas. Feedback and discuss.  Link back into the presentation of a theme – being the person you want to be without fear or judgement – how is this applicable to the characters we have met along the way?  Complete class reading of Chapters 21 and 22.	Pupils reflect on who Barnaby has met, where he has met them and why they are not considered 'normal' by adding these details on to their map.
LE13: BQ8: What is the difference between an external and internal conflict? BQ16: How is this narrative organised?	Recap questions: 1. <i>LT</i> : What is a declarative sentence? 2. <i>LT</i> : What is an exclamatory sentence? 3. <i>LT</i> : What happens in a voyage and return narrative? 4. <i>LL</i> : Why had Stanley decided to go to Africa? 5. <i>LL</i> : How has the families of the space crew reacted to their being in space?	Recap prior learning – Barnaby and Stanley and the space trip.	Complete class reading of Chapters 23 and 24.  Should Barnaby have the operation? Pupils weigh up the pros and cons of Barnaby going ahead with the operation.  Finish the reading of the novel by completing class reading of Chapters 25 and 26.	Reflection: 1. What type of narrative is Barnaby Brocket? Can they plot the narrative against Freytag's pyramid?
LE14: Assessment lesson	Assessment lesson			