

# English: Stories with historical settings

This unit of work has been designed with Year 5 in mind but could easily be adapted for any Key Stage 2 year group.

## Introduction to the scheme of work

In this unit of work children will use an object or painting from the John Ruskin exhibition as a stimulus for story-writing. The historical stimulus helps the children to create a detailed setting, and appropriate historical details in order to place their story accurately in another period. The scheme uses drama to help develop the children's writing skills.

It is suggested that this scheme is linked to a visit to the gallery at Two Temple Place, London between 26 January and 22 April 2019, or the Millennium Gallery in Sheffield between 29 May and 15 September 2019. There will be free storytelling workshops available at Two Temple Place during the exhibition period, which will directly complement this scheme of work.

See [www.twotempleplace.org/learning/plan-your-school-visit/](http://www.twotempleplace.org/learning/plan-your-school-visit/) for further details. If no visit is possible, the plans and resources will work well as a stand-alone unit.

## Lesson Variations

The lesson plans for this unit are detailed.

Suggestions have been made about how to differentiate activities for children with Special Educational Needs (SEN), children with English as an Additional Language (EAL), and children who are Gifted and Talented (G&T).

Each lesson also has a resource list which makes it clear which resources have been included in this pack, and those which need to be sourced at school.

# English – John Ruskin – Lesson 1

L.O: To collect ideas and use drama as inspiration for my story.

Planned by Matilda Munro for Two Temple Place, 2018

Main Teaching	Activities - Differentiation	Plenary
<p><i>Optional preparatory work: Children could have read, or been read, stories with historical settings.</i></p> <p>Explain to the children that this week they will be writing their own story inspired by an object or image from the exhibition about John Ruskin.</p> <p><b>Q: What stories set in the past have you read and enjoyed?</b>  <b>Q: Why did you enjoy them?</b>  <b>Q: What are the ingredients of a good story?</b>  <b>Q: What clues can you give your reader so they know the story is set in the past?</b></p> <p>Explain to the children that John Ruskin was an important Victorian person. Seeing was really important to him.</p> <p><b>Q: What is the difference between looking and seeing? Ruskin believed that thought and action was the result of close observation and perception. Allow children to discuss in pairs before discussing as a class the difference between looking and seeing, and why seeing is important.</b></p> <p>Show children Image 1 'Piazzetta di San Marco, Venice' by Samuel Prout (a watercolour painting).</p> <p>Ask them to imagine that the painting is a scene from a story.</p> <p><b>Q: Do you recognise where this painting is? Allow children to share. Explain that Venice does not have roads, and people travel around the lagoon and canals by boat.</b>  <b>Q: What can you see in this painting? (Children will have time to look closely at the picture in groups later in the lesson – this is an initial response.)</b>  <b>Q: Do you think this scene is at the beginning, middle or end? Why? (No right or wrong answer.)</b>  <b>Q: Who might be a main character?</b>  <b>Q: What do they look like?</b>  <b>Q: What are they wearing?</b>  <b>Q: What kind of personality do you think they will have?</b>  <b>Q: Where is this story set?</b>  <b>Q: What time of day is it? What season do you think it is?</b>  <b>Q: What might have happened before? What do you think is happening now? What might happen next?</b></p> <p>Children to carry out Activity 1.</p> <p>Mini-Plenary – ask a few children to share their discussion with the rest of the class. Explain activity 2.</p>	<p><b>Activity 1 (in mixed ability groups)</b>            Part 1 – children to look closely at the picture and discuss any details they see with the rest of their group.</p> <p>Mini Plenary – How has this close looking helped them to see the picture more clearly? Lead children to have another think about the questions from main teaching and see whether this careful looking has affected their thoughts on the picture.</p> <p>Part 2 – They should go through questions from main session (see resources) and one person in the group should take brief notes of answers.</p> <p><b>Activity 2 (in mixed ability groups)</b>            Children to act out their chosen story line using their answers to the last question to help them. Note down any dialogue they particularly like, or any details which come up as they improvise their stories.</p> <p>HA: To be the note taker and make sure answers are justified as far as possible. Scribe any key dialogue or other points during activity 2.</p> <p><b>SEN:</b> Partner to scribe for them. Key questions to prompt discussion.</p> <p><b>Success criteria</b>            I can find information in a painting by looking carefully.            I can use a painting to help me imagine a story.</p>	<p>Mini-plenary in lesson.</p> <p>After activity 2, time allowing, groups could share their drama work. Teacher to display painting behind them as they perform.</p> <p>Rest of class to evaluate and give constructive feedback.</p> <p>Give children the chance to make notes on their feedback so they can use it the next day.</p> <p><b>Q: Did you feel differently or notice different things when you looked closely at the painting on your tables, compared to when we initially discussed it as a class?</b></p> <p><b>RESOURCES</b>  <b>(Items in bold are included in this pack).</b></p> <p><b>Key questions from main teaching</b>  <b>Image: 'Piazzetta di San Marco, Venice', by Samuel Prout</b></p>

# English – John Ruskin – Lesson 2

LO: To be able to plan my own story with a historical setting.

Planned by Matilda Munro for Two Temple Place, 2018

Main Teaching	Activities - Differentiation	Plenary
<p>Explain that today the children will be using their work from yesterday to create a plan for their own story with a historical setting, inspired by a painting.</p> <p>Display story planner children will be using on whiteboard (see resources).</p> <p>Model completing the planner using the image from Lesson 1.</p> <p>Key questions in planner are:</p> <ul style="list-style-type: none"> <li>• <b>Who are the main characters in your story? (Remember to describe what they look like, what they are wearing, and their personality.)</b></li> <li>• <b>Where is your story set? (Remember to describe the time and season as well as the actual place.)</b></li> <li>• <b>How will your story begin? (You need to set the scene, and try to build in some suspense...)</b></li> <li>• <b>What are the main events of your story? (Remember to include some exciting actions - and make sure you are accurate to the historical period of your painting.)</b></li> <li>• <b>What will the resolution be? (How will it end?)</b></li> </ul> <p>Children then complete their own planner.</p>	<p><b>Activity (on mixed ability tables)</b> Children to plan their own story using the painting and notes from previous lesson.</p> <p><b>SEN:</b> Support of mixed ability tables, painting, and notes from previous day.</p> <p><b>G&amp;T:</b> Must include a range of historical details such as clothing, events or manner of speech.</p> <hr/> <p><b>Success criteria</b> I am able to imagine information from looking closely at a painting.</p> <p>I can use my ideas to plan an effective story with a historical setting.</p>	<p>Choose some children to share some of their story plans. Ensure all children have included historical details in their plan.</p> <hr/> <p><b>RESOURCES</b> <b>(Items in bold are included in this pack).</b></p> <hr/> <p><b>Images from lesson 1</b> <b>Story planner</b> Children’s notes from Lesson 1</p>

# English – John Ruskin – Lessons 3 and 4

LO: To write an effective story with a historical setting.

Planned by Matilda Munro for Two Temple Place, 2018

Main Teaching	Activities - Differentiation	Plenary
<p><i>Two lessons are dedicated to the children writing their stories.</i></p> <p>The children have planned their stories – now they must write them in full.</p> <p><b>Q: What features do we need to include to make our story effective?</b></p> <ul style="list-style-type: none"> <li>• The story needs to be organised including paragraphs and connectives to help the reader.</li> <li>• We need to include detail – including historical details.</li> <li>• We need to include interesting vocabulary including adjectives and adverbs.</li> </ul> <p>Go over any grammar points that need revising, based on the age group being taught. Class teacher may decide to include a grammar lesson before this lesson to consolidate particular areas. Make sure the children are clear about what features in particular you will be looking for.</p> <p>Model taking your planner for your opening and using it to write your first paragraph.</p> <p>Include an introduction to a character, giving historical details. You could ask children for help with improving your paragraph such as coming up with alternative opening sentences on their whiteboards.</p> <p>At the beginning of the second writing lesson begin by asking a few children to read their opening paragraphs and ask other children to give constructive feedback. Alternatively, you could scan one of the children’s piece of writing onto the board and edit/improve as a class.</p>	<p><b>Activity (individual on mixed ability tables):</b> Children to use their story planner and write their own story with a historical setting. Children to have their planner and paintings on the table for support.</p> <p><b>SEN:</b> Class teacher may need to create writing frames or storyboards for lower ability children as appropriate.</p> <p><b>G&amp;T:</b> Should include a wide range of effective features including historical details, accurate speech punctuation and similes.</p> <p><b>Success criteria</b> I can use my planner to write an effective story.</p> <p><i>Teachers to adapt the success criteria to include any particular features of writing they want the children to include.</i></p>	<p>Choose some children to read their stories.</p> <p><b>RESOURCES</b> <b>(Items in bold are included in this pack).</b></p> <p><b>Image from Lesson 1</b> <b>Story planner from previous lesson</b></p>

# English – John Ruskin – Lesson 5

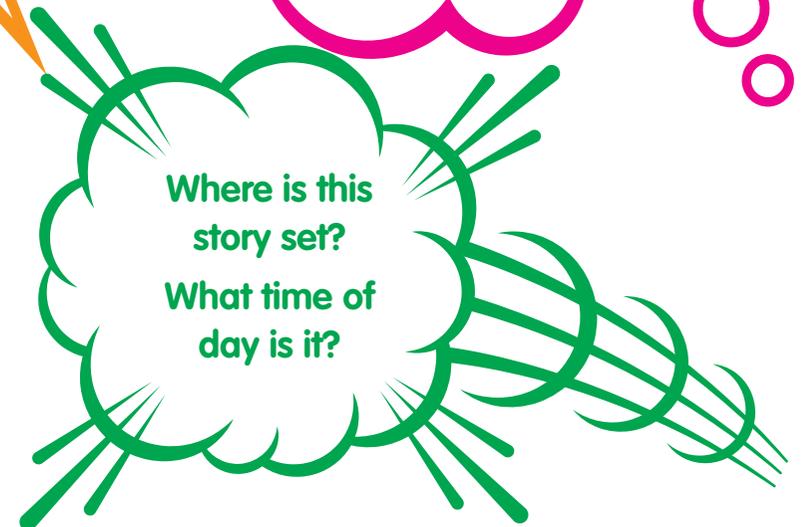
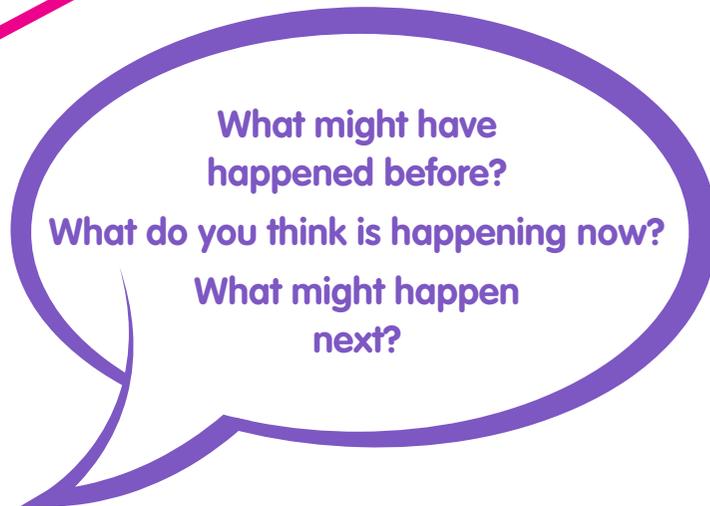
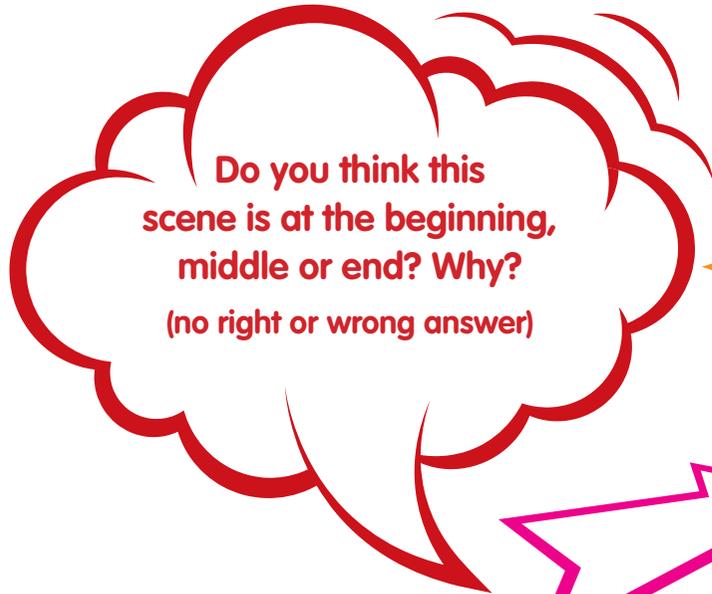
LO: To edit and improve my work.

Planned by Matilda Munro for Two Temple Place, 2018

Main Teaching	Activities - Differentiation	Plenary
<p>Display one of the children's story on the whiteboard.</p> <p>Display a checklist of what you were hoping to see in their writing.</p> <p>Model reading the story and editing/improving it using another colour.</p> <p>Children then to first edit/improve their own story, and then to evaluate another child's, giving it two stars and a wish (the stars being something they feel their friend did well, and a wish being something they should work to improve next time).</p> <p>Optional extensions:</p> <ul style="list-style-type: none"> <li>• Class teacher could choose a story from each table to be dramatised by the rest of the group.</li> <li>• Children could write/type their stories in neat and publish a class book.</li> <li>• Children could upload their stories to the school's website.</li> </ul>	<p><b>Activity (in mixed ability pairs):</b> Children to evaluate their own and then a friend's piece of work. They should edit and improve their own writing, and give their friends two stars and a wish.</p> <p>HA: Give constructive feedback to partner and ensure their own work is of a high standard.</p> <p><b>SEN:</b> With support of partner, to edit and improve their work.</p> <p><b>Success criteria</b></p> <p>I can identify what I have done well in a piece of writing.</p> <p>I can see where I need to improve and am able to edit my work to make it better.</p> <p>I can help a friend to improve their writing.</p>	<p>Discuss with the children how they were able to use a two dimensional painting to create exciting stories set in the past.</p> <p><b>Q: How do you feel the painting helped you plan your story?</b></p> <p><b>Q: Did you enjoy this method of planning and writing a story?</b></p> <p><b>RESOURCES</b> <b>(Items in bold are included in this pack).</b></p> <p>Checklist to help with editing to be made by teachers so that it is appropriate to the age group being taught.</p> <p><b>Star and wish sheet</b></p>

## Key questions

LO: To collect ideas and use drama as inspiration for my story.



## A story planner

**LO: To be able to plan my own story with a historical setting**

**NAME**.....

**Who are the main characters in your story?**

**(Remember to describe what they look like, what they are wearing, and their personality.)**

---

---

---

**Where is your story set? (Remember to describe the time and season as well as the actual place.)**

---

---

---

**How will your story begin? (You need to set the scene, and try to build in some suspense...)**

---

---

---



**What are the main events of your story? (Remember to include some exciting actions – and make sure you are accurate to the historical period of your painting.)**

---

---

---

---

**What will the resolution be? (How will it end?)**

---

---

---

---

# Star and wish sheet



 **Name of Marker:**

**Name of Author:**

---

---

---

---

 **Name of Marker:**

**Name of Author:**

---

---

---

---

 **Name of Marker:**

**Name of Author:**

---

---

---

---

 **Name of Marker:**

**Name of Author:**

---

---

---

---



Samuel Prout  
*Piazzetta di San Marco, Venice*  
Watercolour on paper  
Museums Sheffield