

# YEAR 9 MFL HERITAGE PROJECT SCHEME OF WORK

## “A WALK IN THE WOODS”

Timescale: 6 – 8 lessons covering final 2 – 3 weeks of Summer Term

Objective: to produce a personal creative response in TL following time spent in lake and woodland area of the school



## **LESSON 1**

- Objectives:**
- to understand the nature of the Heritage Project and the part MFL plays in it
  - to look at a variety of English poems which illustrate a range of content and form
  - to produce 2 lists of ideas, one of content and one of form

**Teaching Activities:**

- explain background to project and what pupils will be doing during the series of lessons. Emphasise that imaginative interpretations will be encouraged, and that the final outcome may be produced in a variety of ways
- show OHT's of English poems. Discuss content and form, especially noting that poetry does not have to rhyme, but that interesting effects can be created by other means eg. repetition, shape, the element of surprise
- brainstorm in pairs, then as a class, ideas in English to produce 2 lists: one for content and one for form

**Resources:** OHT 1 – 10

## LESSON 2

- Objectives:**
- to become familiar with vocabulary needed to produce a poem
  - to look at a variety of TL poems which illustrate a range of content and form.

**Teaching Activities:** (a choice of activities is available, depending on the nature and attainment of the group)

- brainstorm appropriate vocabulary which is already known by pupils eg. colours, weather
- show OHT's of simple TL poems, discussing in what ways overall effect is achieved
- pupils work through WS1, using dictionaries. If ICT room is available, the website [wordreference.com](http://wordreference.com) is useful, especially for pupils who find using a dictionary difficult. Pupils may also work in small groups, where a different task is distributed to each group, followed by a feedback session
- collect worksheets in for next lesson

**Resources:** WS 1

OHT 11 – 19 (3 OHT's per language)

## LESSON 3

**Objectives:** - to gather and record impressions, ideas, feelings during a visit to the wood and lakes area.

**NOTE:** It is essential to visit the area beforehand to do a risk assessment and check which areas are accessible and suitable for the task. Plan also to have a second adult to accompany the group.

### Teaching Activities:

- redistribute worksheets from Lesson 2
- explain the tasks that you want the pupils to carry out: a) to circle any words on WS1 which they encounter on the visit. b) to fill in (in English or in TL as appropriate) under four headings what they see/hear/touch/feel (emotion). This can be done on the back of WS1
- go through the ground rules before you leave the classroom:
  - o there should always be an adult at the front and at the back
  - o keep up with the group
  - o do not wander away from the group
  - o do not touch/pick up anything without permission
- stop on several occasions during the visit so that pupils can complete tasks. Suggested stopping points are: on the field before you enter the wood; in the wood; outside the Coach House; by the lake
- return to the classroom for a plenary session
- set homework for pupils to write down ideas for their own poem

**Resources:** WS 1 from Lesson 2  
Class set of clipboards. If available, digital camera to record pupils' impressions

## LESSON 4

- Objectives:**
- to gather ideas and language for their poem
  - to plan their own poem

**Teaching Activities:**

- plenary to discuss previous visit to wood and lakes area:
  - o which words did they circle?
  - o discuss vocabulary under the cover headings  
see/hear/touch/feel
  - o brainstorm as much as possible in TL
- show and distribute poems 20 – 28 (depending on language) and discuss content and form
- some pupils may use these as models for their own work
- brainstorm other ideas pupils may have which would be appropriate for the Priestlands site
- discuss different ways in which poem may be produced: eg. using ICT, coloured pencils or felt-tips, range of coloured/tissue paper
- pupils work individually or in pairs to continue with their planning

- Resources:** WS 1 from Lesson 3  
OHT 20 - 28 (3 OHTs per language)  
Examples of work done in previous year  
TL dictionaries

## **LESSON 5 ONWARDS**

**Objectives:** - to produce an individual poem in the TL

### **Teaching Activities:**

- During these lessons, the teacher acts as a facilitator, with pupils working independently for most of the time. However, it is important that interim deadlines are set so that all pupils know how far they should have progressed by the end of each lesson.
- A second visit to the wood and lakes area is beneficial in Lesson 5, so that pupils can record, check and confirm impressions.
- At this stage, groups may be mixed up depending on the materials pupils wish to use: ICT/art materials, and so on.
- Teachers should discourage English to TL translation; very effective work can be produced using simple language.
- It is important that a draft is produced early enough for checking, so that the final outcome is accurate.

**Resources:** TL dictionaries

Range of papers and artists materials

Access to ICT room