

English planning and resources

Planning and Resources

School -

Year group (s) – 6

Teacher –

Text – Shackleton's Journey

Term – Summer 2

1

Overview – original

Su7	POR 1 – response to an illustration (book cover) POR 2 – reflection of a journey	POR 3 – role on the wall – read introduction Research time and location for knowledge of context of the book	POR 4 +5 Research crew jobs and responsibilities Note taking – bullet points – style of writing needed – precisising long piece of information – fact checking	POR 10+11 read setting sail and pack a suitcase as a crew member – make lucky charm from clay	Have model text of a log from Shackleton for setting sail – discuss features of log writing – purpose – person – tone Children to write own log entry as crew member	Shackleton's Journey by William Grill	Narrative through log writing
Su8	POR 13 (not poem) read from England to Georgia and Expedition Map and into the Weddell sea – model text of logs from Shackleton's perspective – children to write as the crew member their next logs	Read p21 – 28 Freeze frame and role play moral at the time – how they were feeling – model text logs from Shackleton – children write their next log	Read from Isolation to Sailing to Elephant Island Freeze framing and hot seating – thoughts and feelings – model text from Shackleton log – children write own logs for this stage	POR 18 conscience alley – read to end of chapter the most treacherous in the world – Model text from Shackleton log – children write own logs for this stage	Read to storming whaling stations – discuss safety – freeze frame action and thoughts – model text of Shackleton log – children write own logs for this stage		
Su9	Read to end of Departure – hotseating characters – model text of Shackleton's log entry – children write theirs	Read to end of book – freeze frame and hotseat characters – model text of Shackleton's log – children write theirs	Read through all model texts of Shackleton's logs – discuss character tone and emotional changes throughout but keeping voice and style of character clear – children to reread their logs and ensure consistency of style and recognising the emotional changes throughout	Reread logs – pick out key features of cohesion within paragraphs and across paragraphs – children to edit and improve their own logs to ensure cohesion between and across is evident.	Reread logs – pick out the use of colons and semi colons for independent clauses as previously covered – children to edit and improve their logs to show where these would be appropriate and why.		

2

Su10	Reread book and discuss – tell me questions – personal opinion to be given on the book	Share real job advert put out for crew of endurance Have model text of a CV for a crew member to apply – discuss purpose and text features	Shared writing – complete application form in block capitals for crew member position – shared write questions for interview – model answering in role and formal approach – how to sit – actively listen – give thought to answers before responding – children to interview each other in role as Shackleton and crew member	Look at model text CV and identify language features Shared writing create a CV for a different crew member applying – link to log writing of one of the class	Share job advert for a paper round position local to the school – children to plan their own CV to apply	Writing a CV Job application for crew of Endurance
Su11	Write own CV	Share CVs as a class and decide who should get the job – edit, rewrites and improve	Discuss that the CV sent in has moved to the next stage and the application form now needs complete – model use of block capitals and one letter per box – children to complete own form SPAG	Discuss application has been received and now looking for interview – shared writing create questions for interview of this type of position	Children to be filmed in pairs acting as the interviewer asking the questions written in previous lesson and as interviewee – give feedback on responses – discuss type of language and tone to use in this formal setting SPAG formal language / presentation	Free verse poem
Su12	Show pictures from text of blizzard on the ship Model text used of Counting Snowflakes in a Blizzard – wonder and awe created – tell me questions	Compare and contrast blizzard from book to blizzard in poem – recap SPAG metaphor – simile – onomatopoeia – assonance – repetition – rhyme – personification	Brainstorm phrases from imagery of the picture in book – shared write together poem based on raging storm – weather element and emotion Model – blizzard	Children to pick own weather element and emotion behind it to create own poem	Children to present and perform their poems for children to recognise weather and emotion being presented Edit, review and improve Peer evaluations	

3

Writing outcomes and SPAG focus

Writing outcomes

- * Narrative log writing
- * CV job application (formal language)
- * Free verse poem

SPAG focus

- * Writer voice and style
- * Cohesion within and across paragraphs
- * Colons to mark clauses
- * Formal language and tone
- * Figurative language

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Genre objectives and NC objectives

Imagery / Narrative / Non-sense / Free verse / Classic / Performance	
Poetry Expectations Year 6	
Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes	
Explain the impact of figurative and expressive language, including metaphor	
Comment on poems' structures and how these influence meaning	
Vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form	
Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT	
Use language imaginatively to create surreal, surprising, amusing and inventive poetry	
Use simple metaphors and personification to create poems based on real or imagined experience	
Select pattern or form to match meaning and own voice	
Reading poetry (subject matter and theme / language use / style / pattern)	
Performing poetry (use of voice / presentation)	
Creating poetry (original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)	

5

Genre objectives

National Curriculum Writing Expectations Y6
Spell the words I have been taught including the NC lists.
Use a thesaurus to find alternative words with the same meaning.
Use a range of cohesive devices.
Draft my work developing initial ideas and researching where necessary.
Select and use the correct grammar to enhance meaning.
Ensure that the correct tense is used.
Ensure correct subject and verb agreement.
Use font / handwriting for effect.
Punctuate direct and indirect speech.
Use passive verbs.
Use the perfect form of verbs.
Use expanded noun phrases.
Use modal verbs or adverbs.
Use relative clauses.
Use commas, brackets and dashes as appropriate for different types of parenthesis.
Use semi-colons to mark independent clauses (co-ordination).
Use colons to mark dependent clauses (sub-ordination).
Use ellipses.

6

Please read the POR unit plan in full

* Link below

https://clpe.org.uk/system/files/2021-11/Shackletons%20Journey%20Teaching%20Sequence%202015_16.pdf

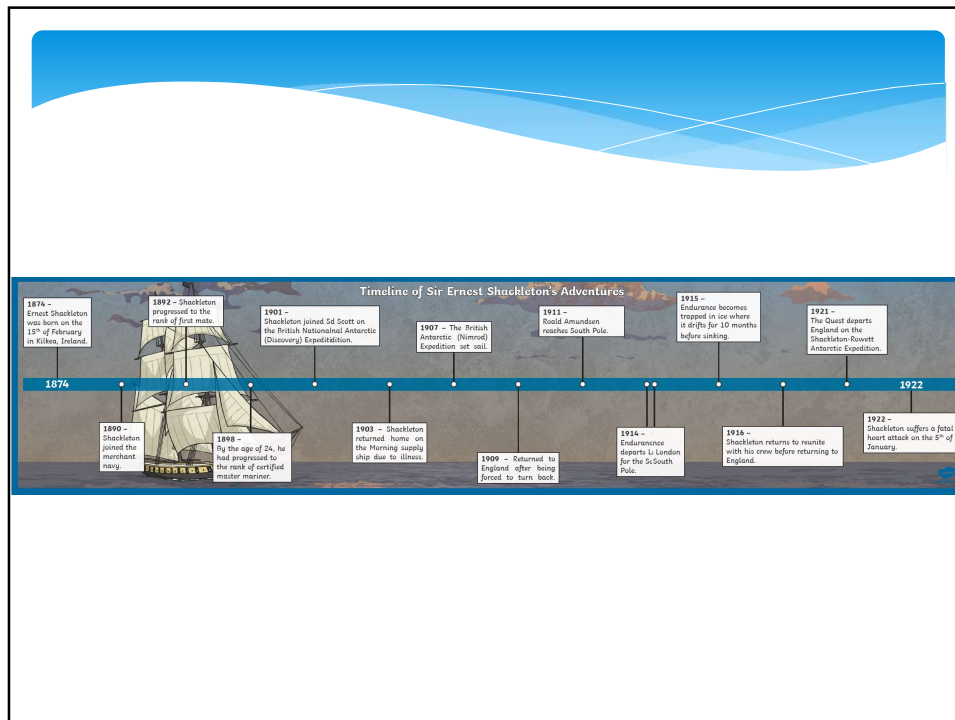
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Links to other texts and resources

Links to other texts and resources:

- * ■ ICE TRAP! Shackleton's Incredible Expedition by Meredith Hooper
- * ■ Shackleton's Stowaway by Victoria McKernan
- * ■ Ice Story: Shackleton's Lost Expedition by Elizabeth Cody Kimmel
- * ■ Trapped By the Ice: Shackleton's Amazing Antarctic Adventure. By Michael McCurdy
- * ■ Endurance Expedition eBook by Kristin F. Johnson
- *

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9

Before starting the unit...

Before beginning this sequence, it would be useful to collect globes, world maps, a map of the Antarctic and books about the area, its geography and wild life and books about other Antarctic expeditions. Each child should be given (or make) a log book that they will record in as the sequence unfolds. You will also need to prepare an A3 class journal to use to make notes in during this sequence. The final outcome of this sequence will be the creation of a class / school museum that will be a celebration of all of the children's work throughout the topic.

10



Hook idea?

- * Create ice sculptures
 - * **MATERIALS LIST TO CREATE YOUR OWN ICE ART...**
 - * -You'll need balloons of a variety of shapes and sizes- round, long skinny, novelty, etc.
 - * -Water
 - * -Food colouring or [liquid watercolor paint](https://www.kitchentableclassroom.com/liquid-watercolor-paint)
 - * <https://www.kitchentableclassroom.com/balloon-ice-art-for-kids/>

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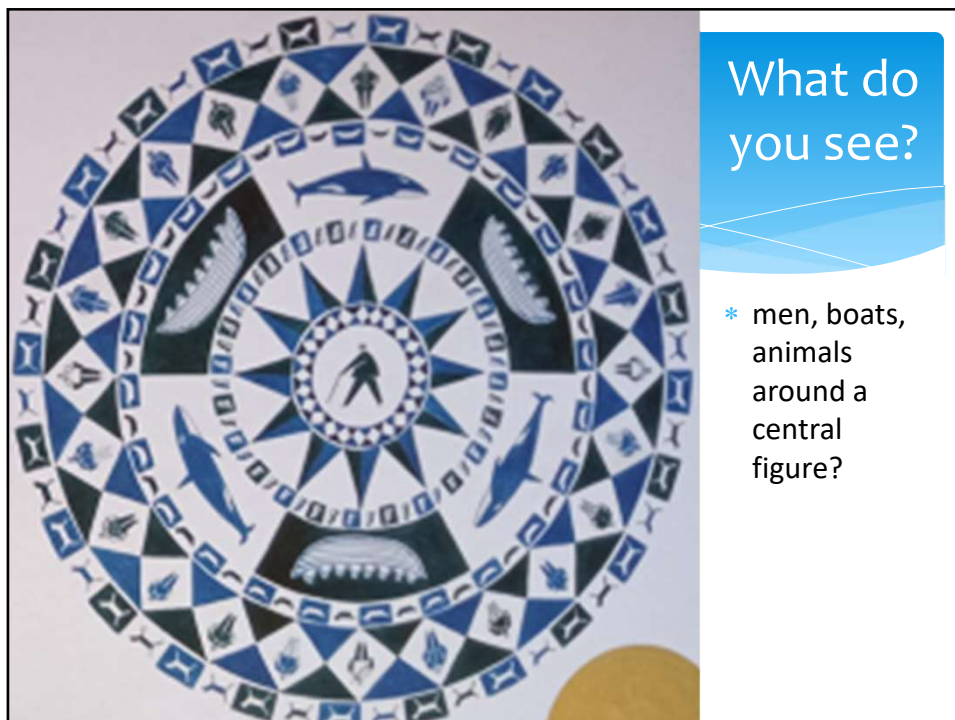
Monday Week 1

- * Learning objectives
 - * I can justify my opinions.
 - * I can make connections between ideas.

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What do
you see?

- * men, boats, animals around a central figure?

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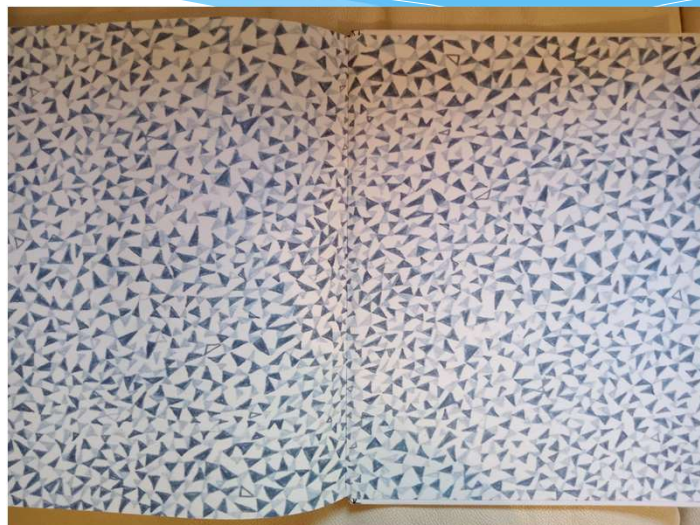


What do predict?

- * What does this tell us?
- * Can you create a similar ideas with pastels?

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A journey...



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Have you ever been on a journey?

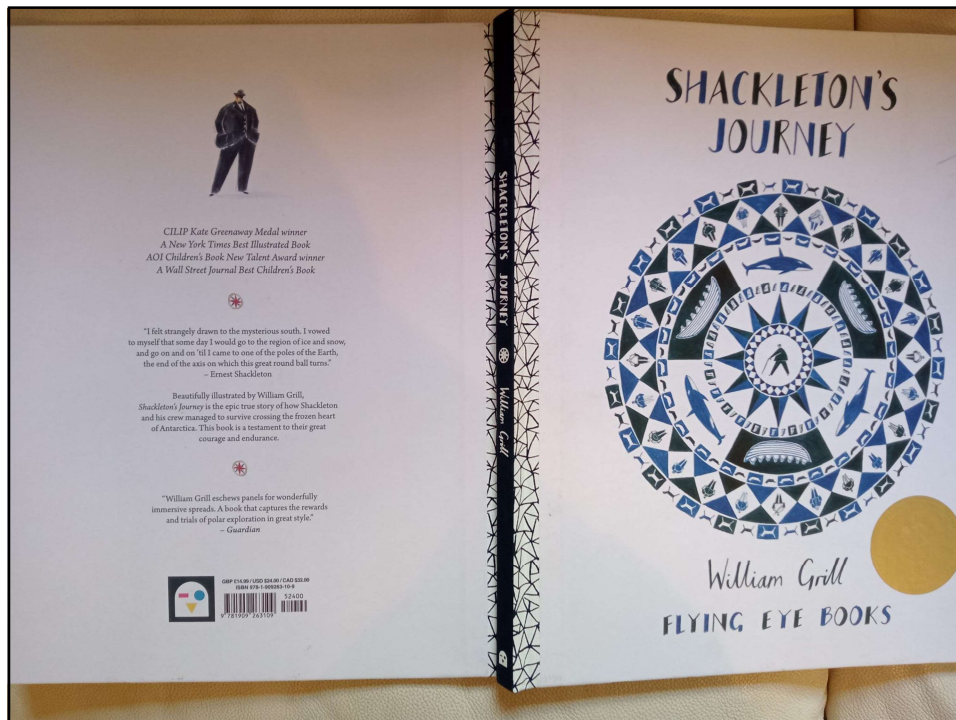
- * What was the purpose of the journey?
- * Share information about a journey you have been on.
- * Brainstorm information you remember about the journey.
- * Share some of the journeys you have been on.
- * Were they good / bad?
- * What made the journey memorable?
- * Why did you take the journey?
- * Were there any outcomes from the journey?

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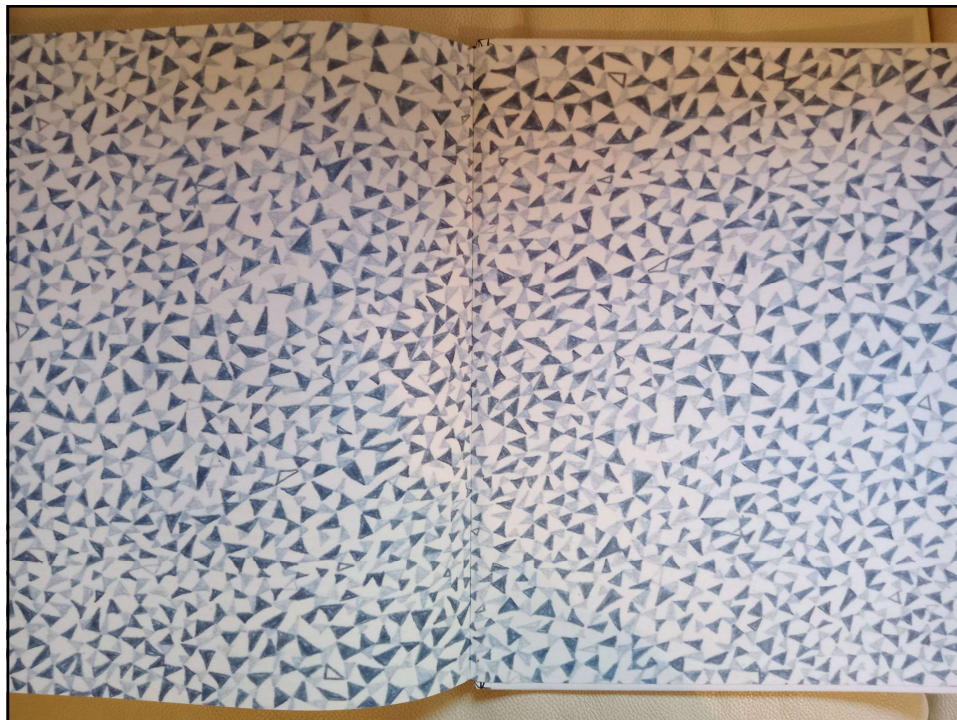
Tuesday Week 1

- * Learning objectives
- * I can use retrieval and inference to understand a character.

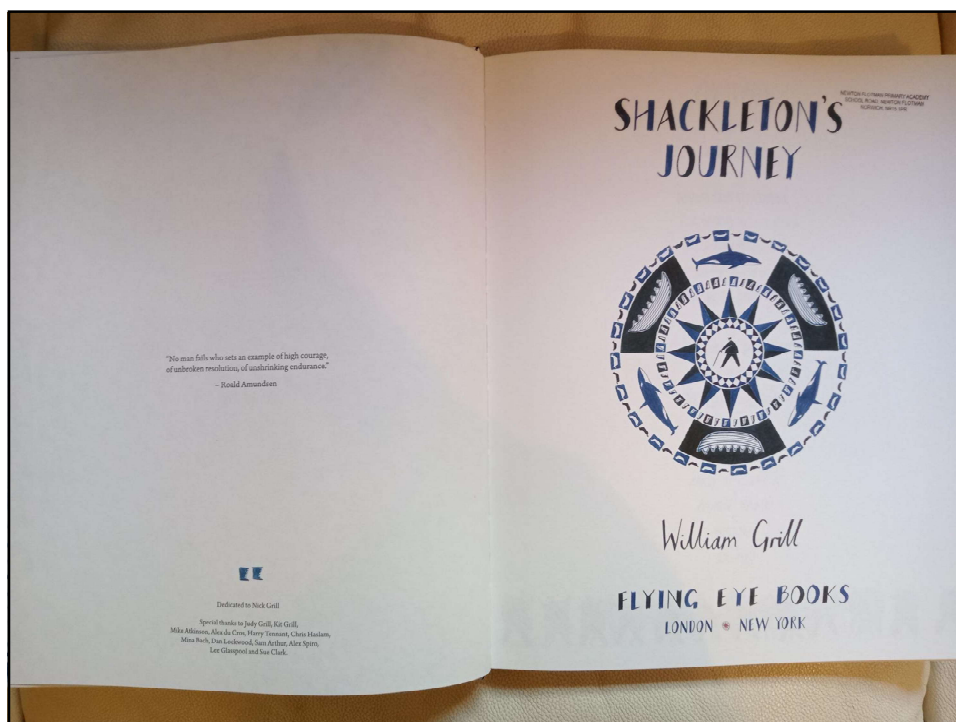
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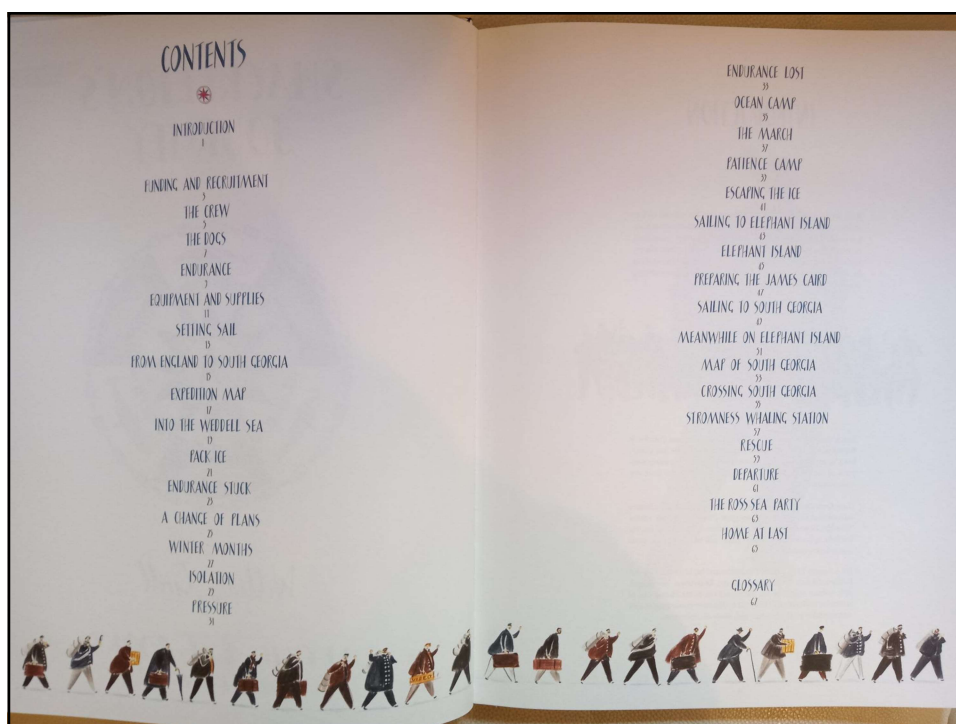
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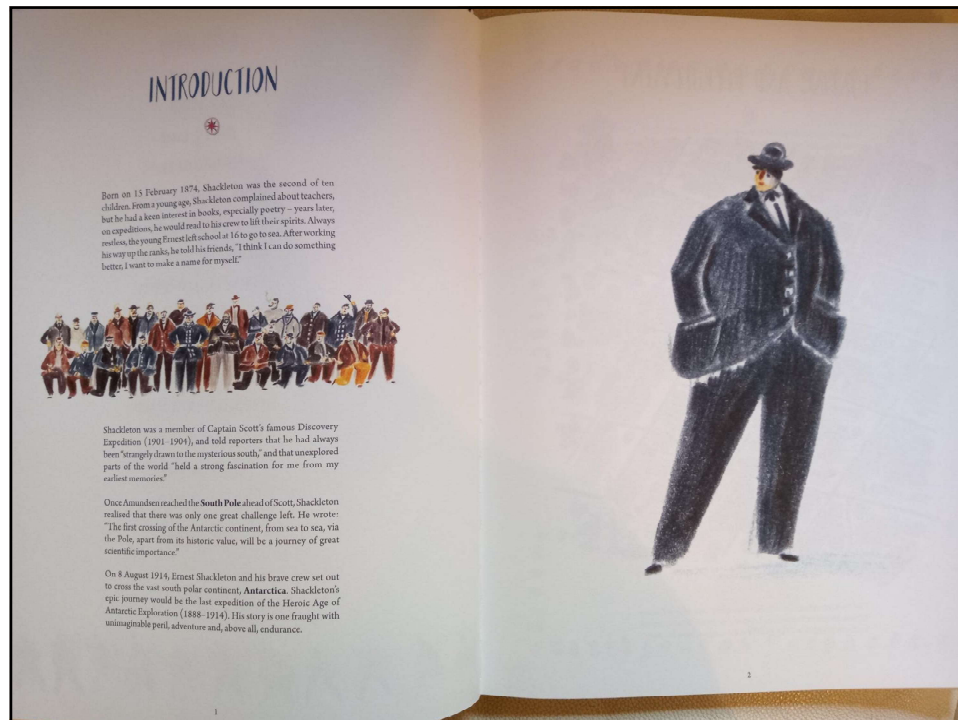
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Ernest Shackleton – Role on the wall

- * What did he do?
- * When was he born?
- * What kind of a man was he?
- * Can they add much to this yet?



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Context...

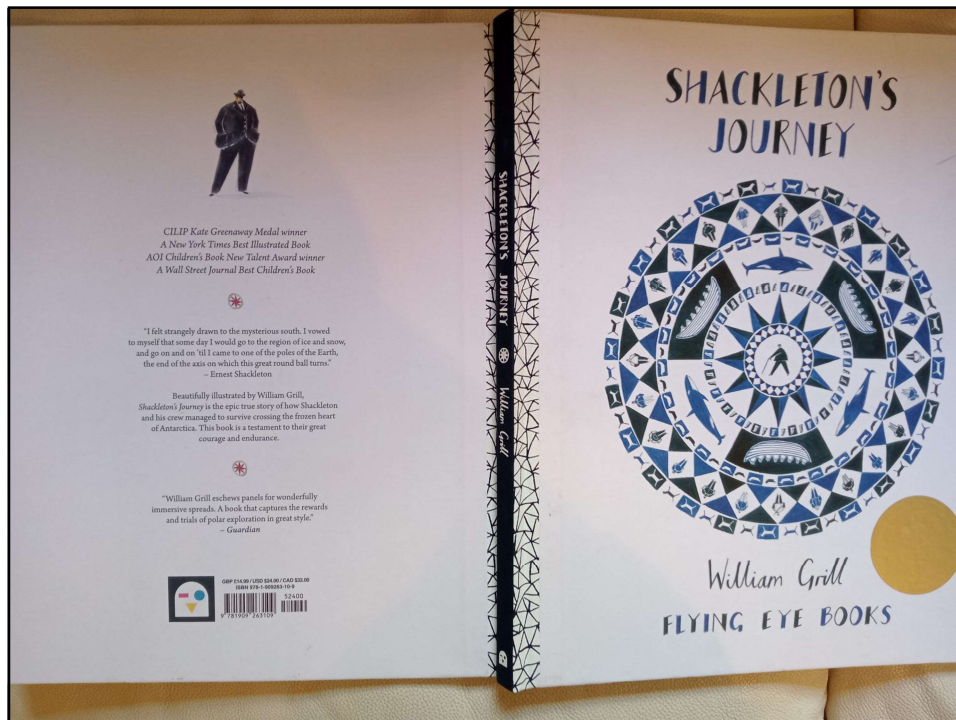
- * What do we know about 1914?
- * War?
- * Technology?
- * Women's rights?
- * Child labour laws?
- * Research the context to understand how this journey may be influenced.

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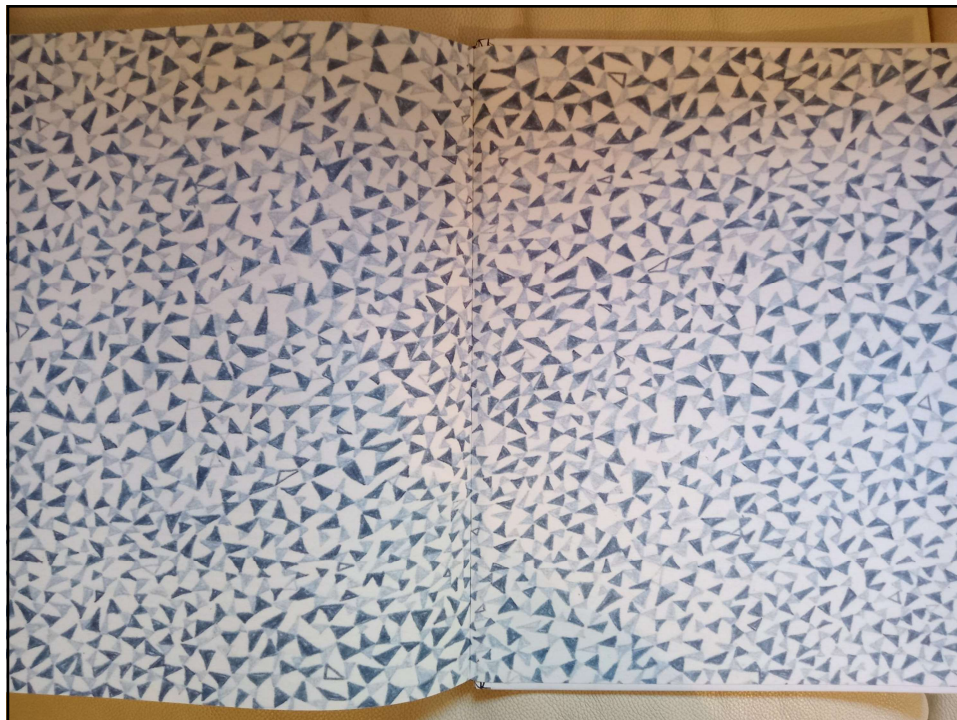
Wednesday Week 1

- * Learning objectives
- * I can use research skills.

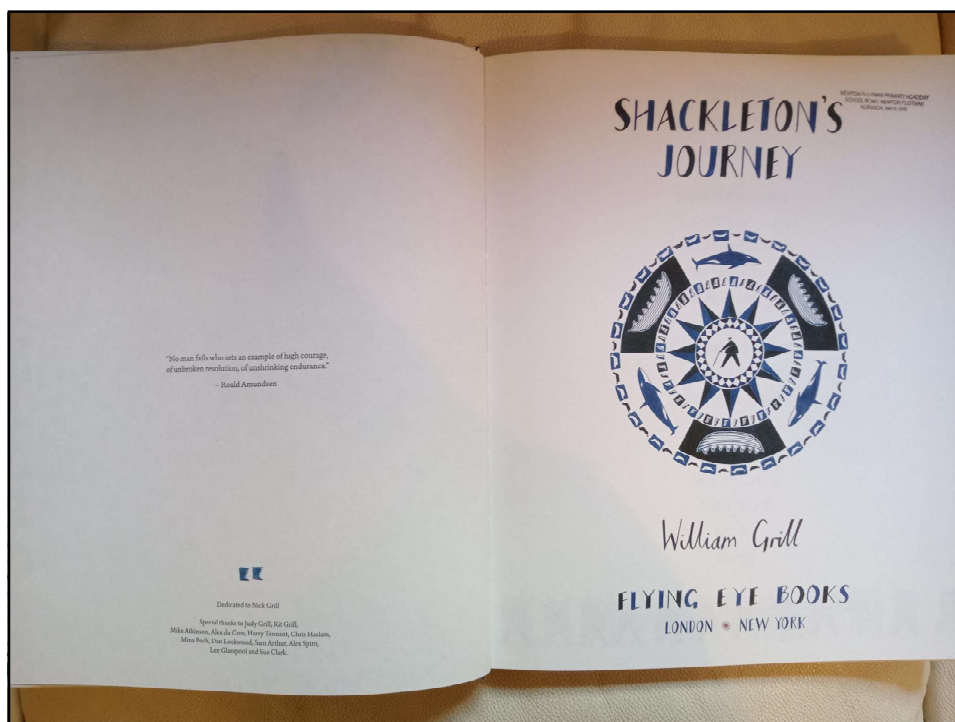
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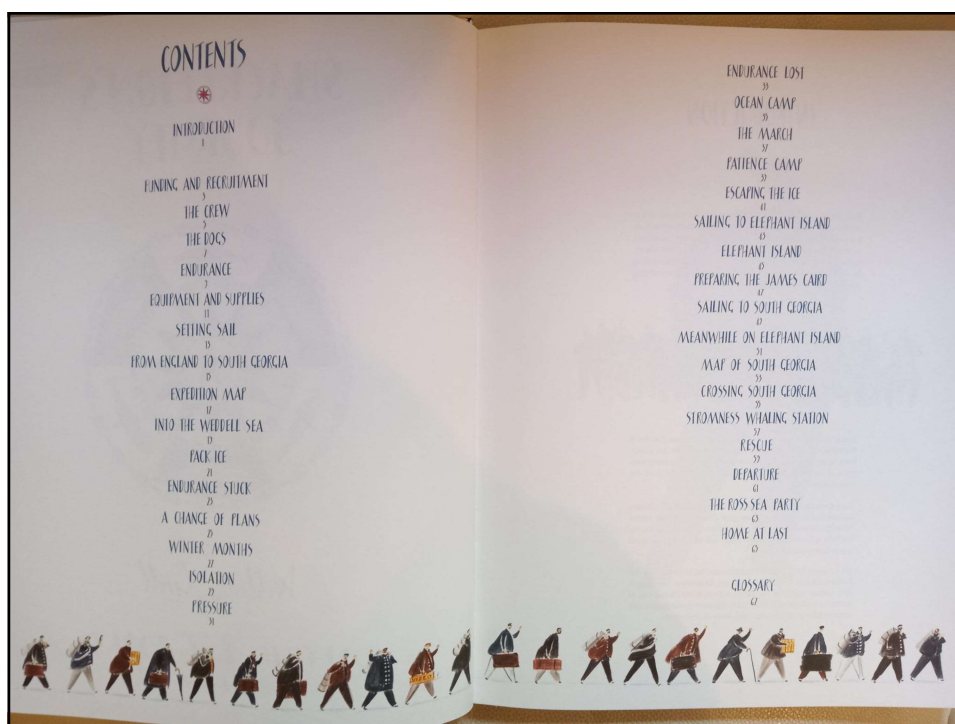
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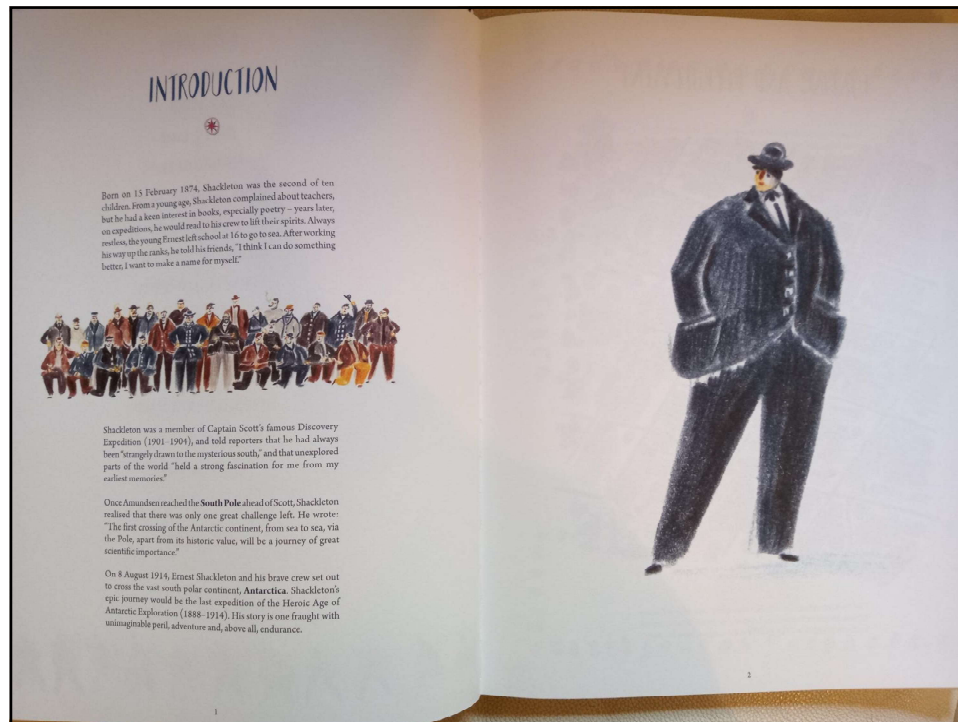
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Would you apply?

- * What does this advert tell use about Ernest Shackleton?
- * Can we update the role on the wall?



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Who would you apply as?



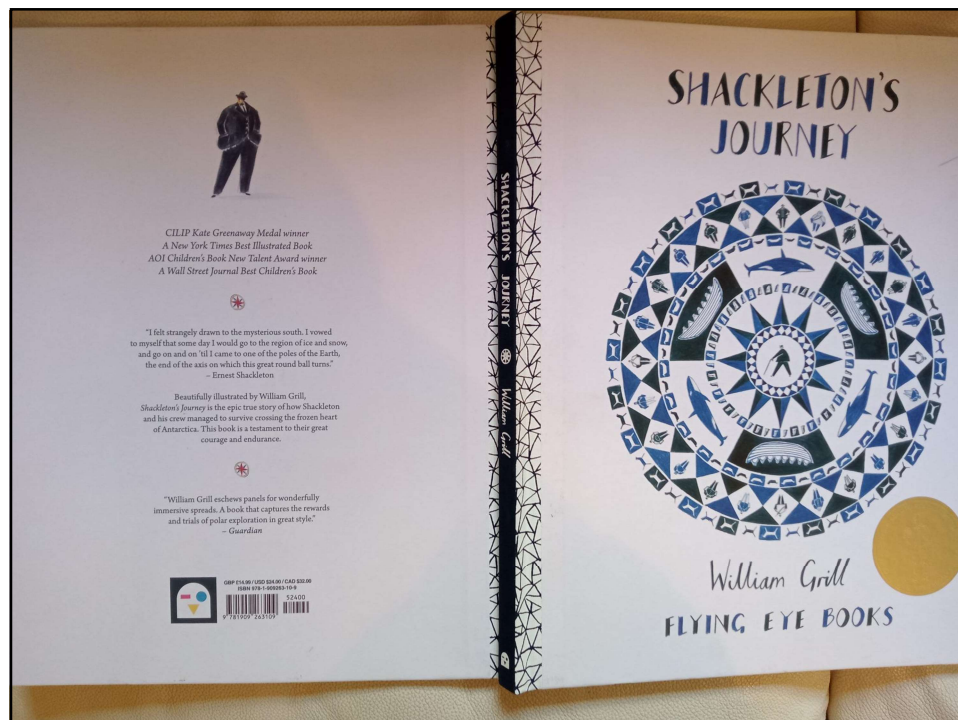
- * Research the crew member you would apply as.
- * What would you need to know?
- * What skills would you have?

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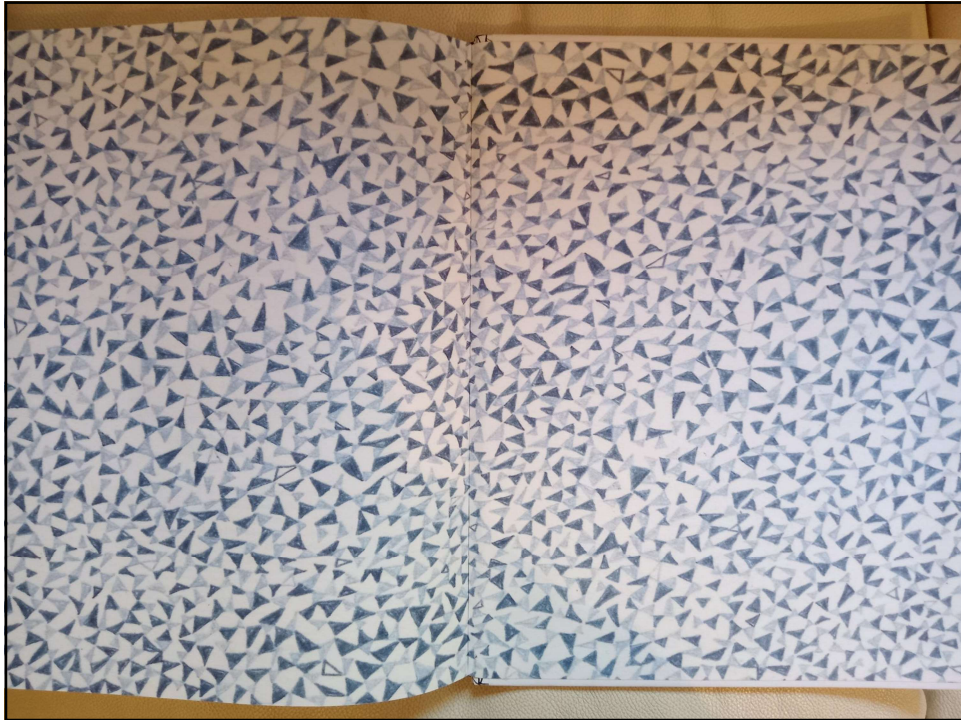
Thursday Week 1

- * Learning objectives
- * I can understand the importance of objects through character development.

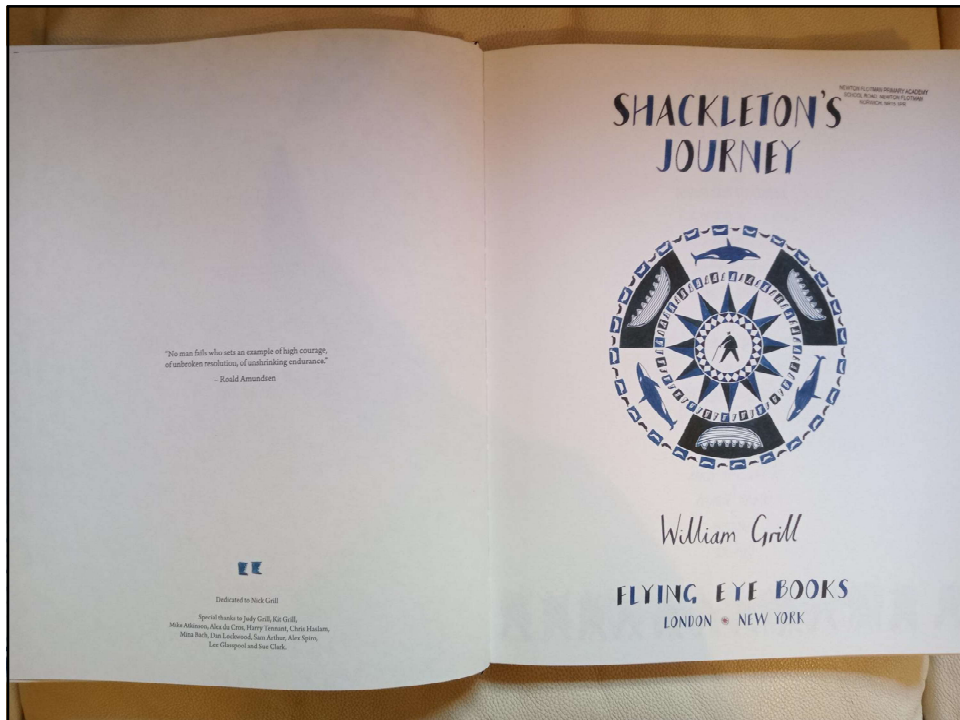
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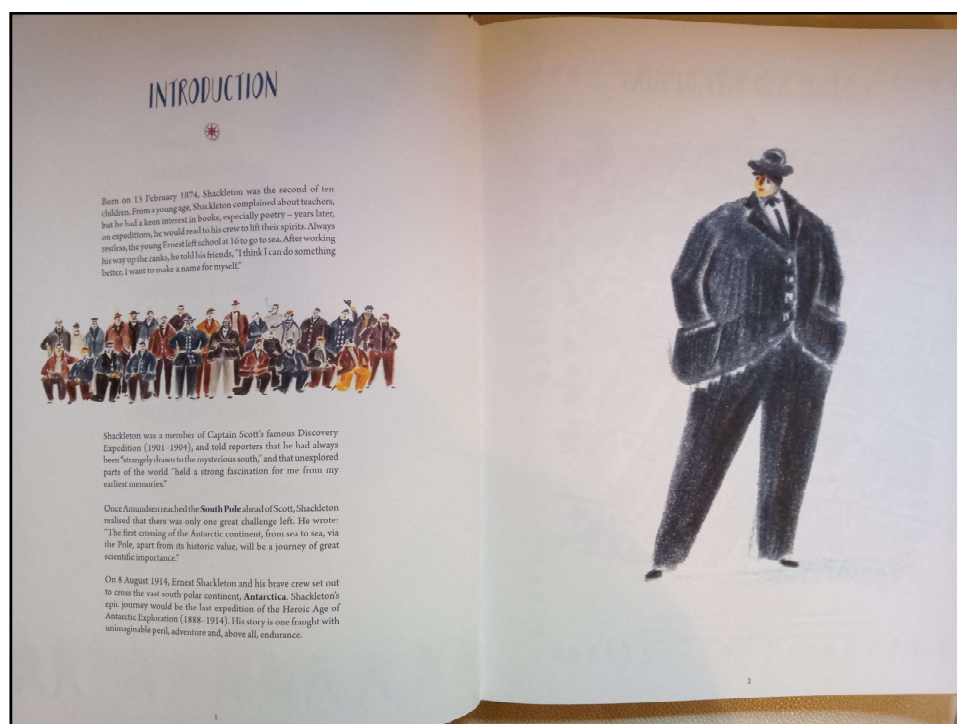
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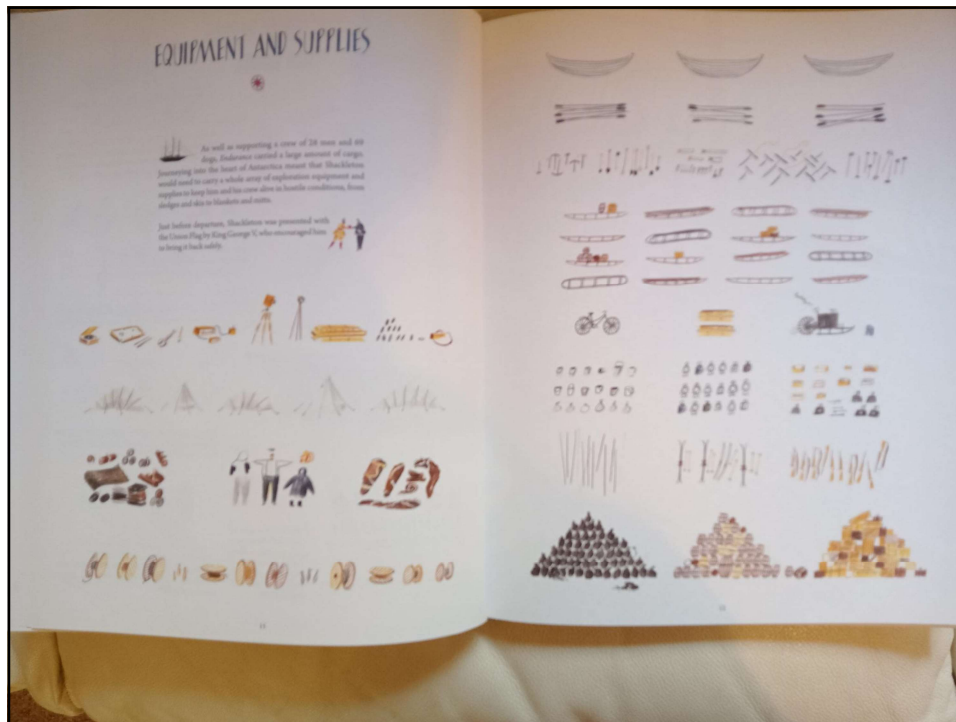
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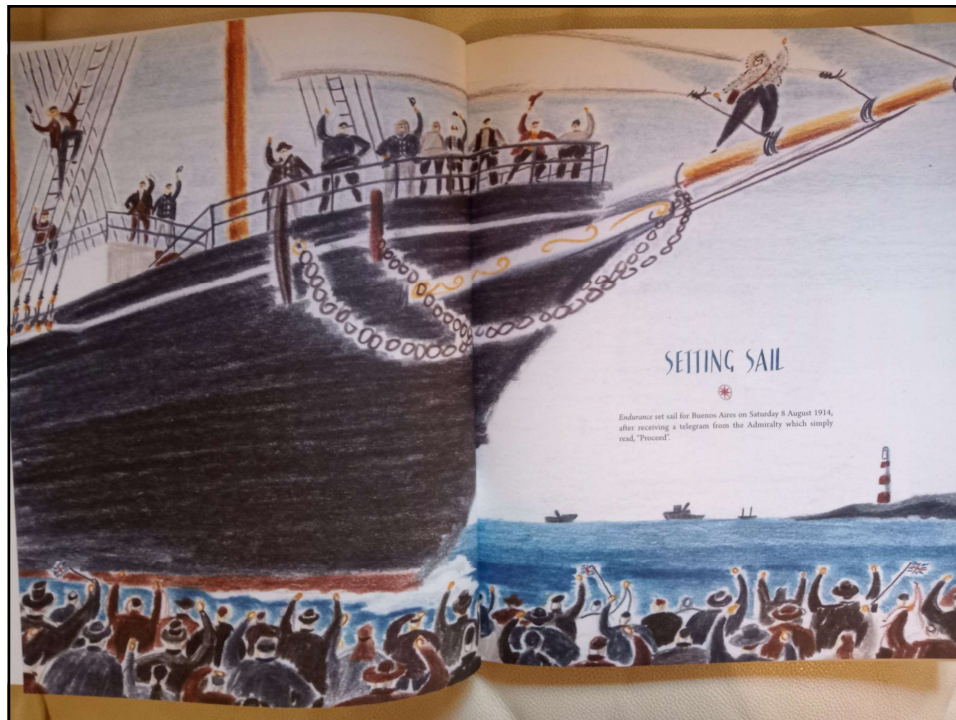
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47



48

What would you take on the journey?

- * something from a loved one?
- * something to remind you of home?
- * a good luck charm?

Why would it not be possible to take TV, console games, mobile phones etc. ?

- * Remember the small amount of space that each man would have had on the ship and the fact that anything they took they had to carry.

49

A log of the journey – A log book

Logbook entry 1
Saturday 8 August 1914

A telegram, from the Admiralty, gave us permission to set sail today with the simple message of "Proceed".

Endurance, our unique and meticulously crafted ship, is now sailing towards Buenos Aires with a complete crew of 28 men and 69 dogs. All men are fully prepared for the expedition and have double checked and stowed the exploration equipment and supplies. All dogs are fit and have been allocated to a crew member for care and to develop the bonds needed when the sledges are to be pulled.

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50

Log books

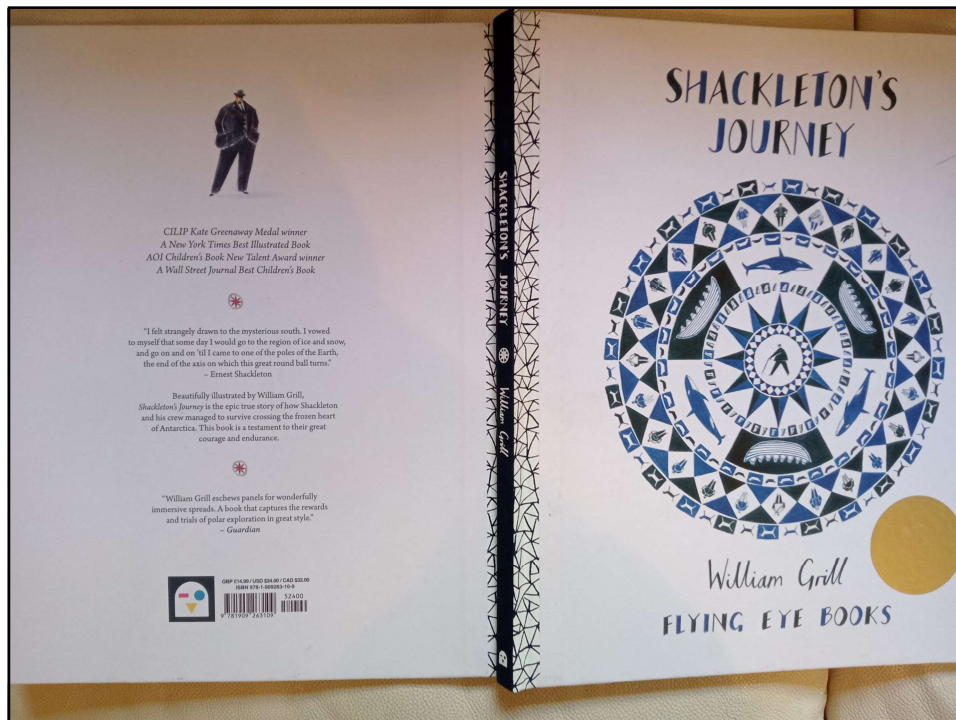
- * Make your first entry into your log books about setting sail in role as your character.

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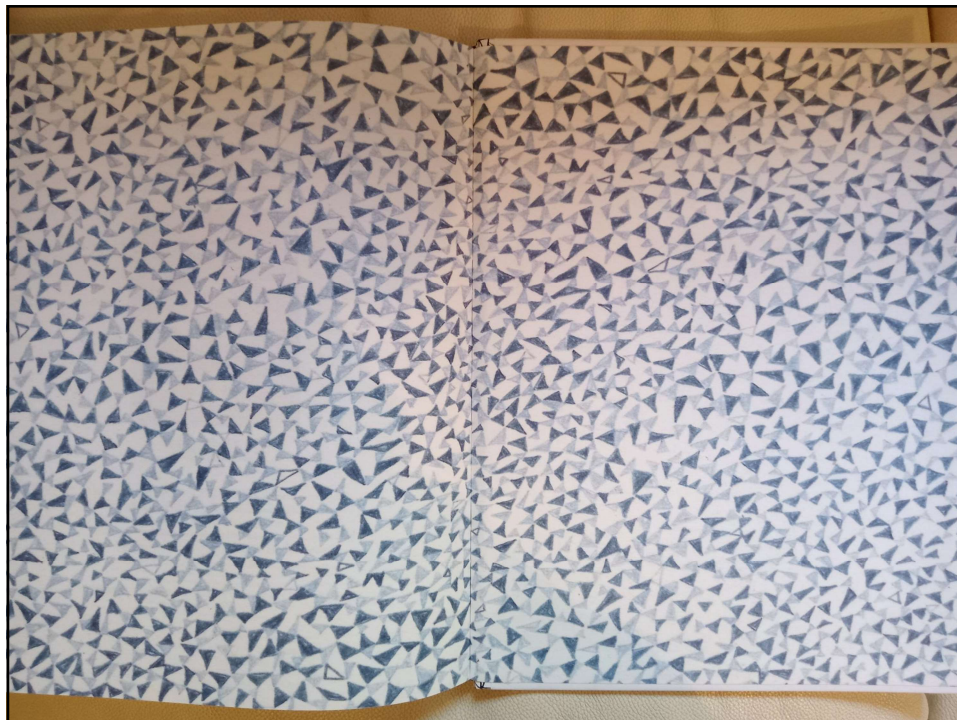
Friday Week 1

- * Learning objectives
- * I can speak with confidence, fluency and prosody.

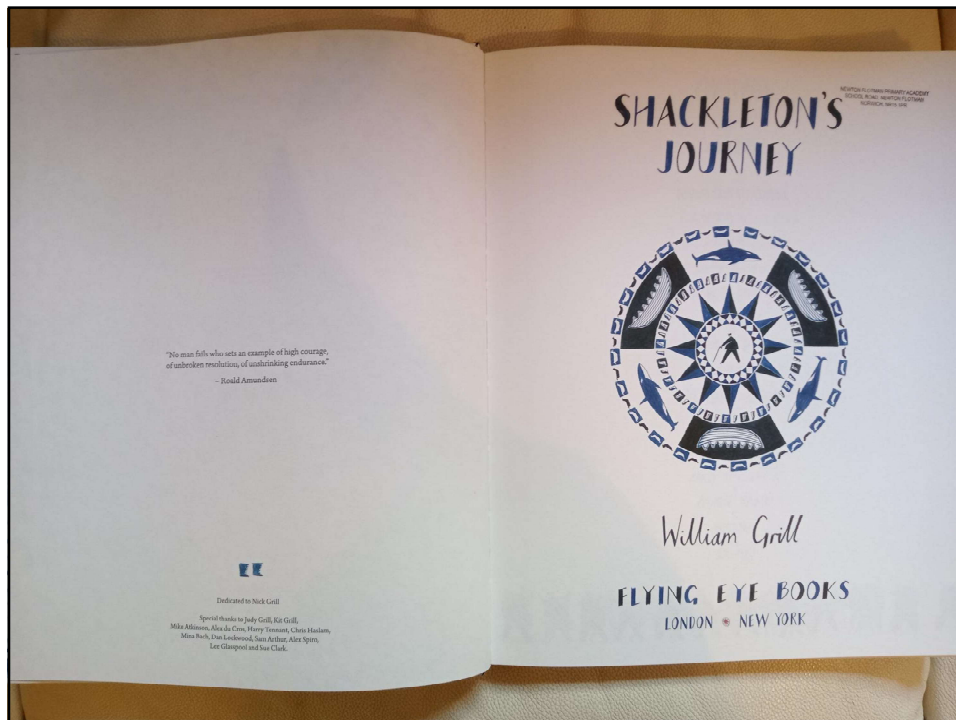
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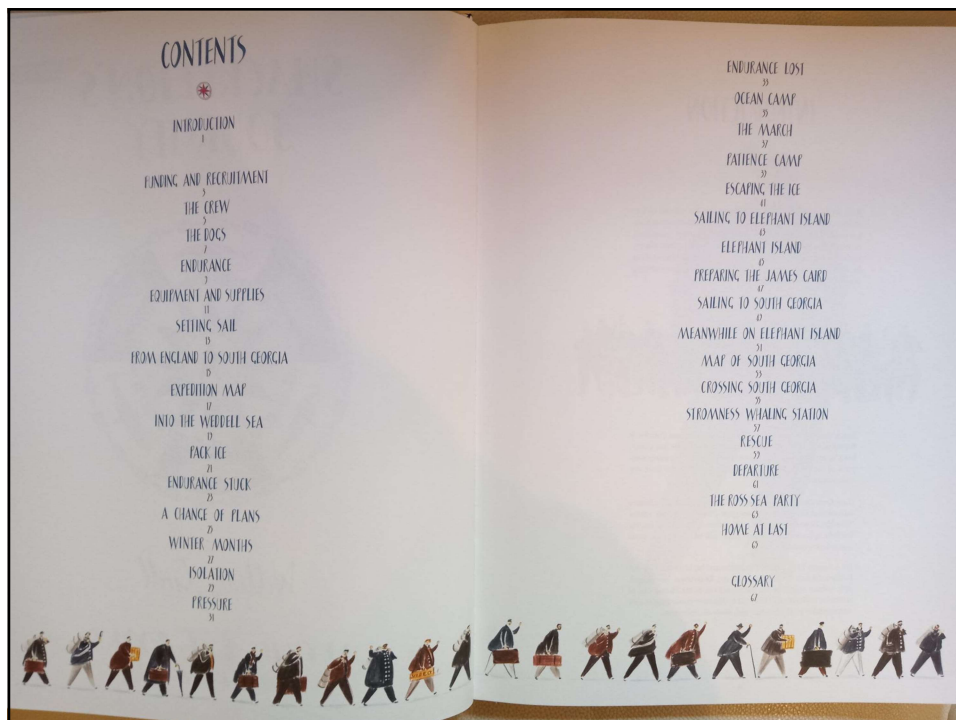
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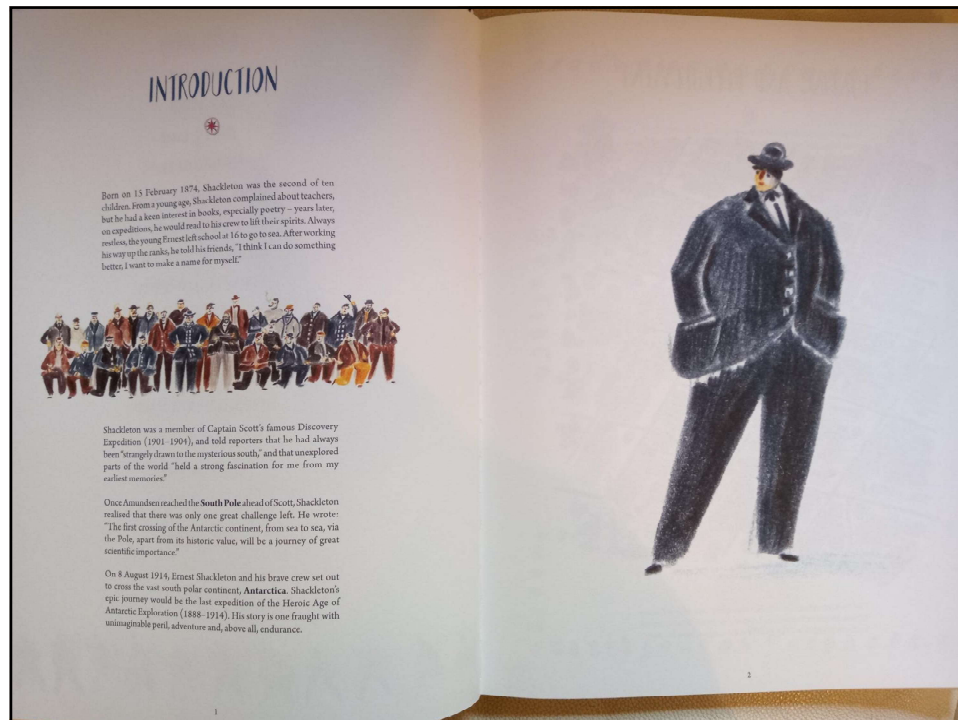
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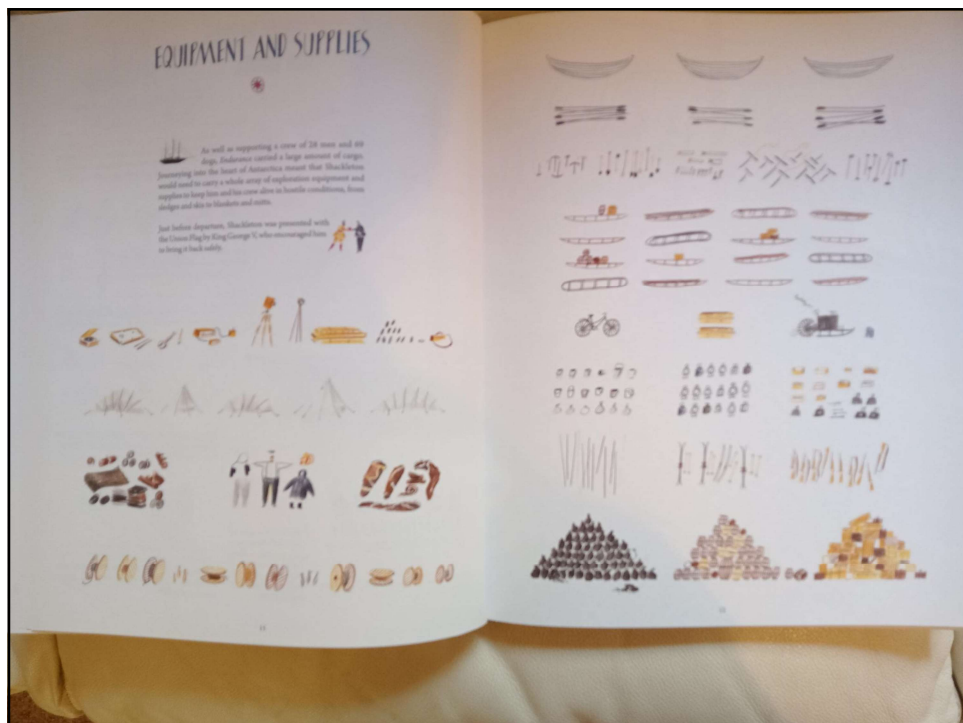
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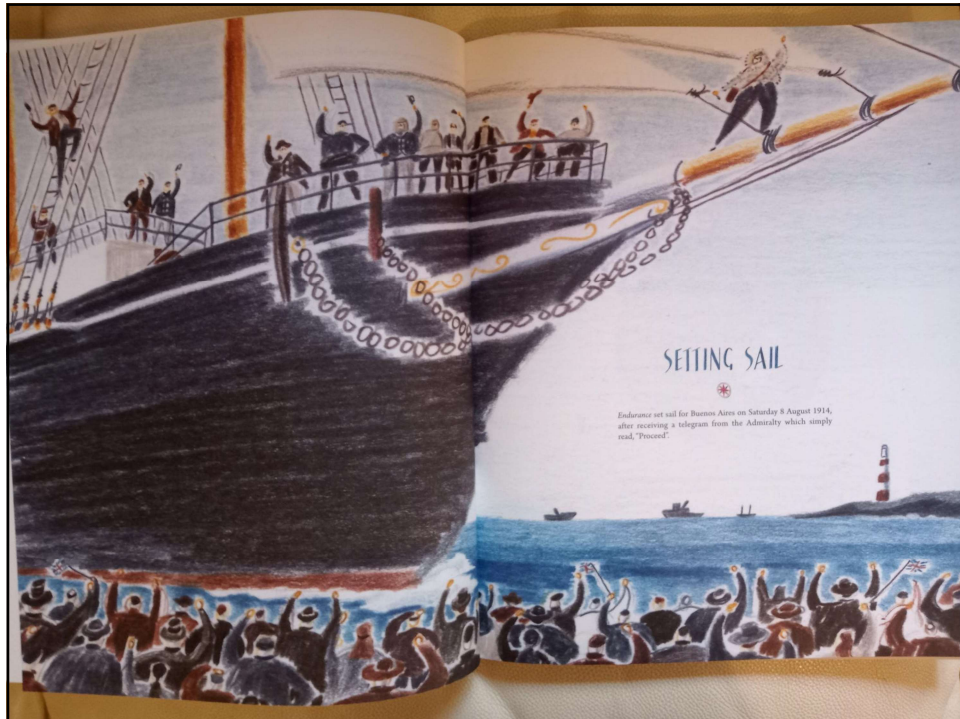
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Model text

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Features of log book

- * Entry number
- * Date
- * Factual and formal tone
- * Chronology
- * Full names of crew members

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Telegram

noun

a message sent by telegraph and then delivered in written or printed form, used in the UK only for international messages since 1981



67

Admiralty

* noun

1. (in the UK) the government department that administered the Royal Navy, now incorporated in the Ministry of Defence and current only in titles.



68

Unique

* adjective

1. being the only one of its kind; unlike anything else



69

Meticulously

* adverb

1. in a way that shows great attention to detail; very thoroughly.



70

Whaling station

* noun

a place where the carcasses of whales were processed



71

Expedition

* noun:

1. a journey undertaken by a group of people with a particular purpose, especially that of exploration, research, or war.



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Proceed

- * Verb
- * begin a course of action.

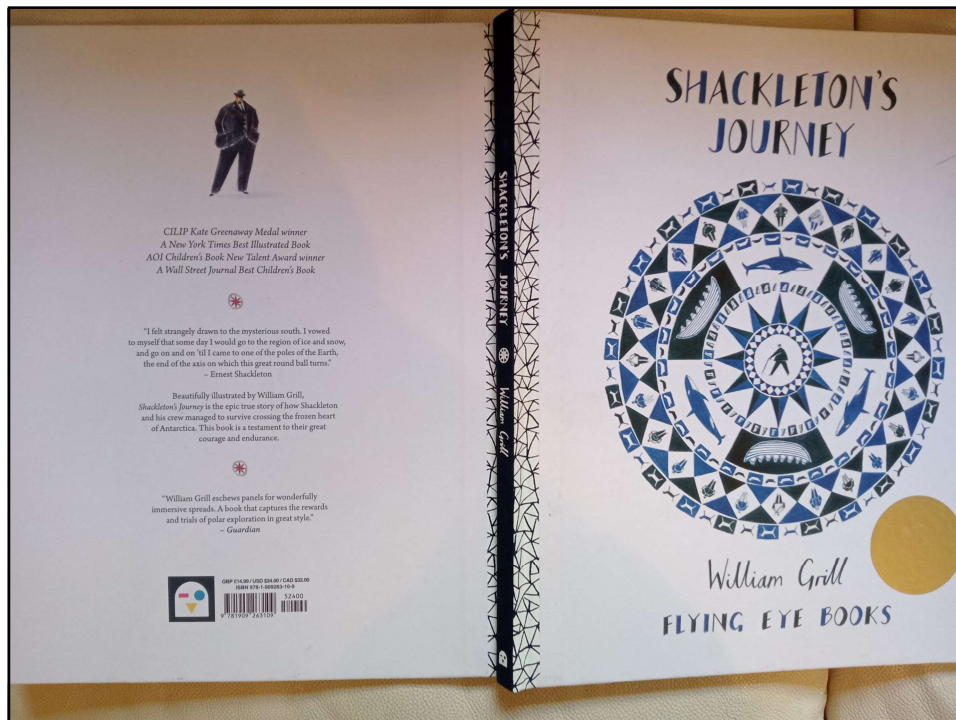


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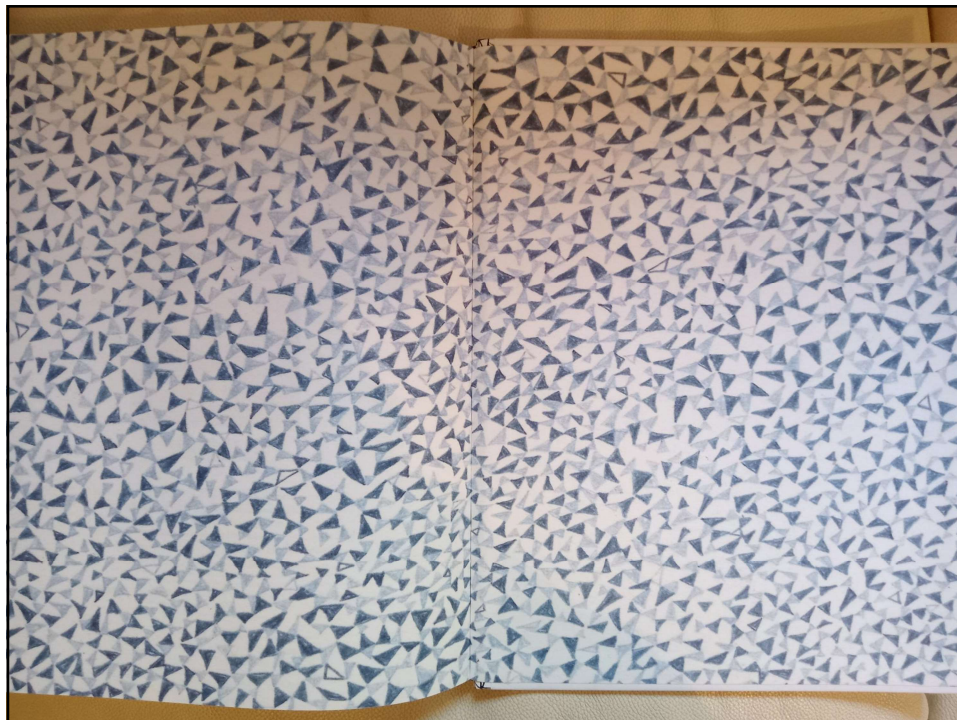
Monday Week 2

- * Learning objectives
- * I can write in character.
- * I can sequence events.

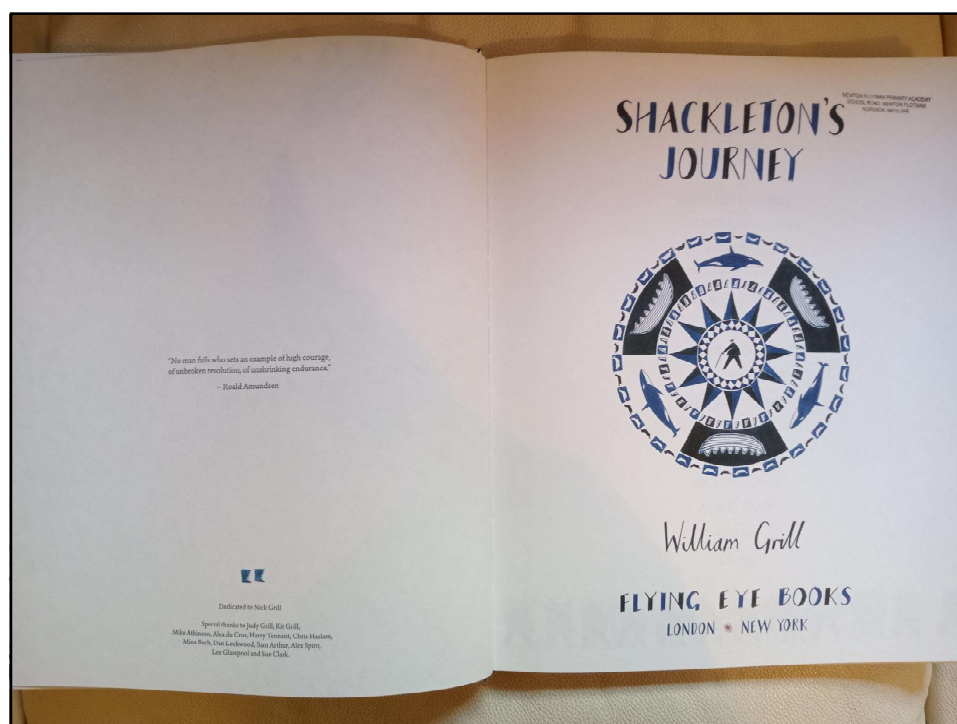
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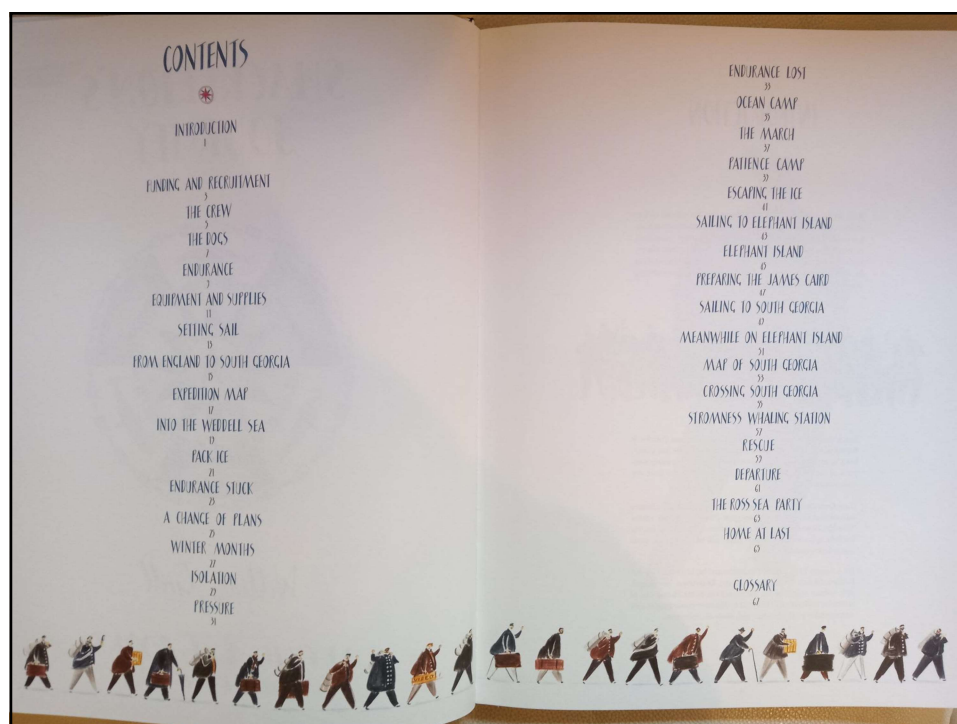
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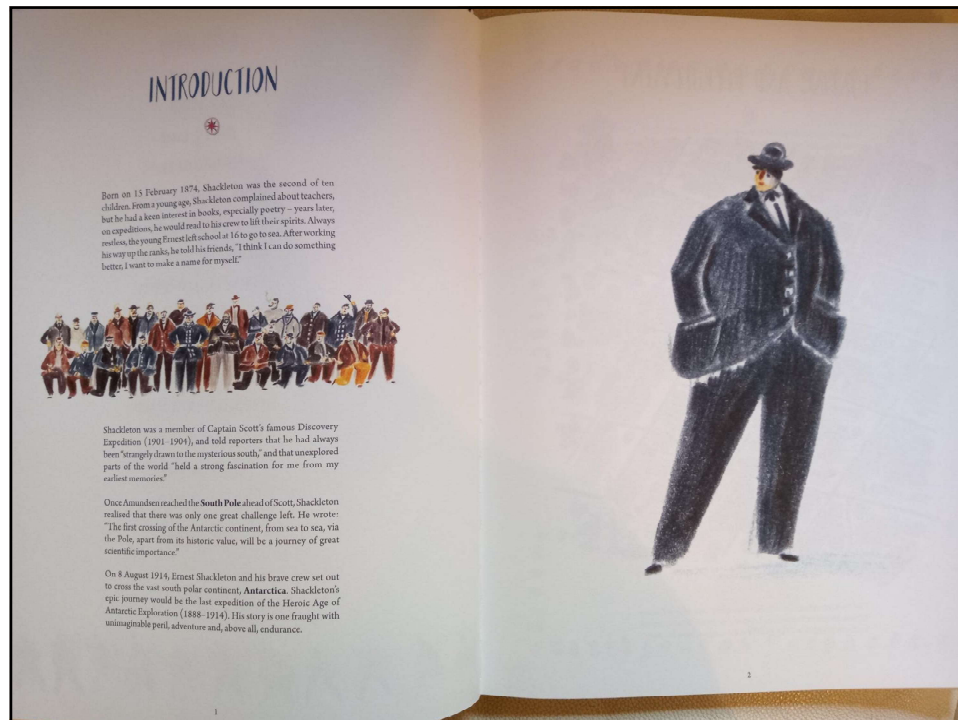
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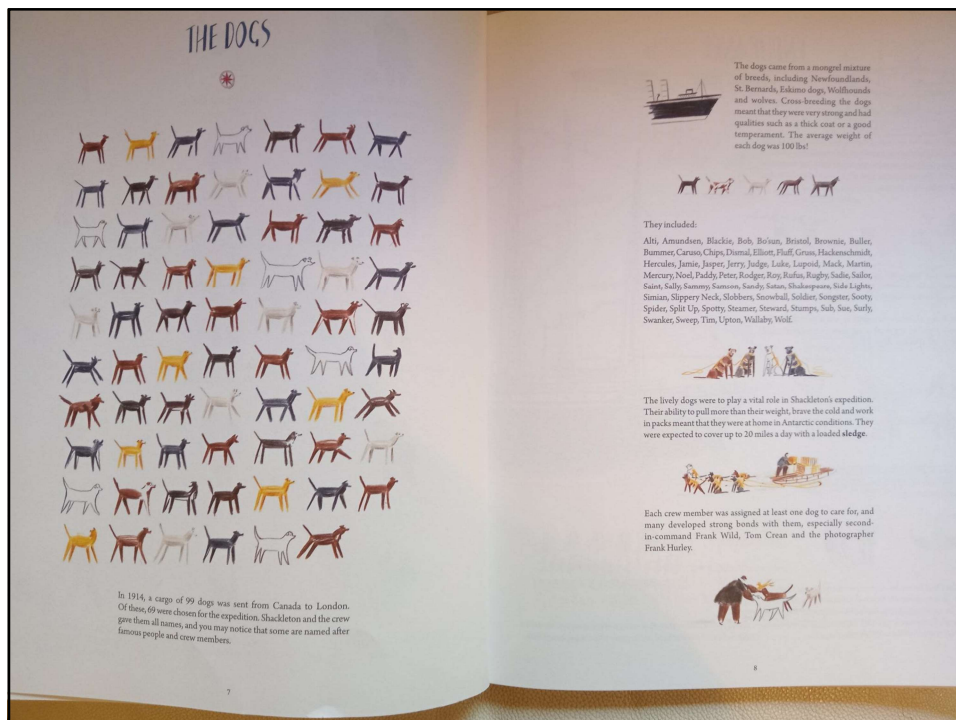
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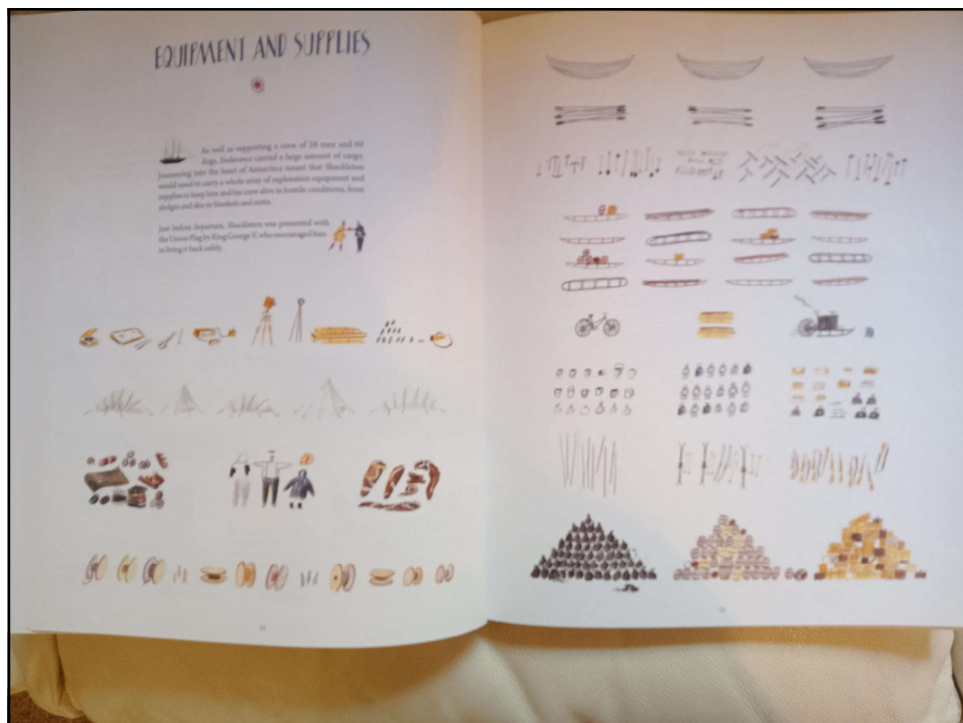
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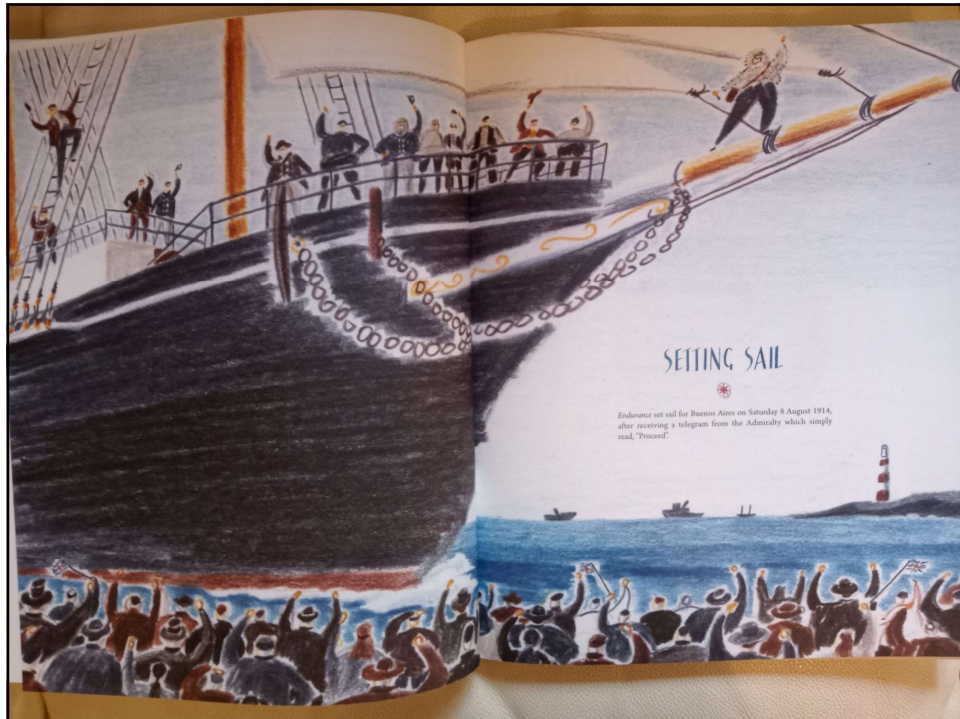
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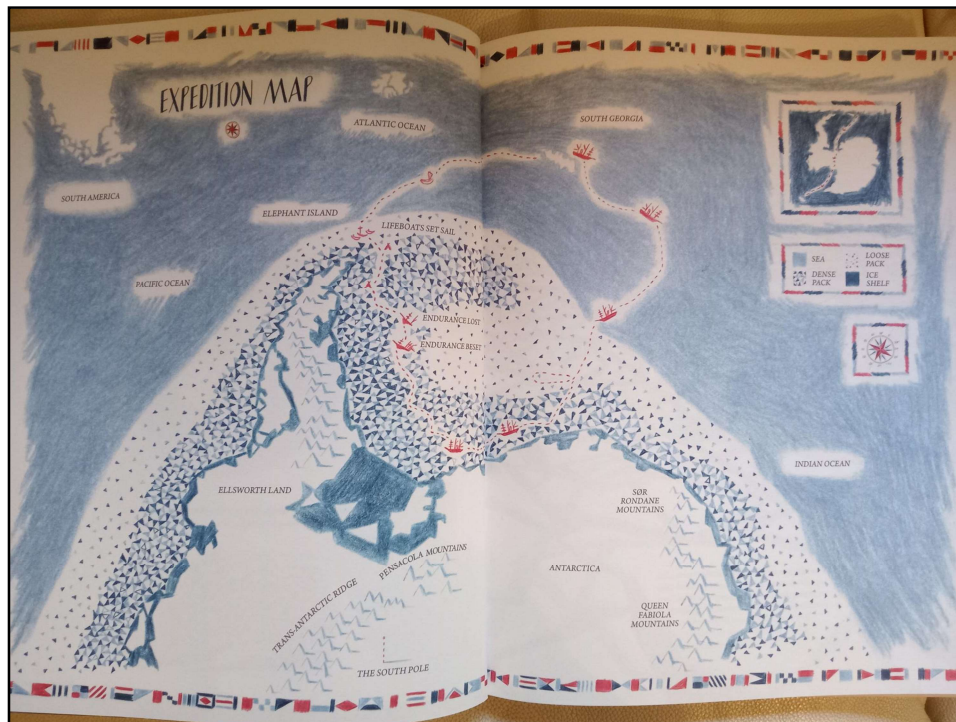
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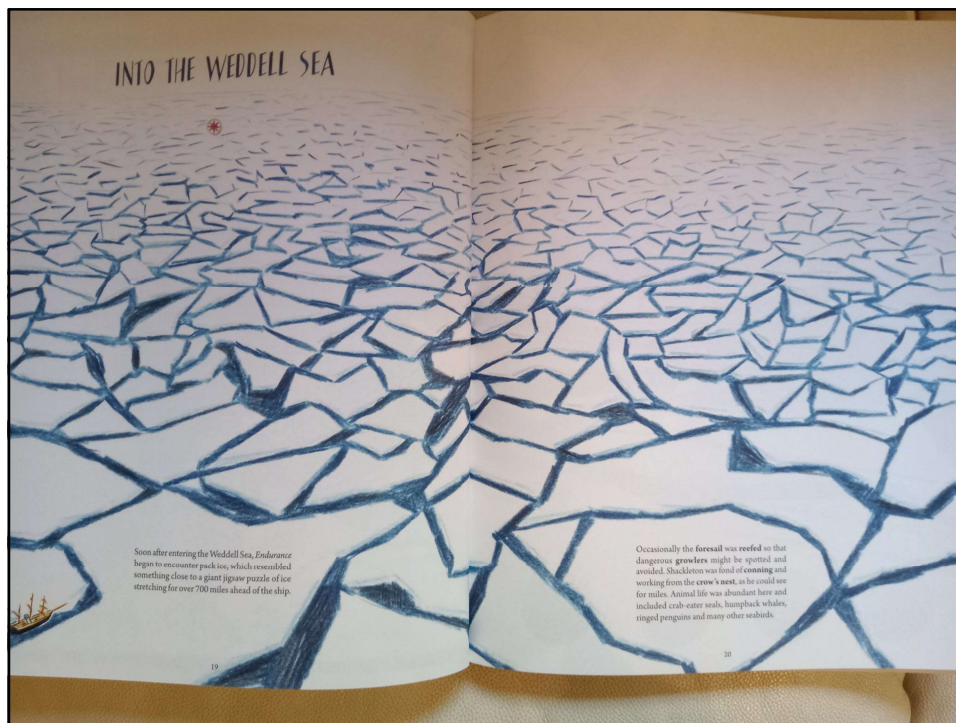
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Model text

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Model text

Logbook entry 68
January 18th 1915

Progress is slow and laborious. Pack ice in the Weddall Sea has meant that the 700 miles needing to be covered has led us through a repetitive process: ram the ice at half speed; carve a V; and then drive full speed at the wedge. There is also a need to be on the lookout for growlers as well as the abundant animal life. This can all be seen from the crow's nest, or while hanging from the jib boom (as Hurley has done to film and document the expedition).

The ice seems to be becoming thicker as we progress, and somewhat tighter. The fear is that it may soon prevent movement altogether. There is a plan for this, should it occur. Fires will be lit on board to melt the ice and allow for further passage. Our crew are trained for this and we knew the expedition would bring about challenges. This is why the victory of success will be even greater when we succeed.

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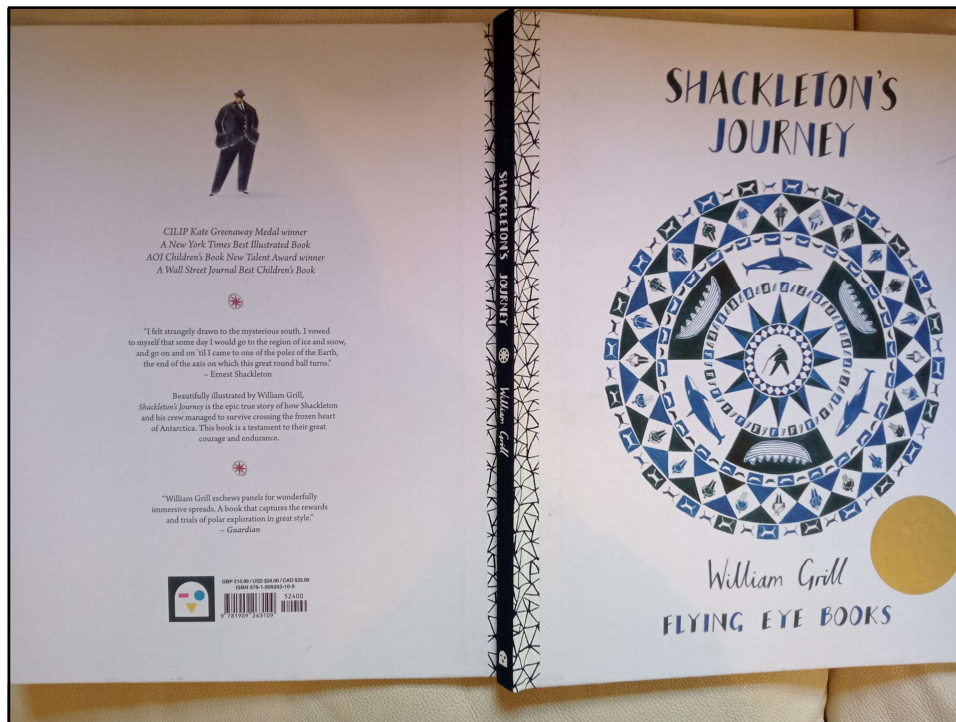


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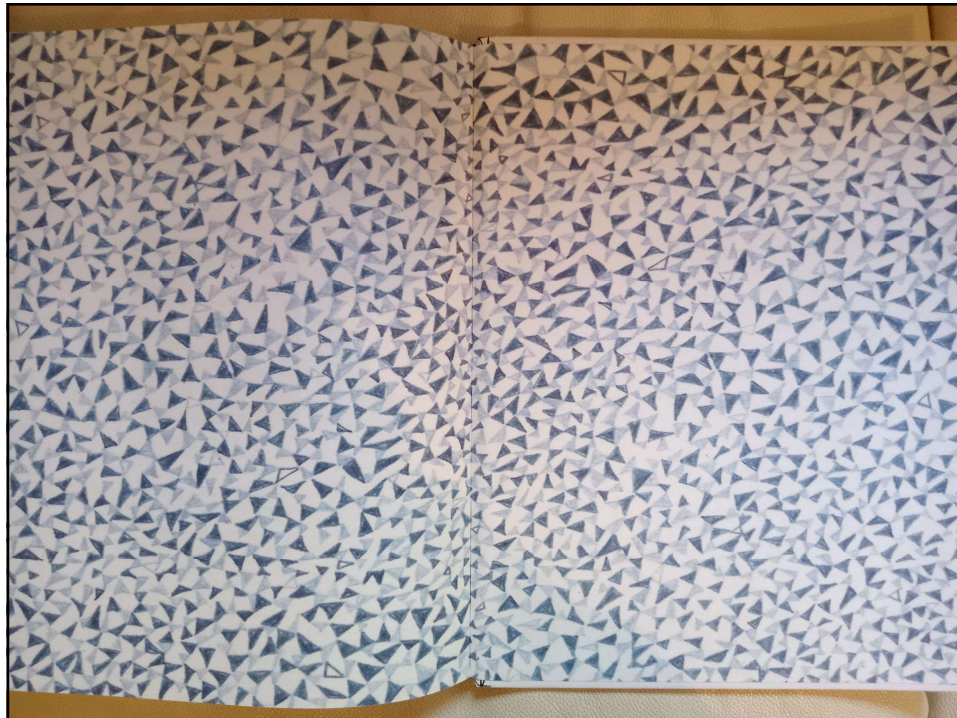
Tuesday Week 2

- * Learning objectives
- * I can write in character.
- * I can sequence events.

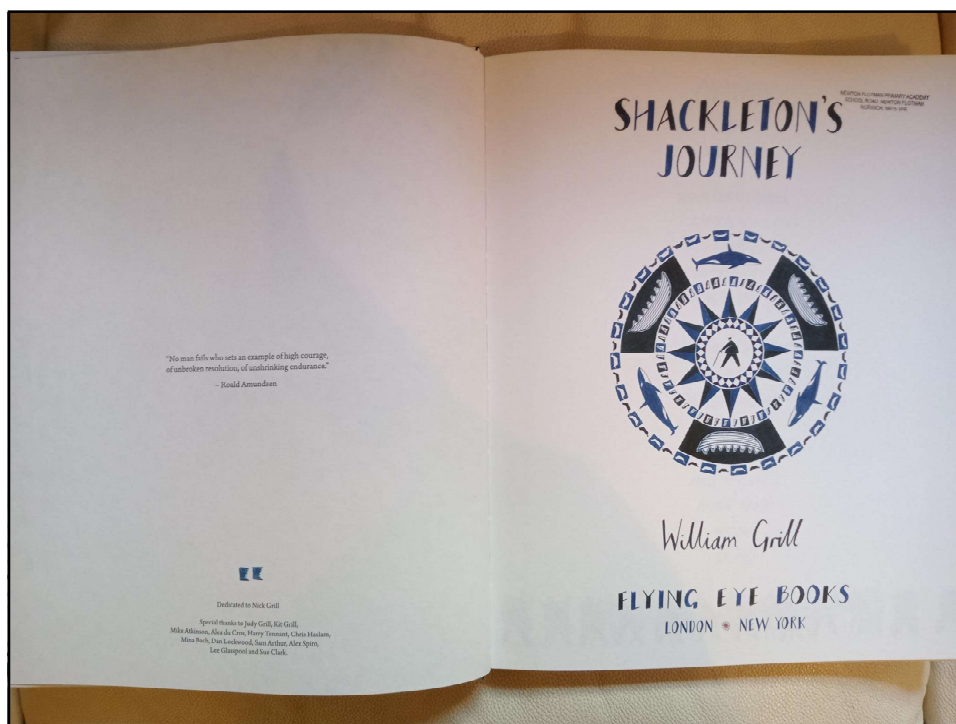
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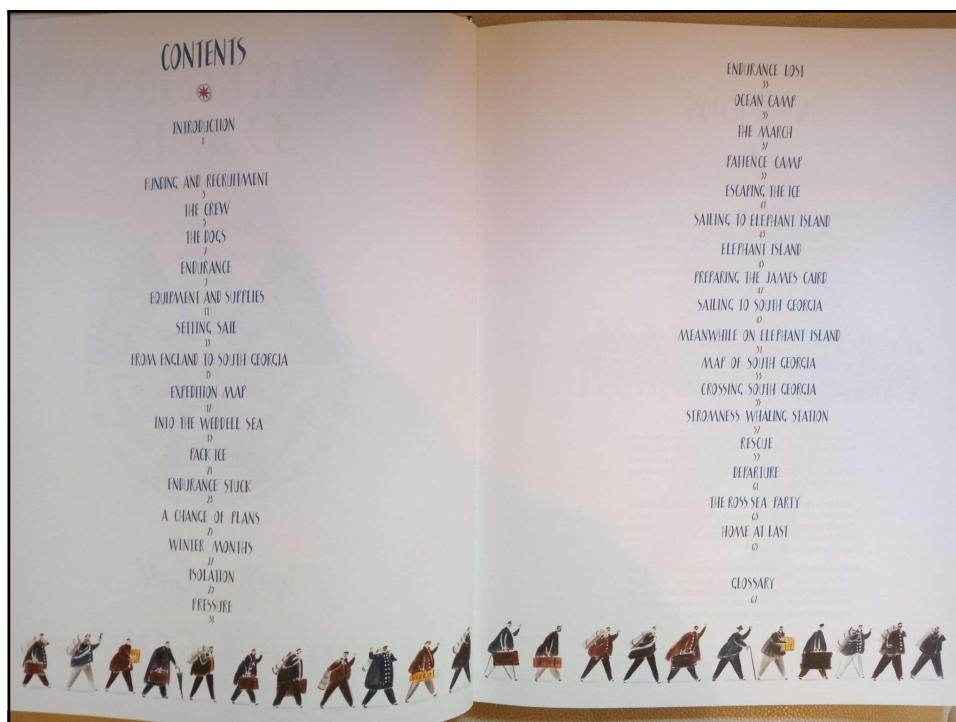
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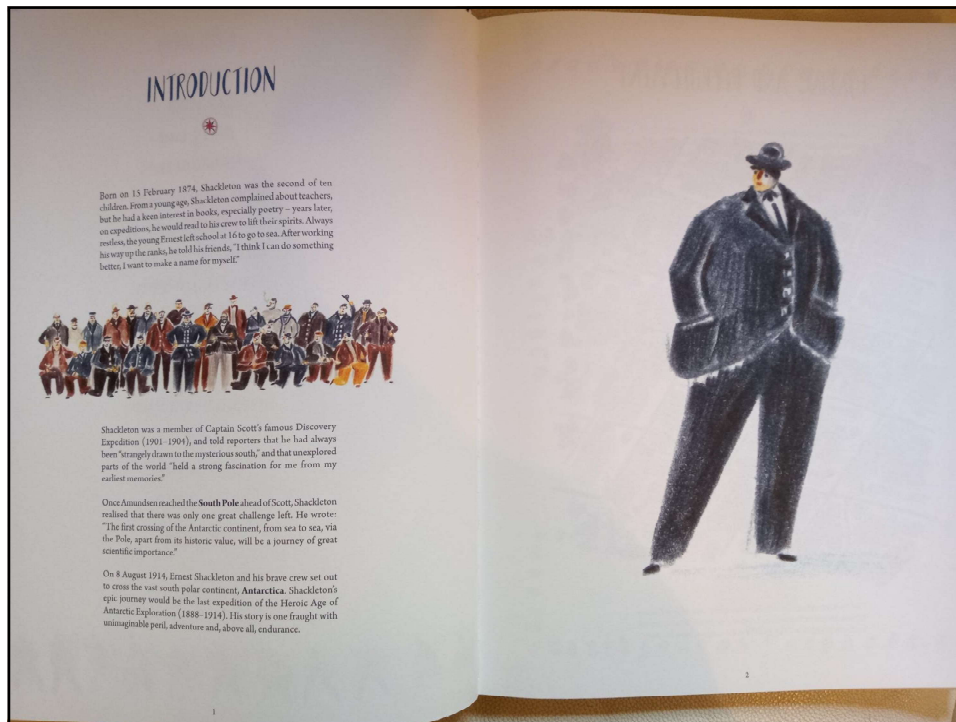
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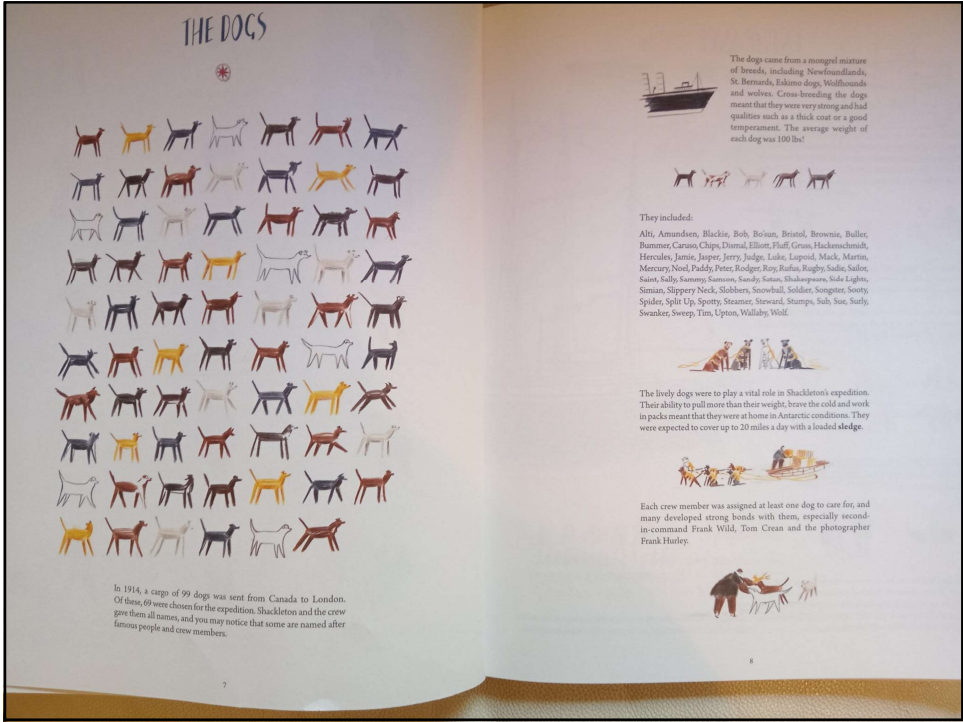
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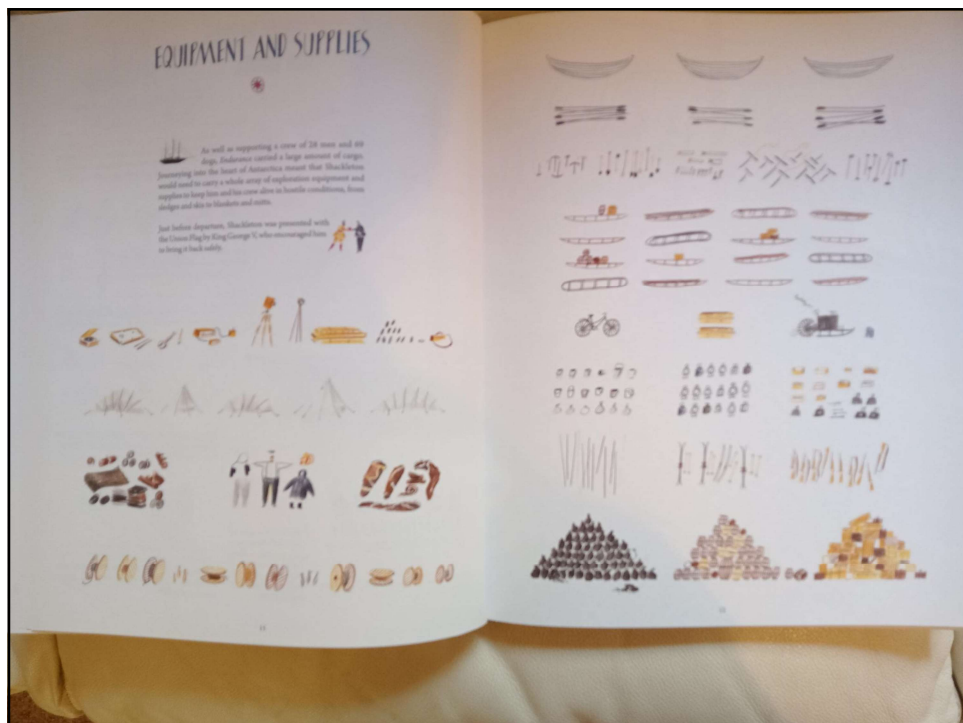
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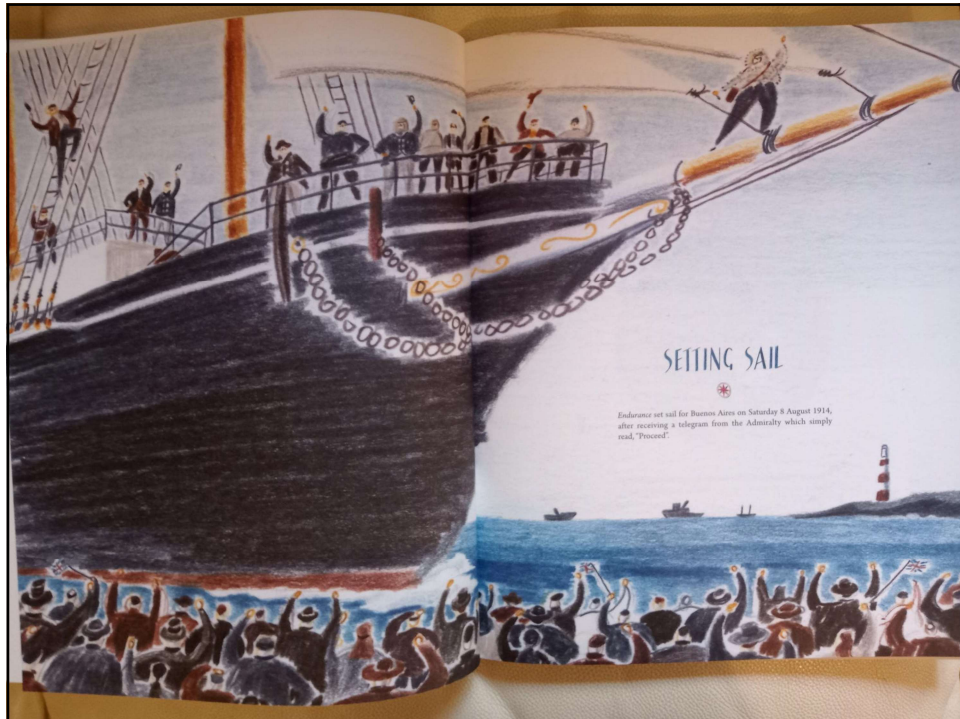
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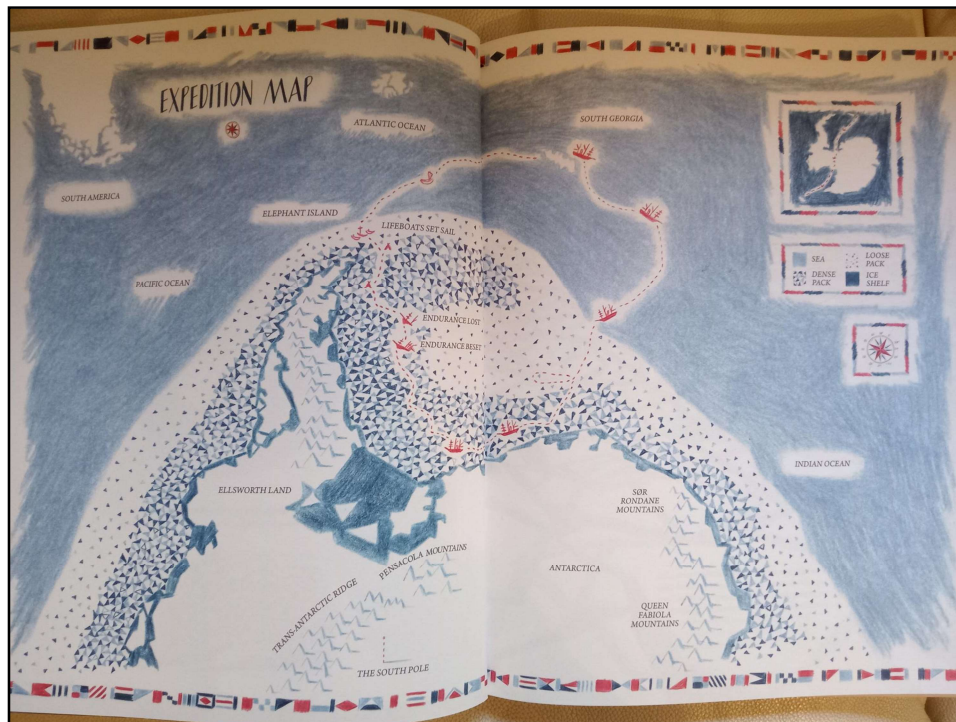
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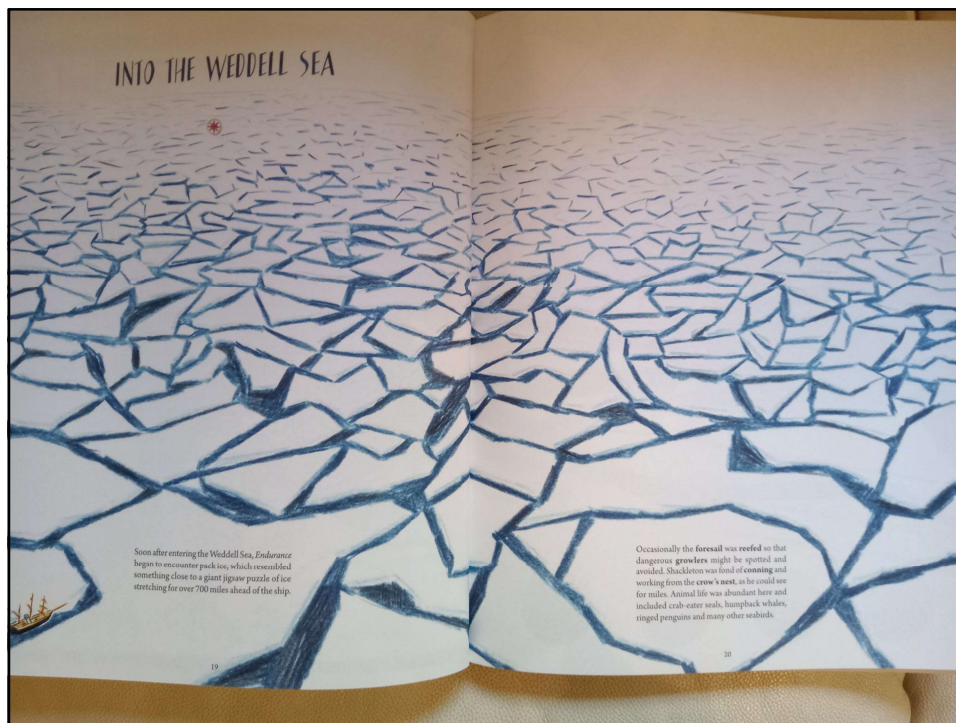
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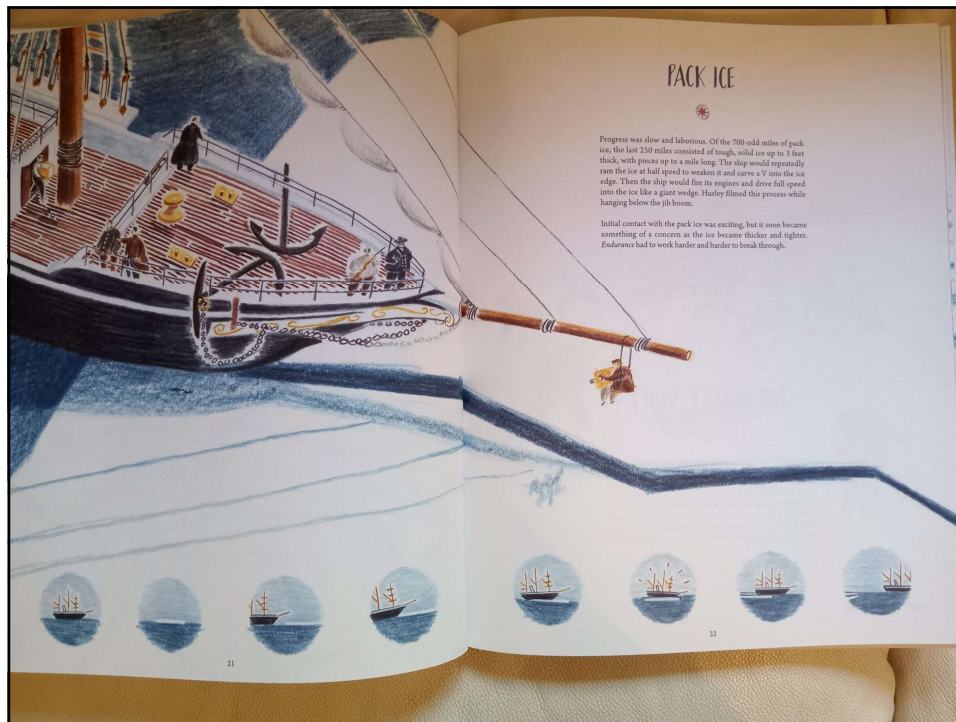
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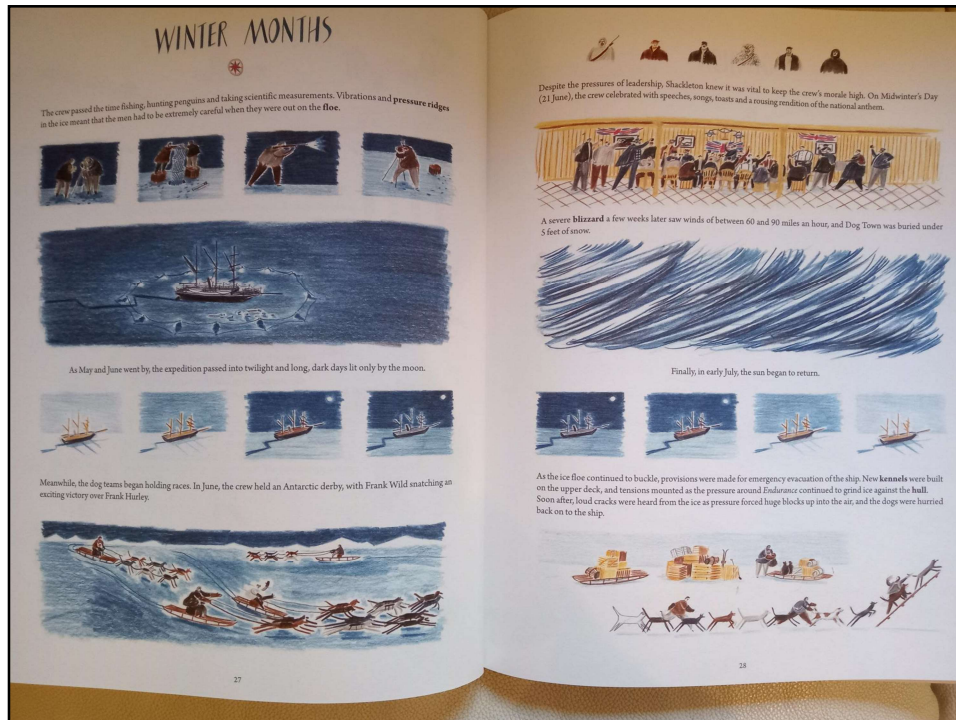
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109



110

Model text

Logbook entry 1
Saturday 8 August 1914

A telegram, from the Admiralty, gave us permission to set sail today with the simple message of "Proceed".

Endurance, our unique and meticulously crafted ship, is now sailing towards Buenos Aires with a complete crew of 28 men and 69 dogs. All men are fully prepared for the expedition and have double checked and stowed the exploration equipment and supplies. All dogs are fit and have been allocated to a crew member for care and to develop the bonds needed when the sledges are to be pulled.

Our ship's Captain, Frank Worsely, will lead with the support of his second in command, Frank Wild. Both men are experienced and have the full confidence of all crew members. They plan to make the final preparations at Grytviken whaling station at the southernmost outpost of the British Empire. From there the adventure lays ahead.

This log will be kept as a record of the journey and the events that occur during it. It is with pride we sail with the Union Flag in our possession, which will be safely returned to King George V on the successful completion of our expedition.

111

Model text

Logbook entry 68
January 18th 1915

Progress is slow and laborious. Pack ice in the Weddall Sea has meant that the 700 miles needing to be covered has led us through a repetitive process: ram the ice at half speed; carve a V; and then drive full speed at the wedge. There is also a need to be on the lookout for growlers as well as the abundant animal life. This can all be seen from the crow's nest, or while hanging from the jib boom (as Hurley has done to film and document the expedition).

The ice seems to be becoming thicker as we progress, and somewhat tighter. The fear is that it may soon prevent movement altogether. There is a plan for this, should it occur. Fires will be lit on board to melt the ice and allow for further passage. Our crew are trained for this and we knew the expedition would bring about challenges. This is why the victory of success will be even greater when we succeed.

112

Model text

Logbook entry 73

January 14th 1915

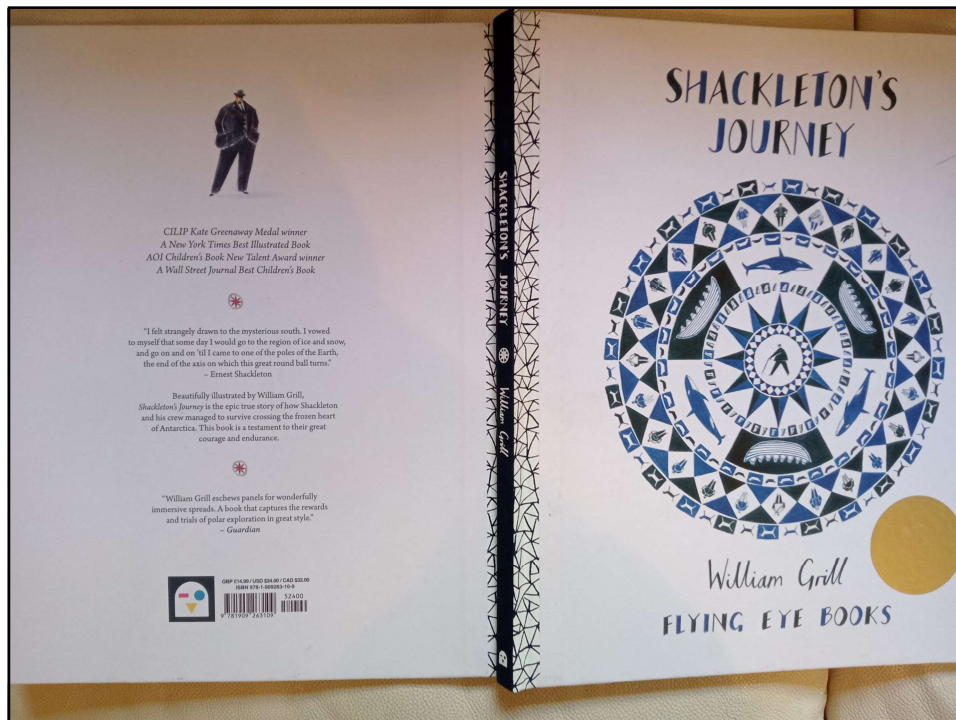
The fires have been extinguished to conserve fuel and the ship is now a winter base. Men are busy training the dogs as well as building igloos. The mood is upbeat as everyone is pleased for a decision to be made and to be off of the ship. Once spring arrives, the ice will melt and the journey can continue as before.

113

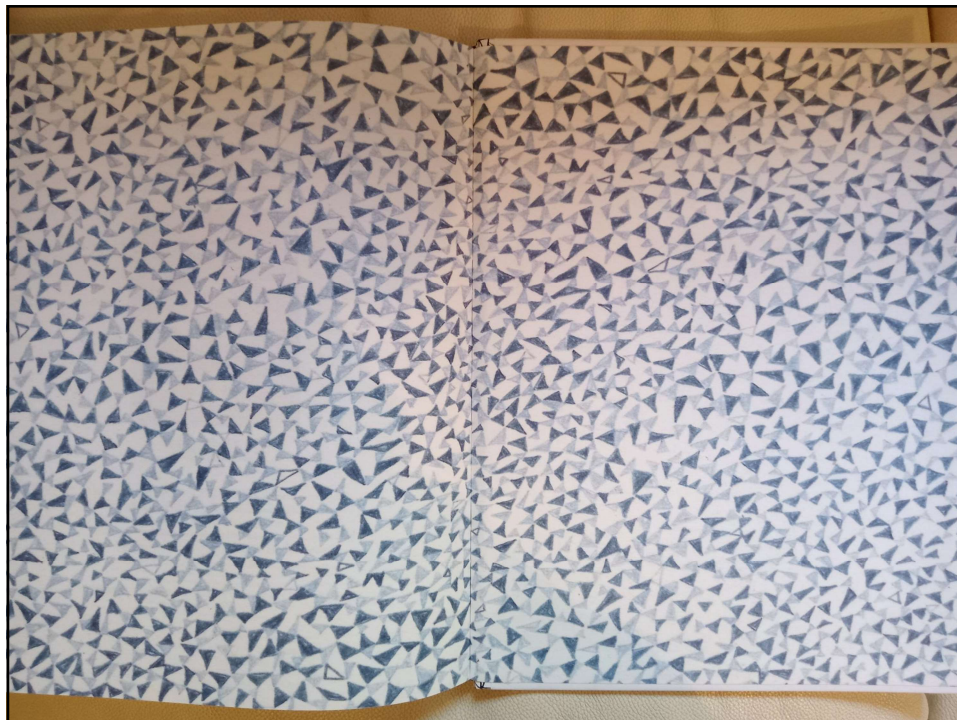
Wednesday Week 2

- * Learning objectives
- * I can write in character.
- * I can sequence events.

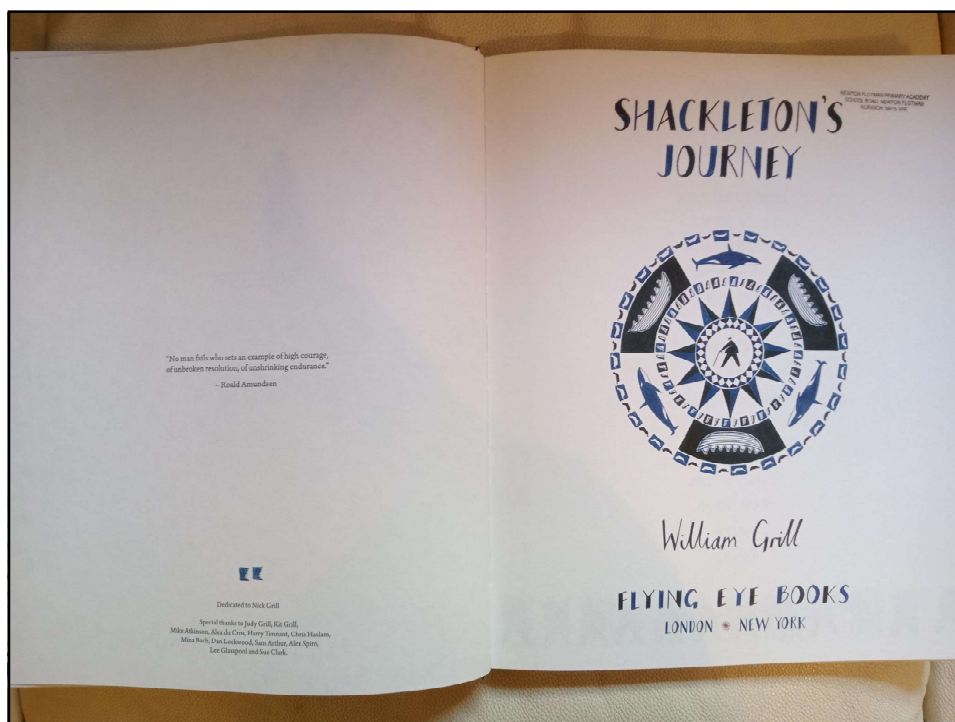
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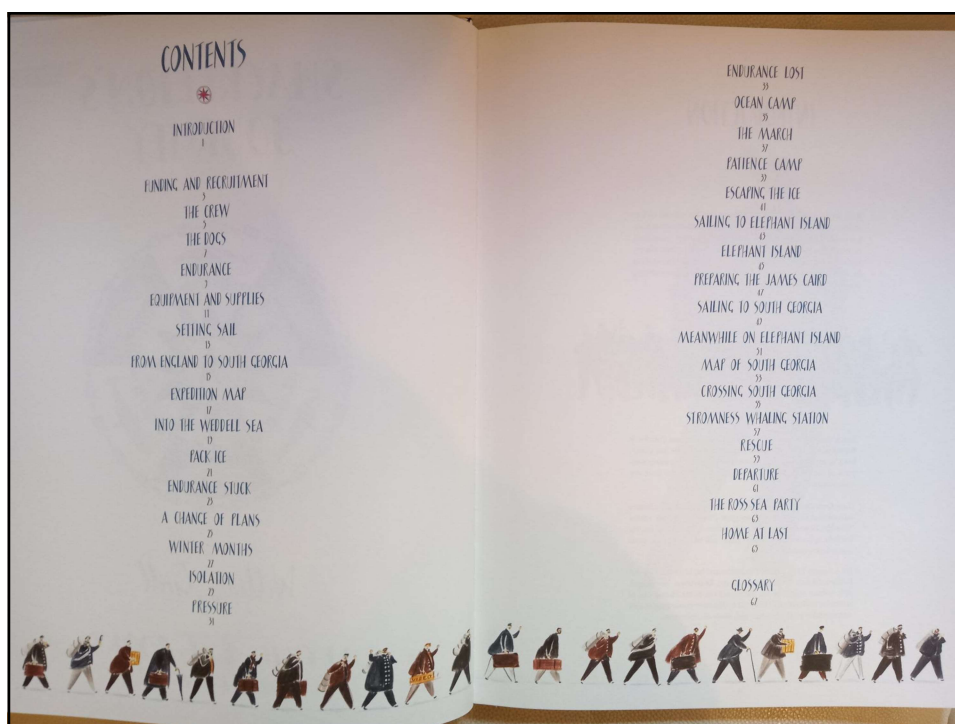
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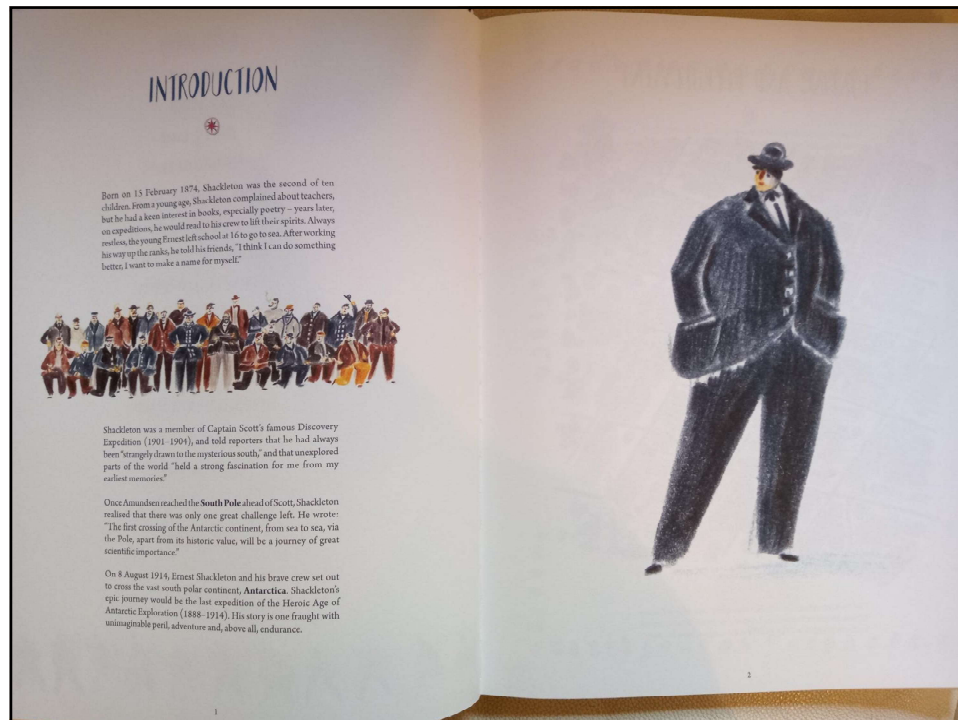
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120



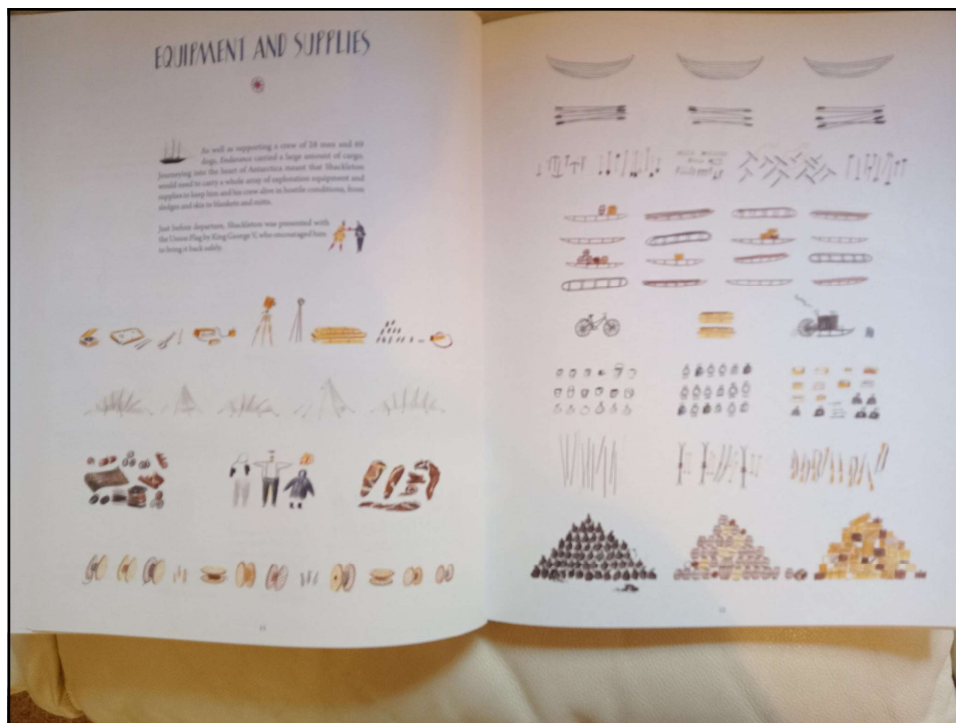
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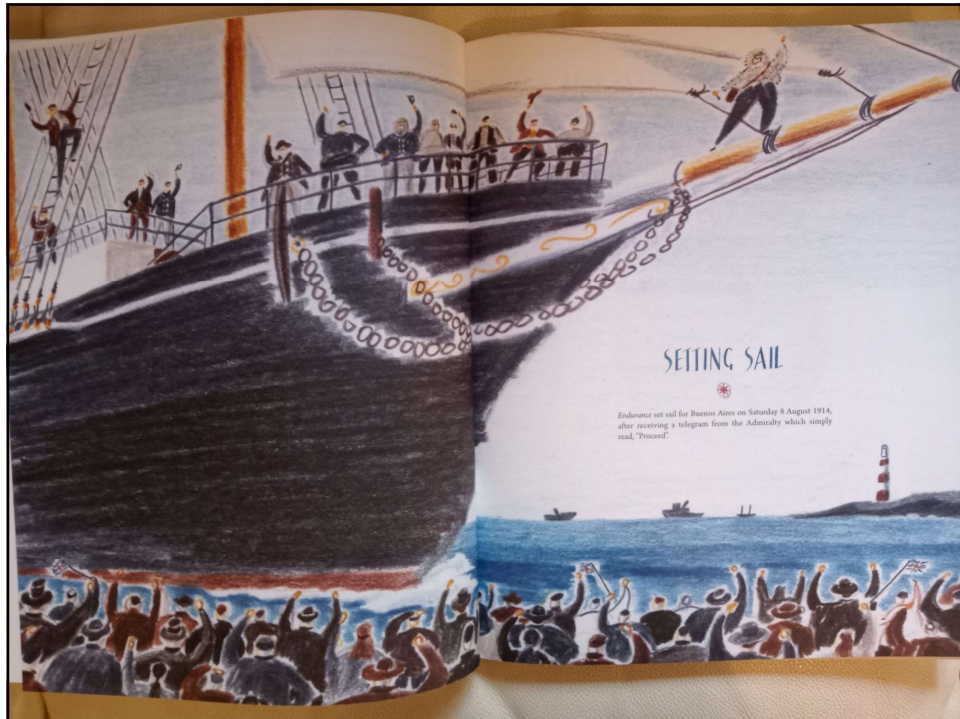
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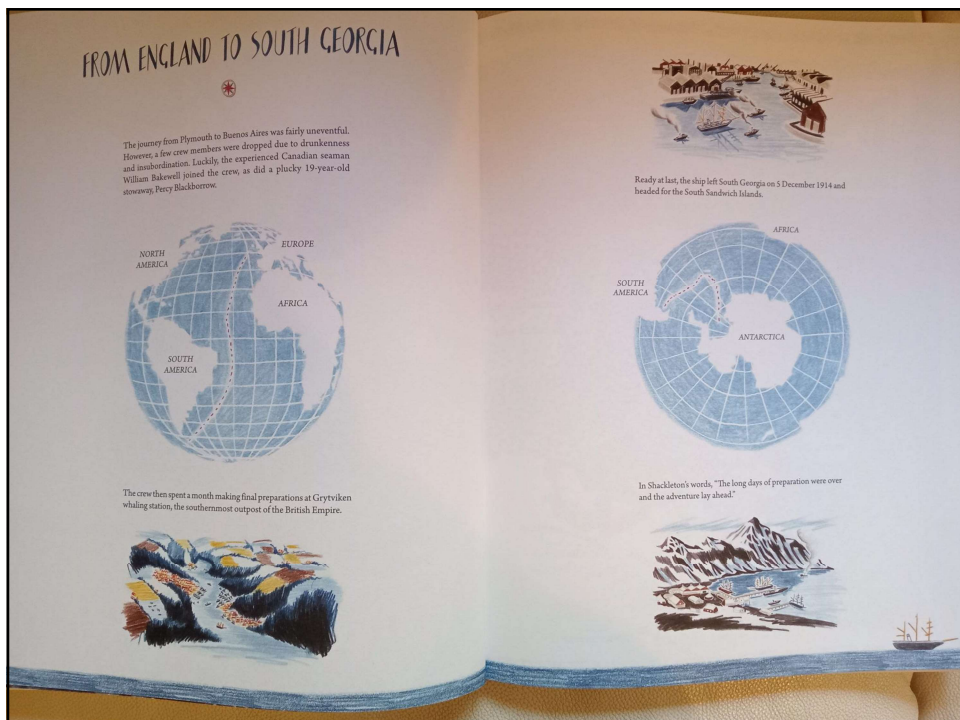
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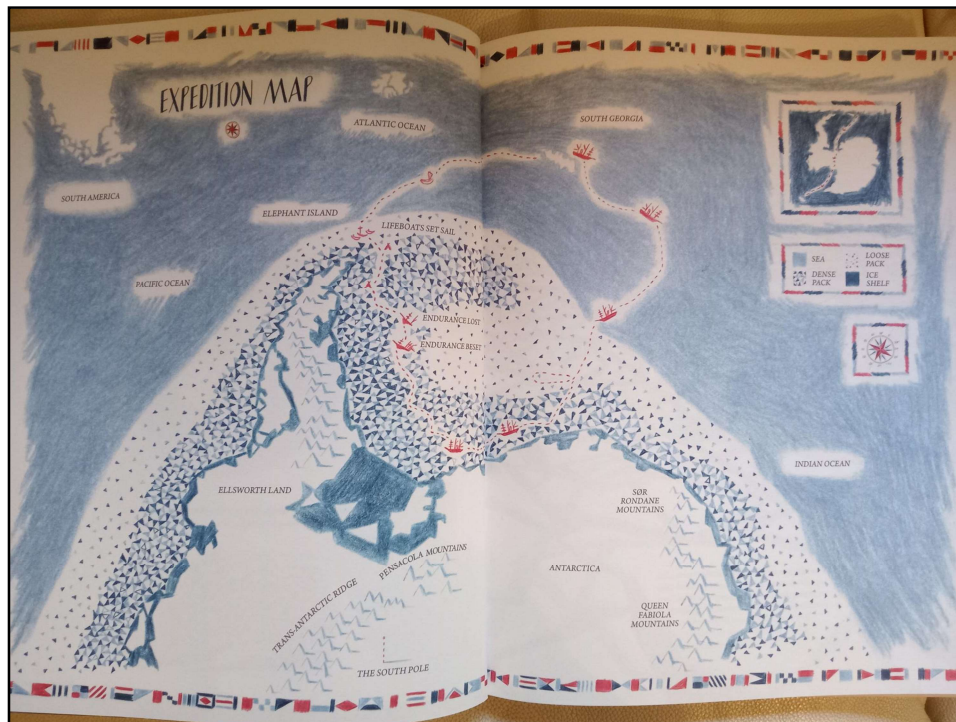
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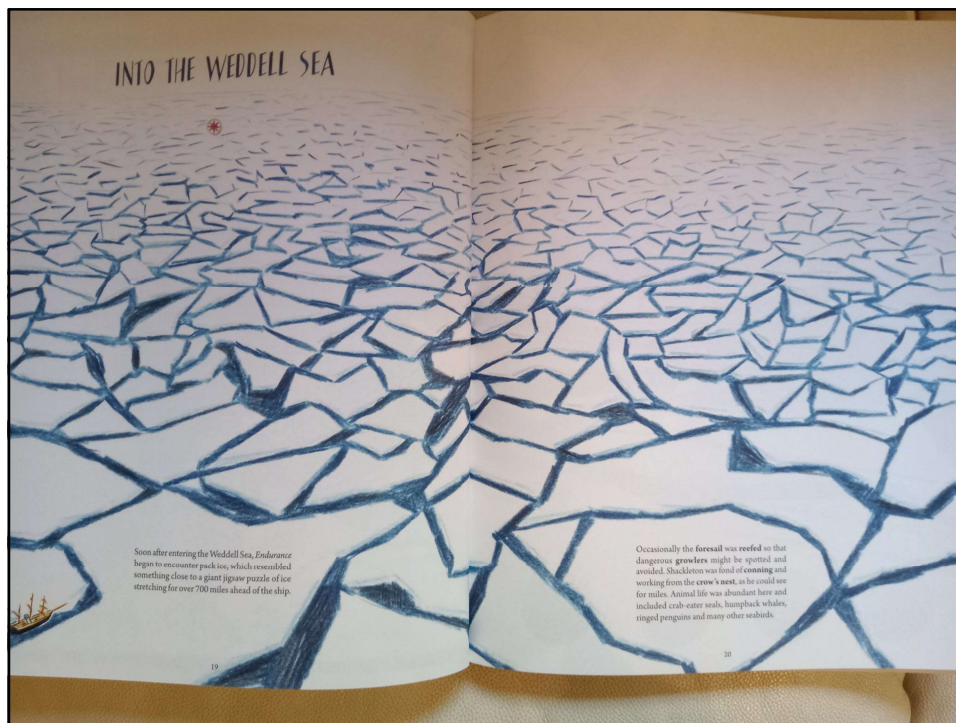
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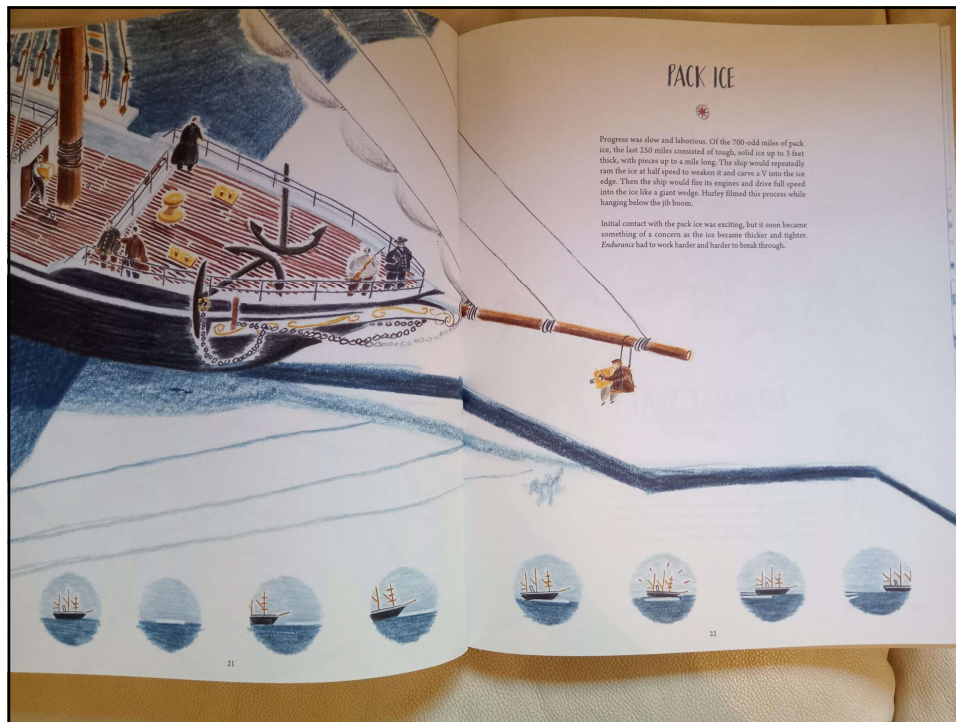
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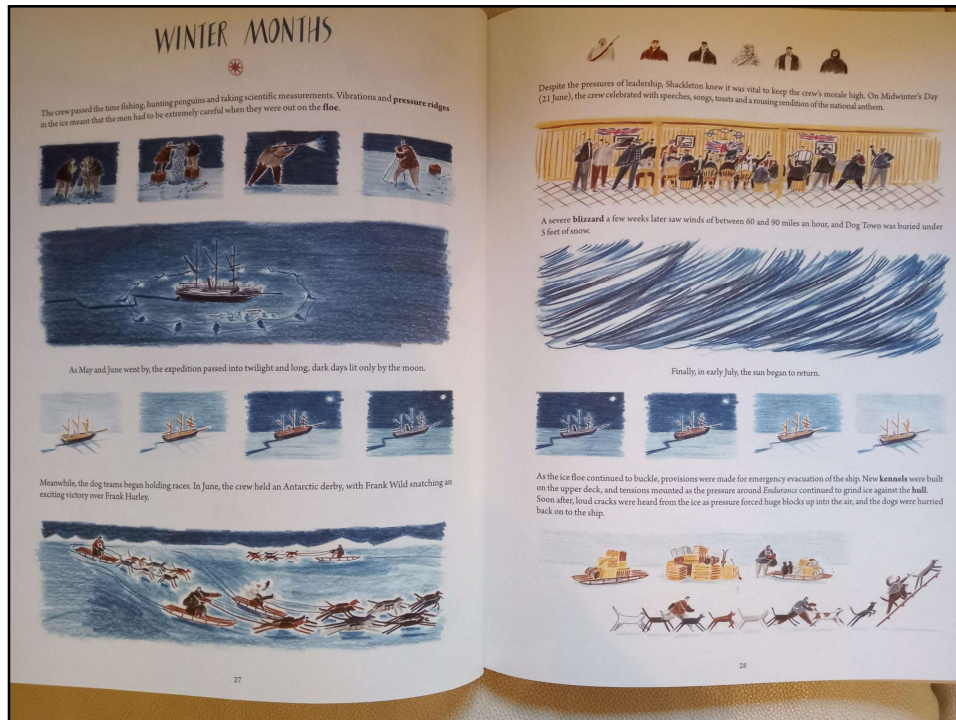
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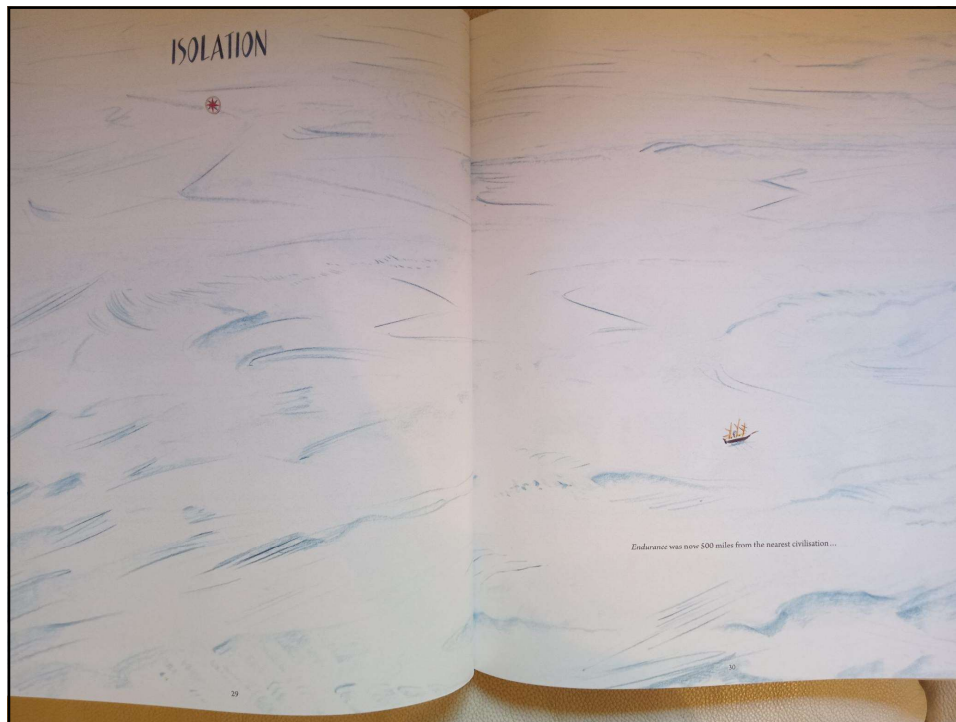
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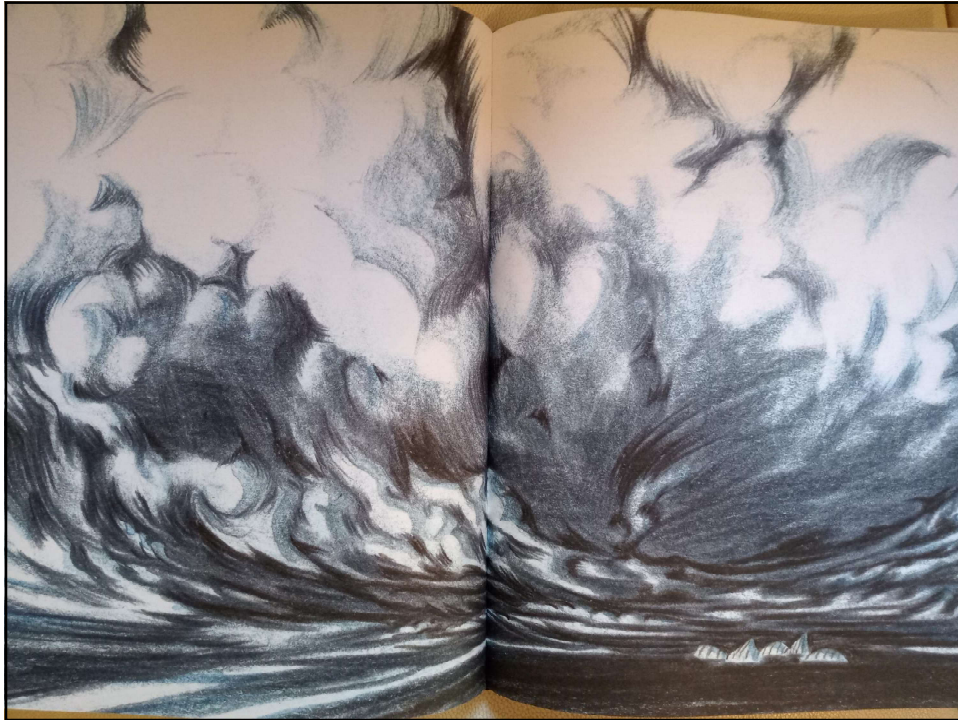
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139



140



141

Model text

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142

Model text

Logbook entry 68
January 18th 1915

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143

Model text

Logbook entry 73
January 14th 1915

The fires have been extinguished to conserve fuel and the ship is now a winter base. Men are busy training the dogs as well as building igloos. The mood is upbeat as everyone is pleased for a decision to be made and to be off of the ship. Once spring arrives, the ice will melt and the journey can continue as before.

144

Model text

Logbook entry 121

June 28 1915

A blizzard has buried Dog Town under 5ft of snow. Winds of 90 mph have been battering the ship for several days now. Morale, which had been kept high with events such as the celebration of Midwinter's Day, is now wavering. I believe that July will bring the sun and then the ice will melt. We just need to have patience and faith.

145

What change of tone do you notice?

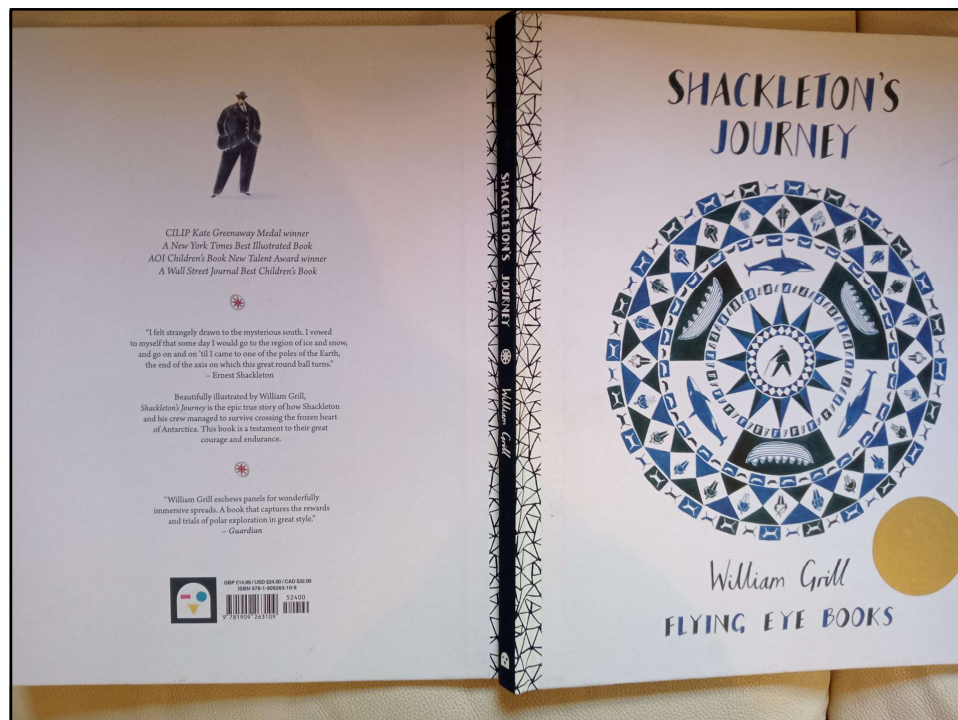
- * Is it still positive?
- * Is it still formal?
- * Why is the modal verb 'will' underlined?
- * What does this entry tell us about Ernest Shackleton?
- * Update the role on the wall.
- * Write your next log book entry.

146

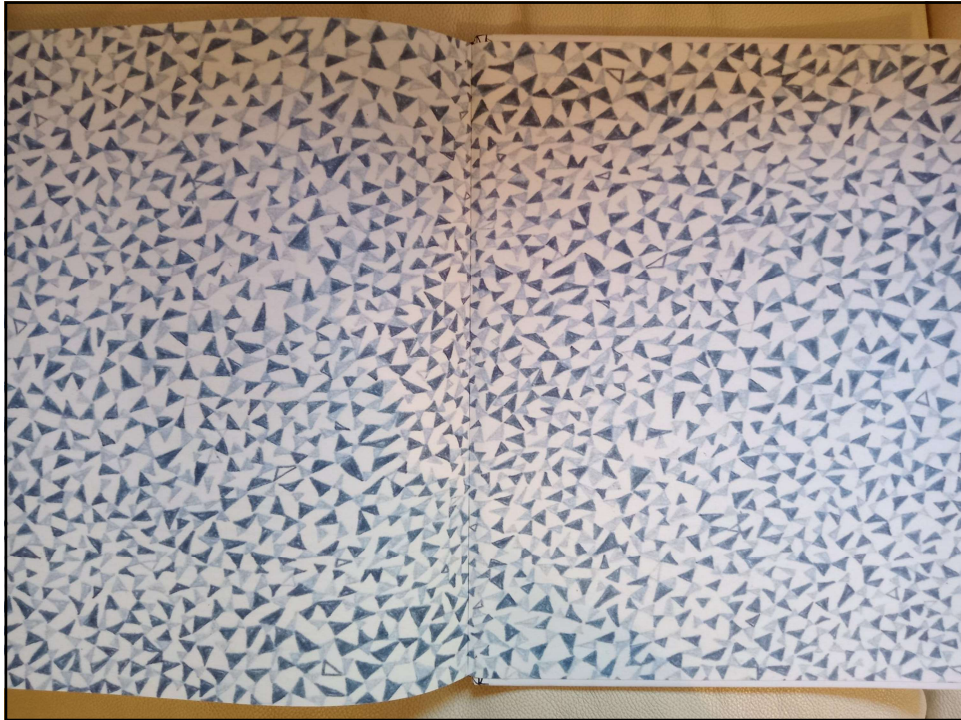
Thursday Week 2

- * Learning objectives
- * I can recognise different sides of an argument.
- * I can use inference and retrieval skills to understand a character and their development.

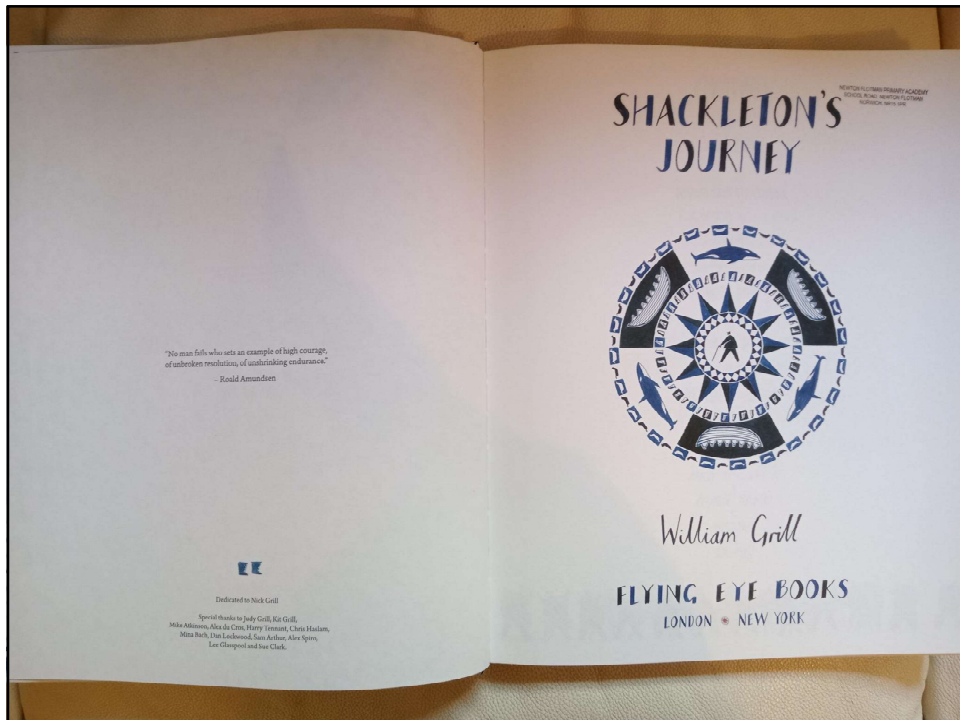
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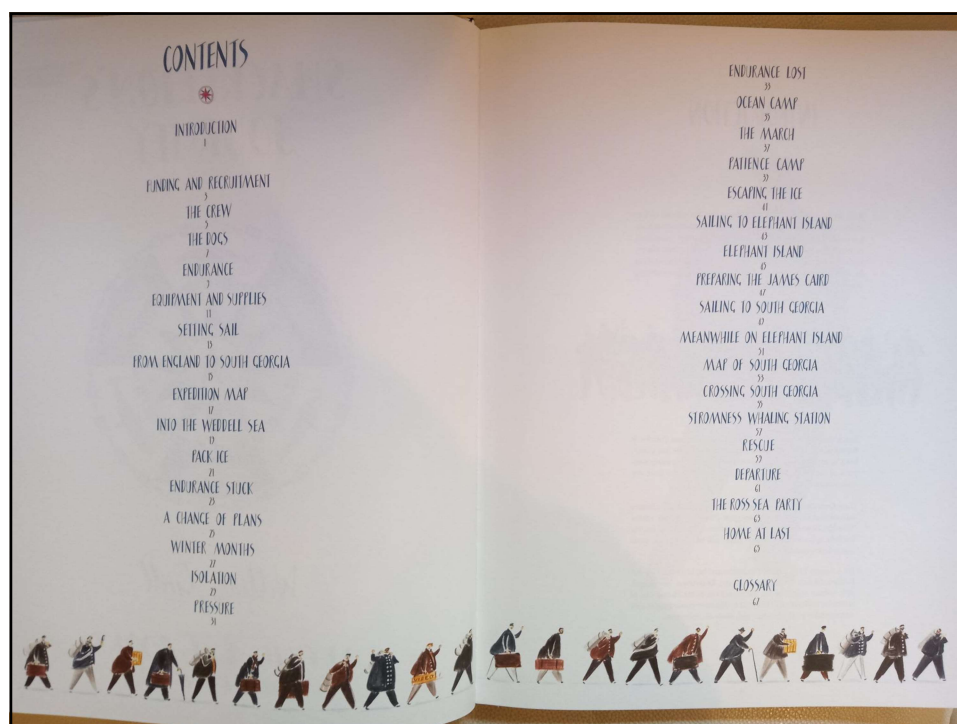
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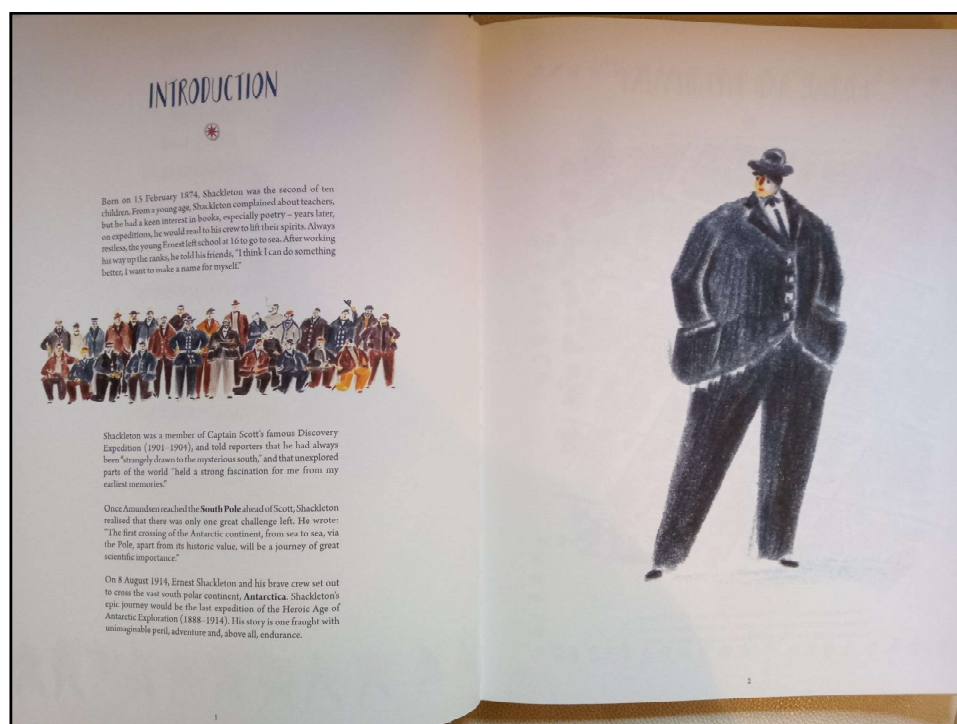
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151



152



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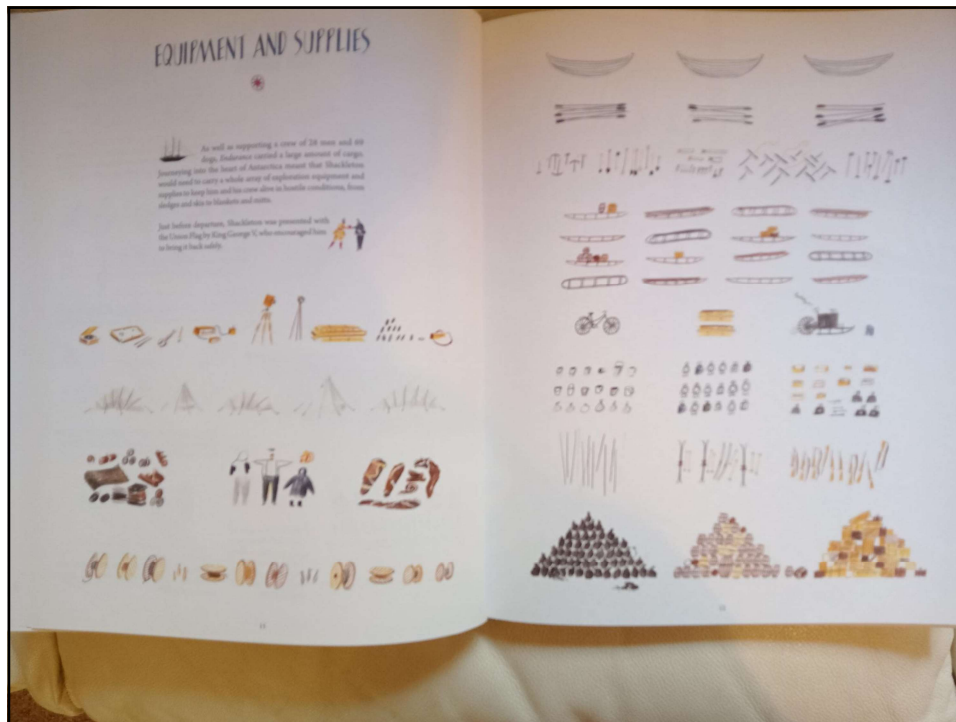
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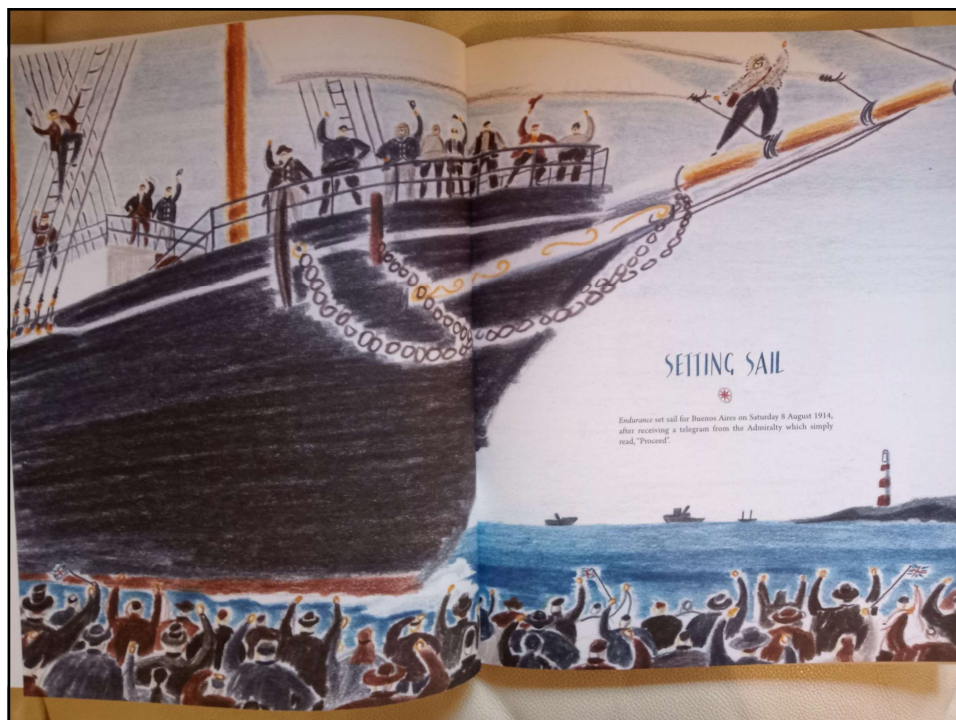
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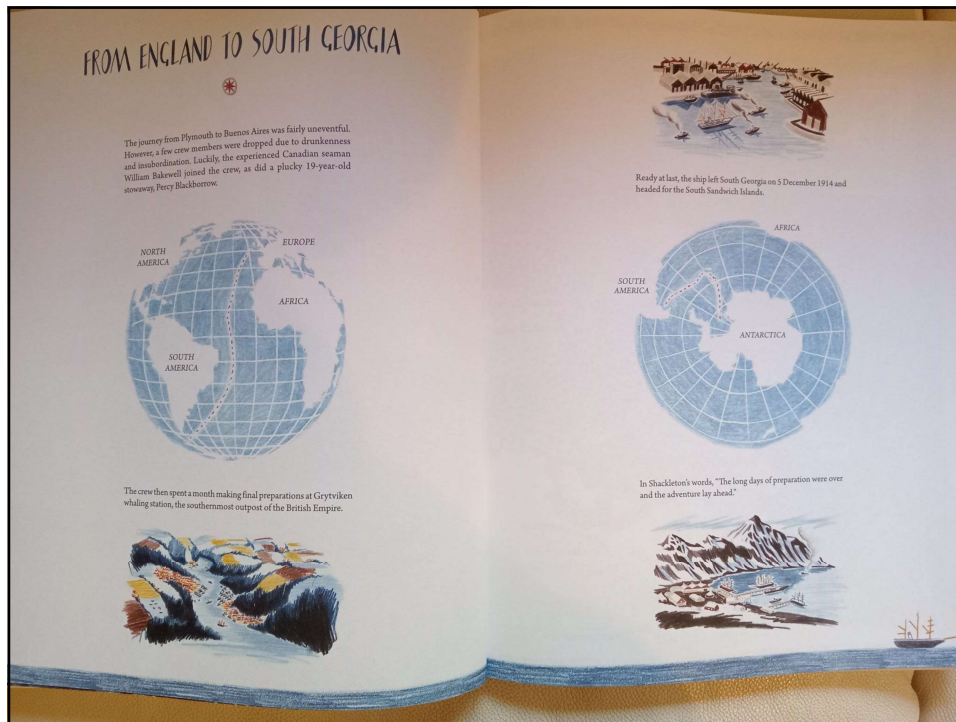
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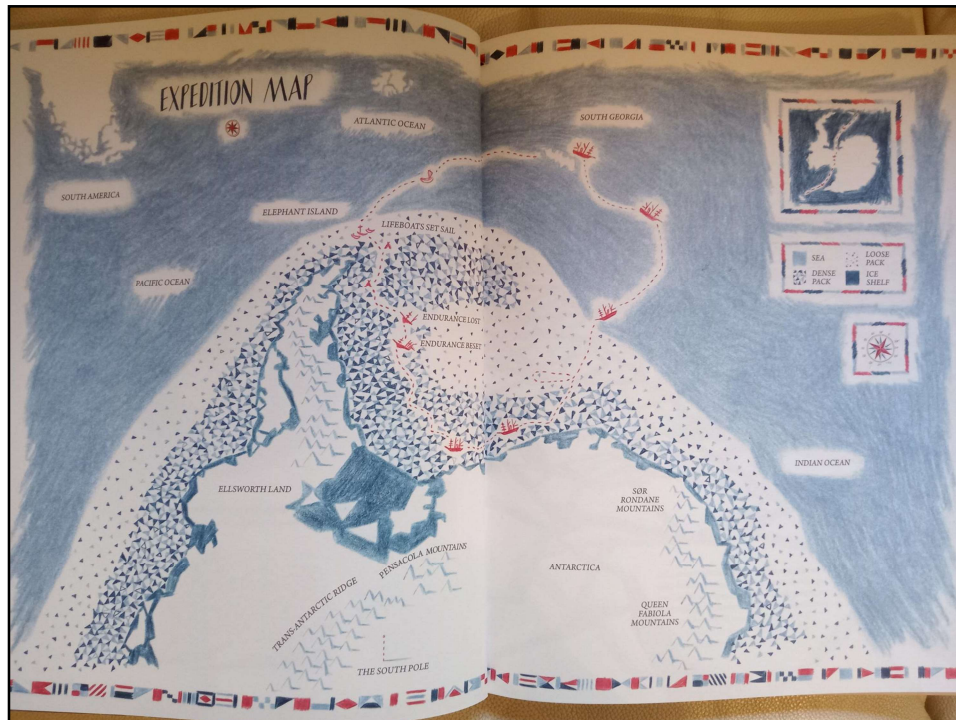
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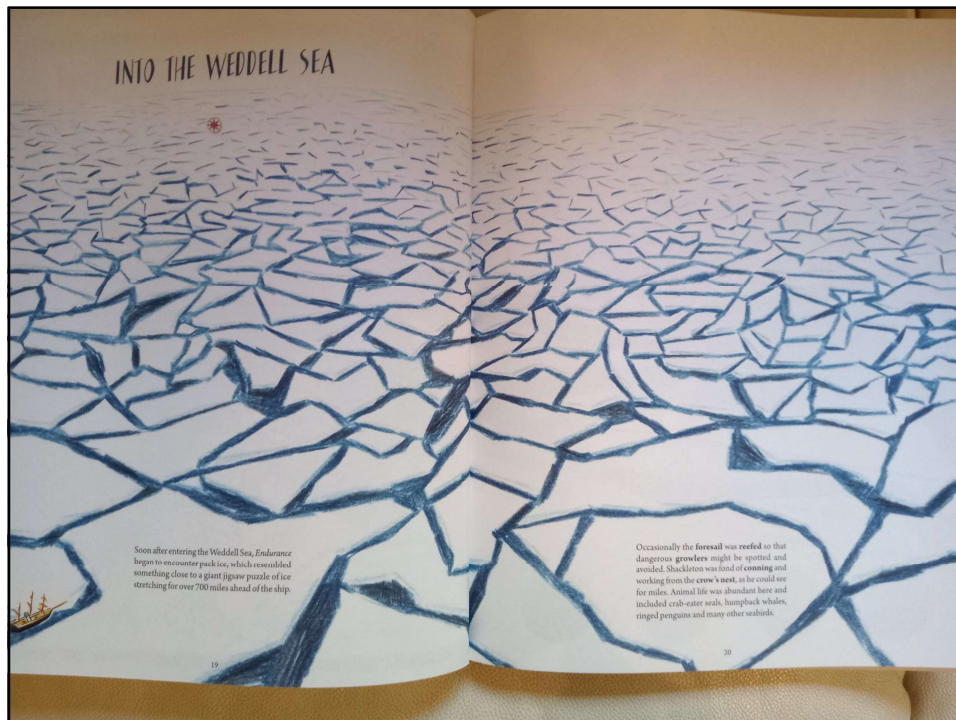
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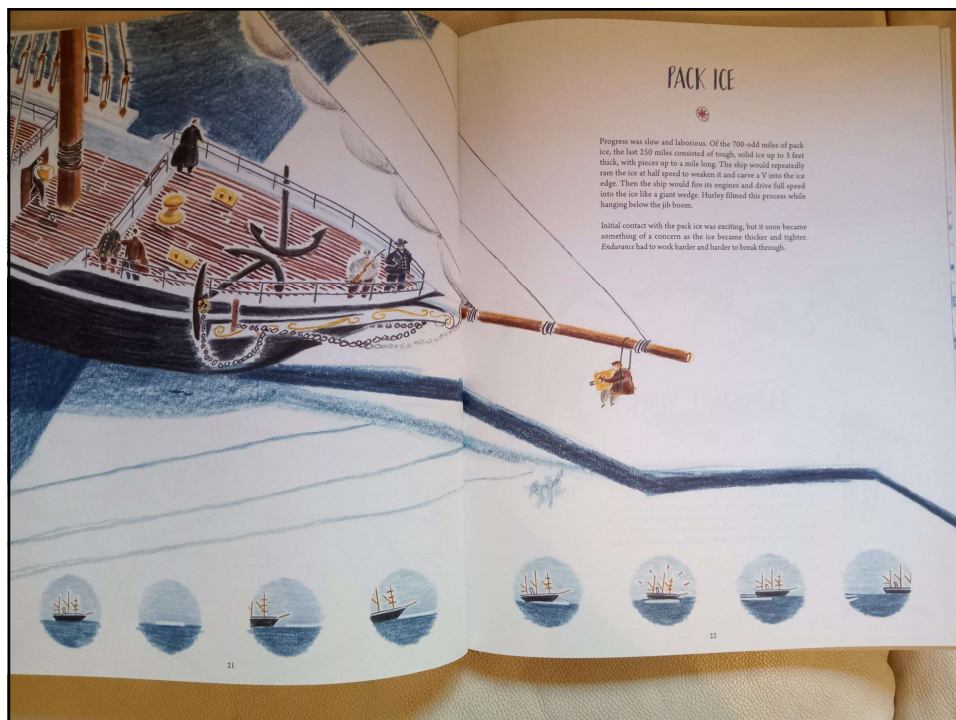
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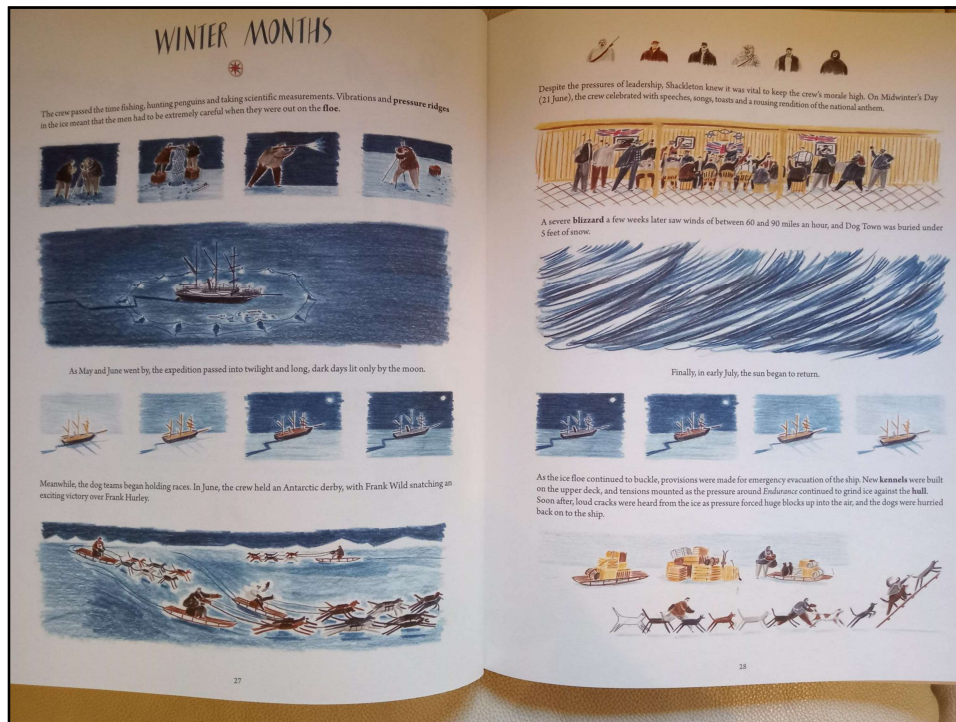
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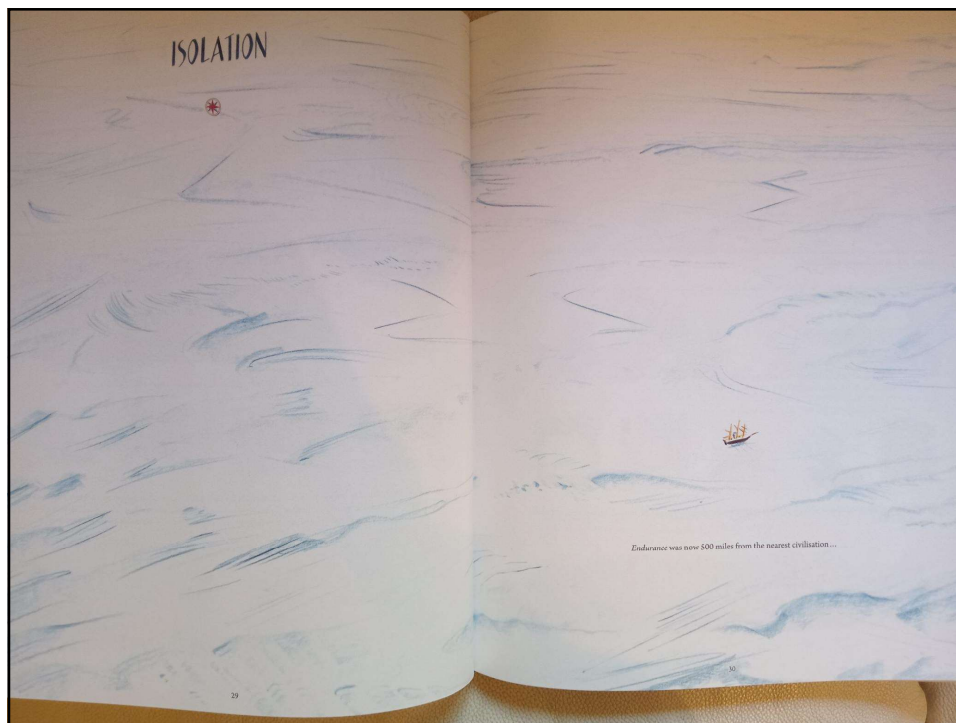
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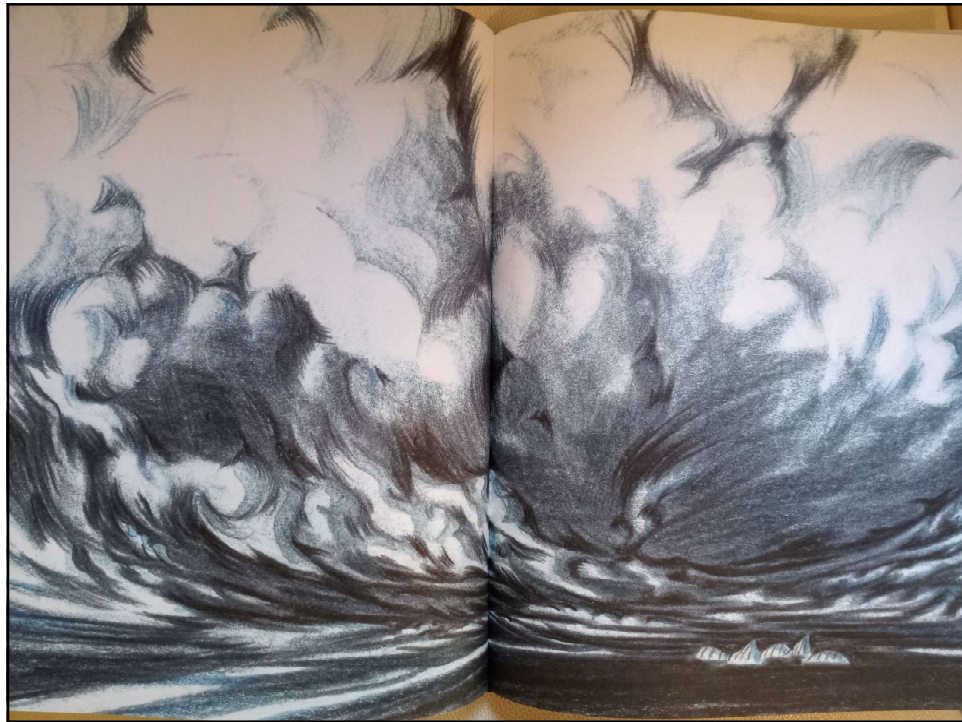
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176

What is Shackleton preparing to do?

- * Should he take the risk?
- * Discuss.

177

Conscience Alley

One side telling Shackleton why he should stay and the other telling him why he should go.

Walk down the alley listening to the views.

Hotseat Shackleton.

Give him your advice.

178

Shared writing

- * As a class, create a log entry for Shackleton at this point in his adventure.
- * Organise your ideas on a plan for each paragraph.
- * How will he portray his conflicting thoughts?
- * How will this log become more of a diary and reflective opportunity than a record for prosperity?

179

Continue your own log books.

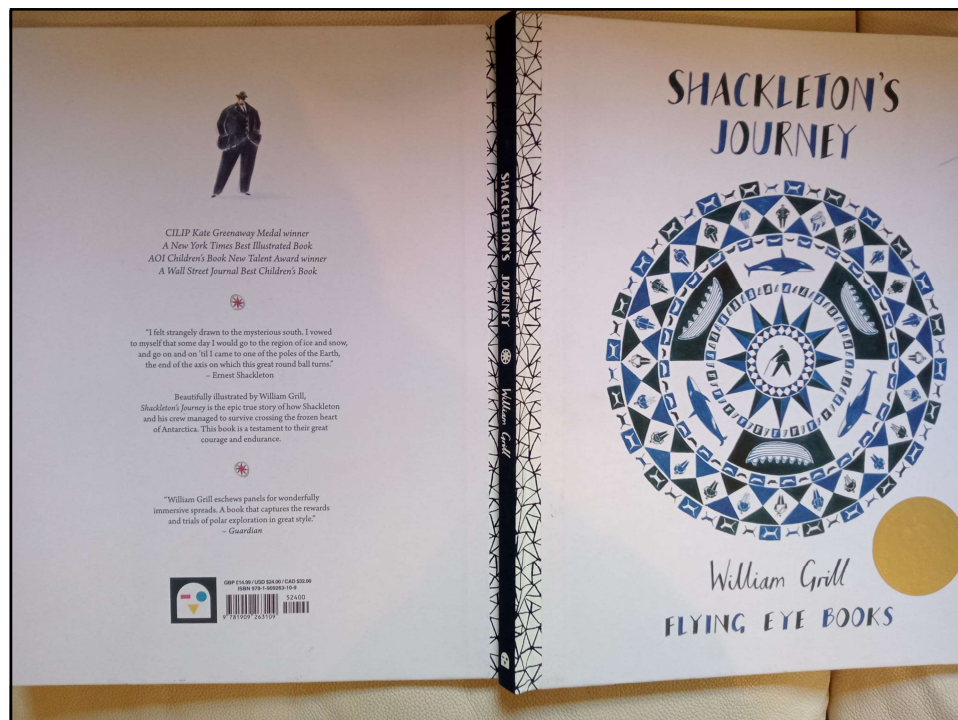
- * If you feel this is the point that your character would become more informal, less positive and more reflective than factual, then begin to show this in your writing.

180

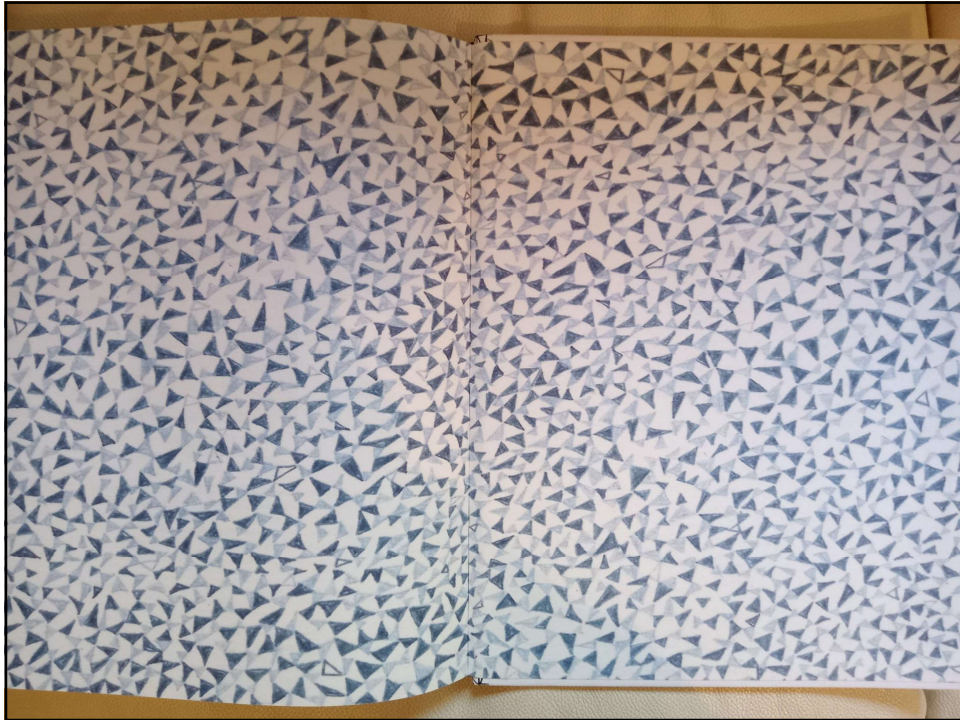
Friday Week 2

- * Learning objectives
- * I can show a character's progression and development through my writing.

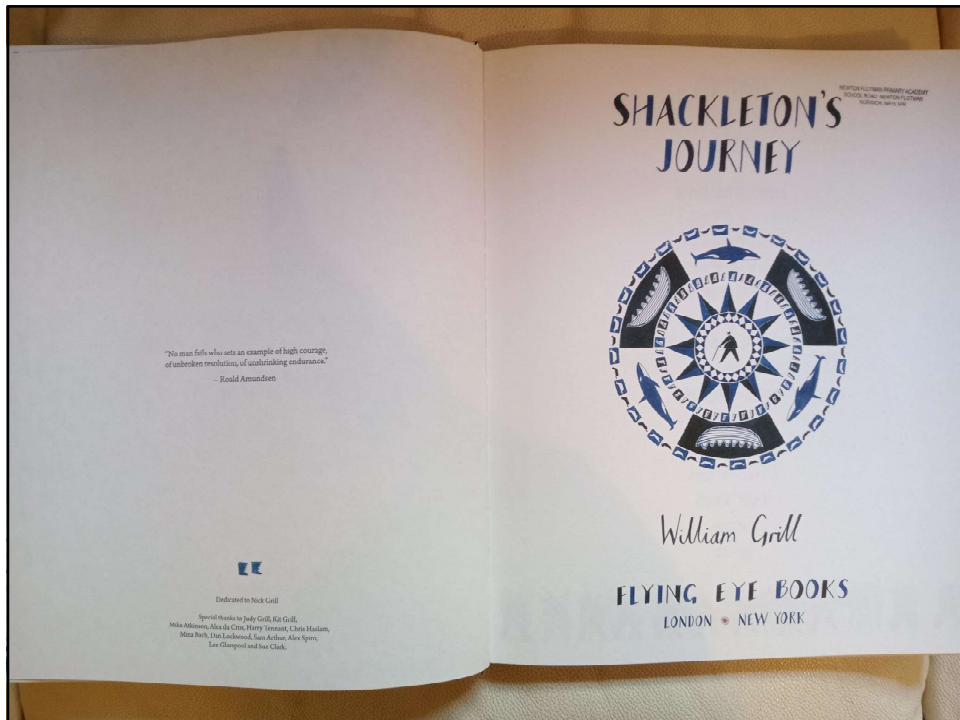
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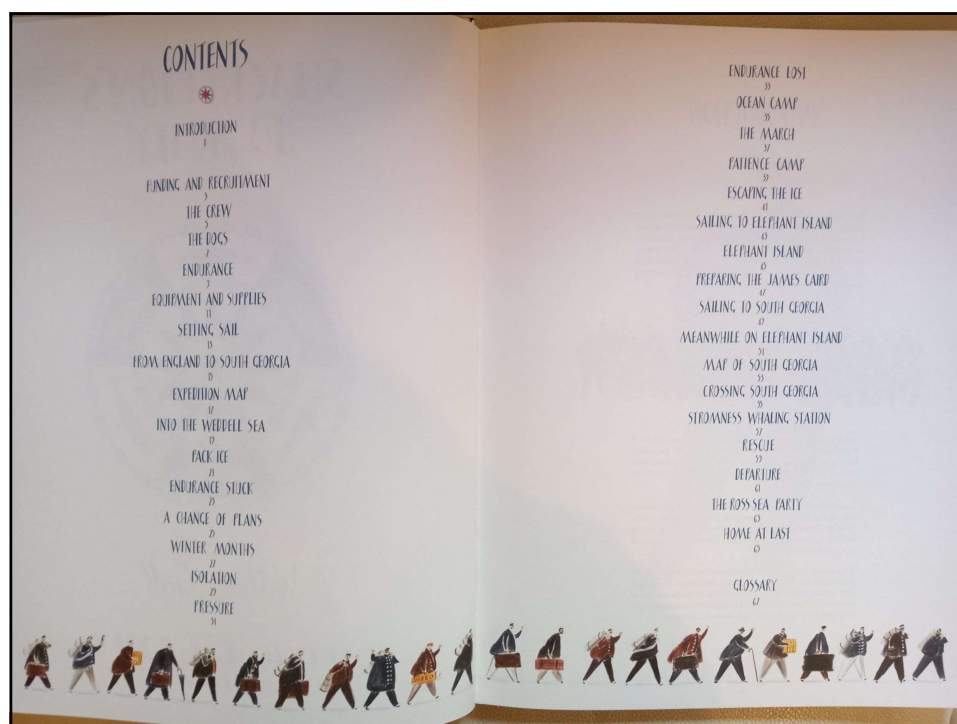
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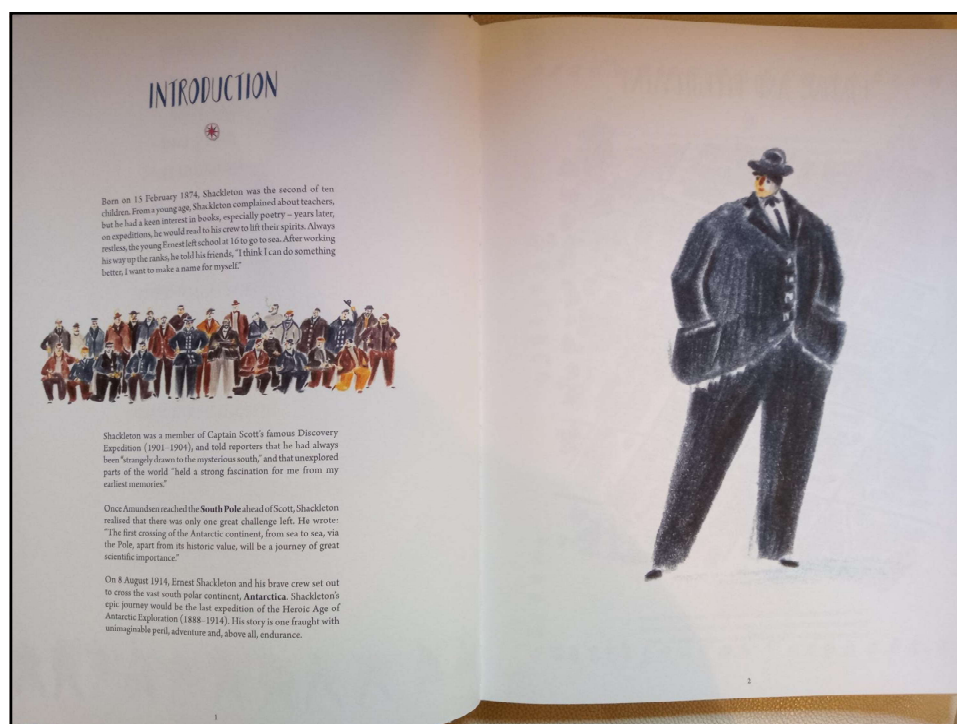
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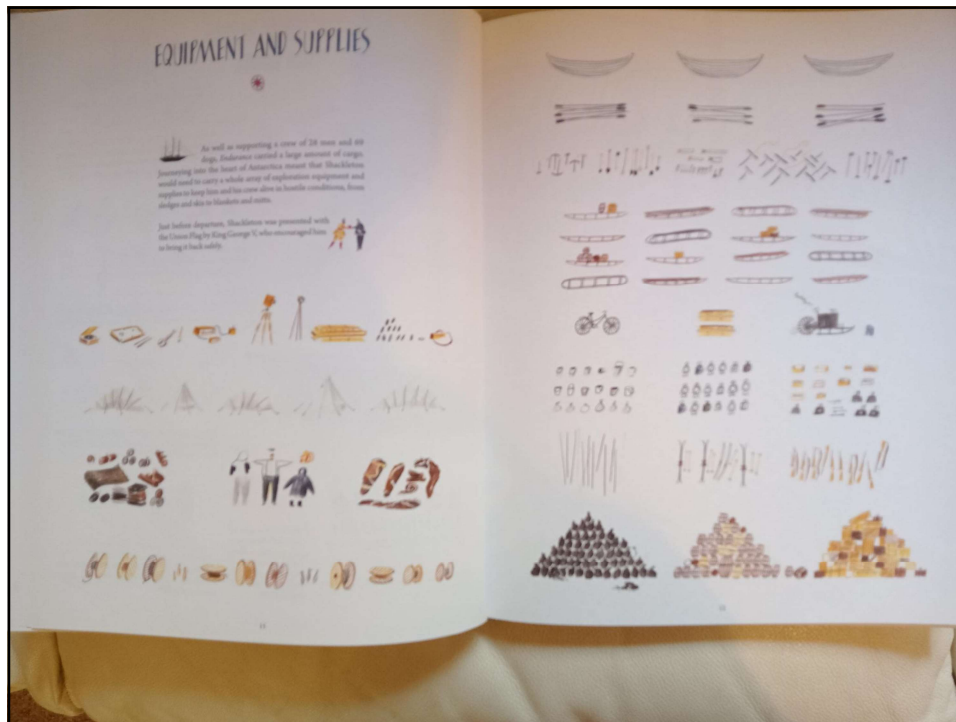
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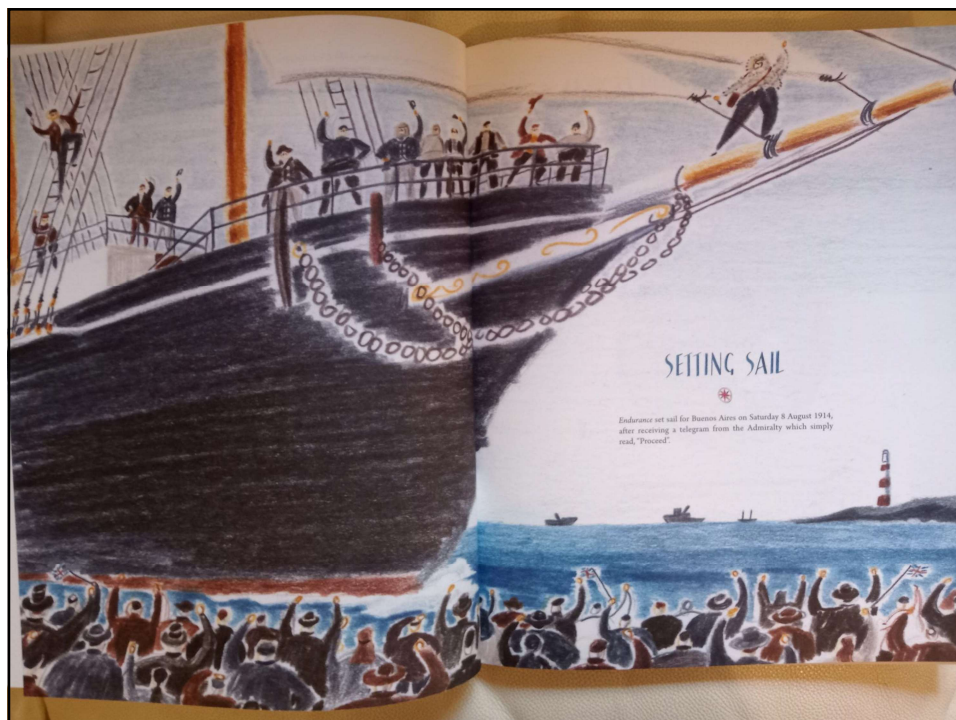
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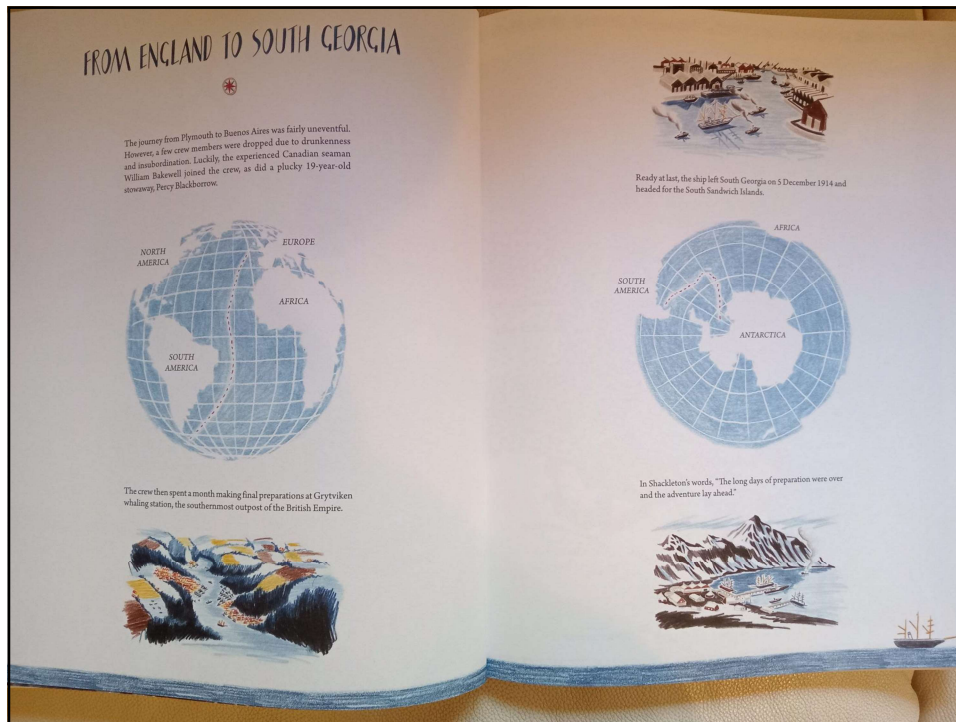
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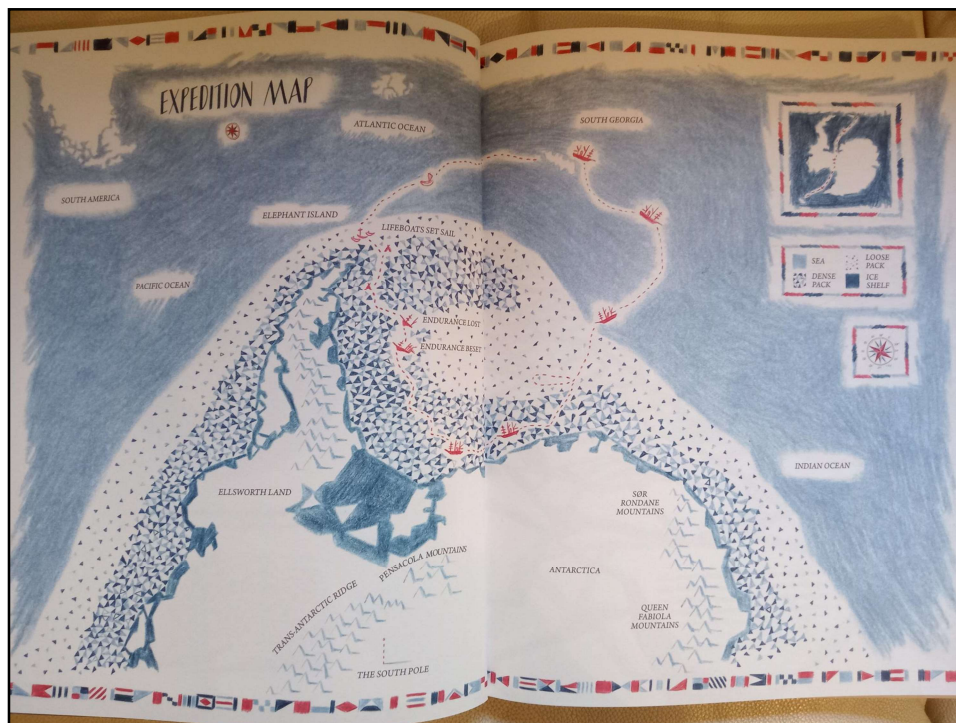
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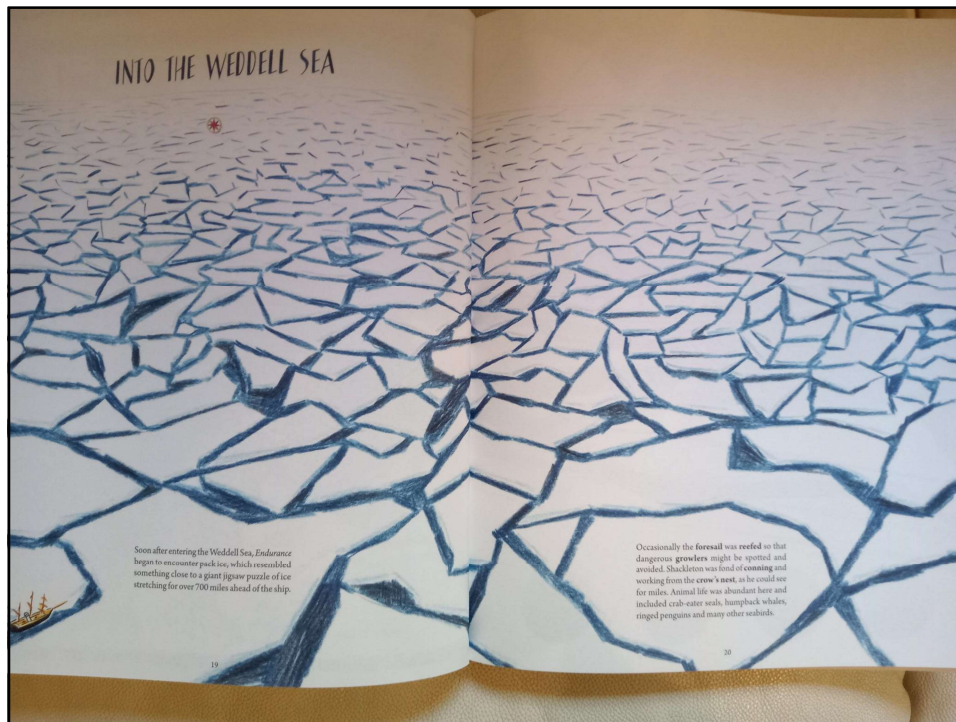
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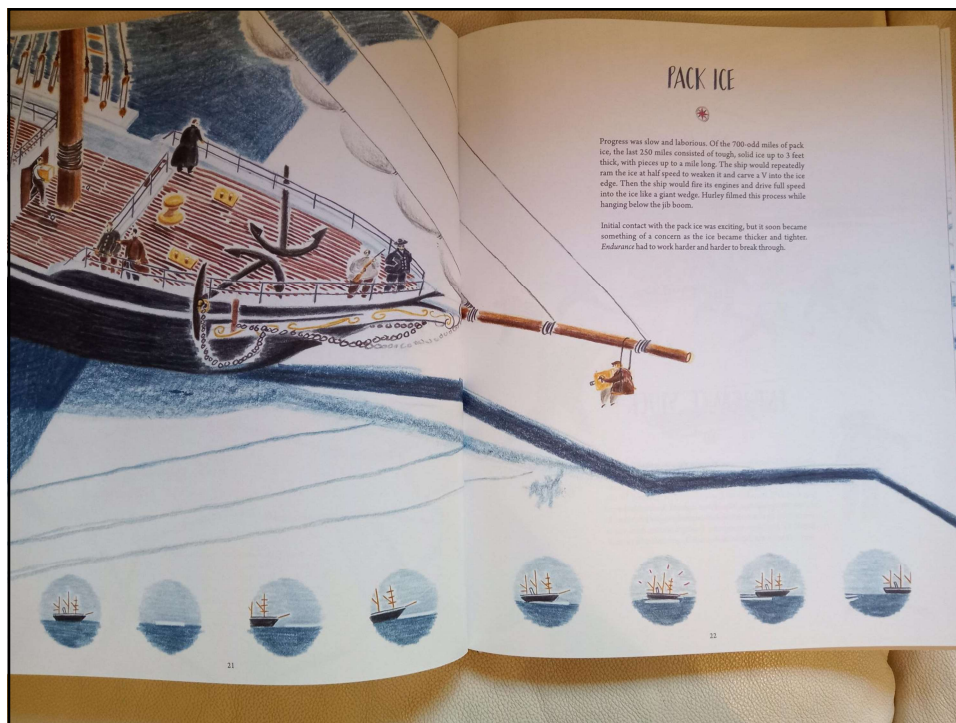
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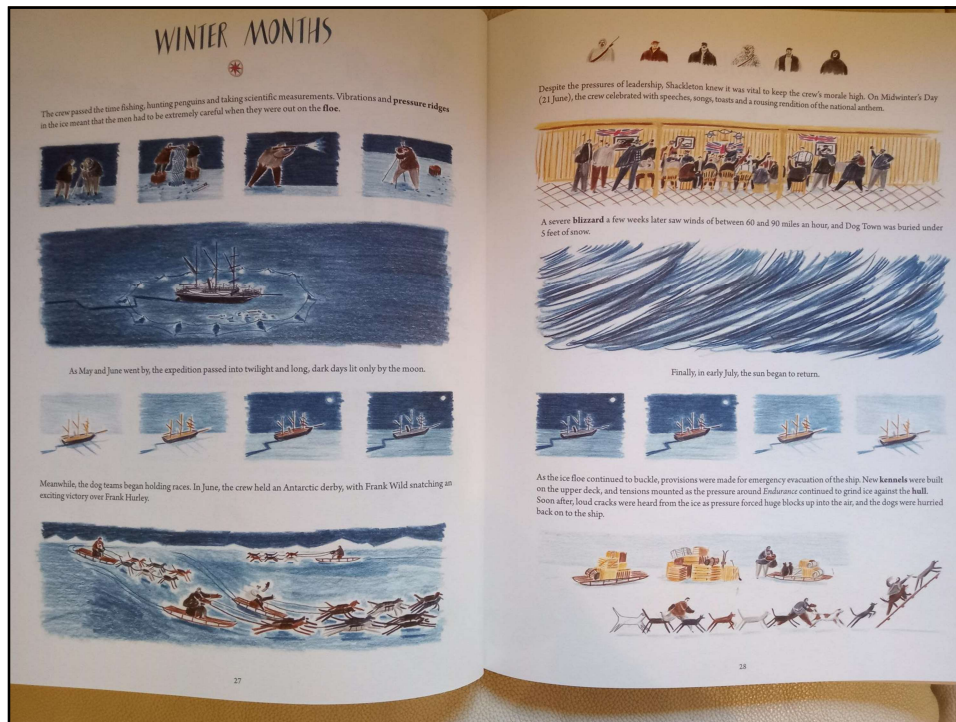
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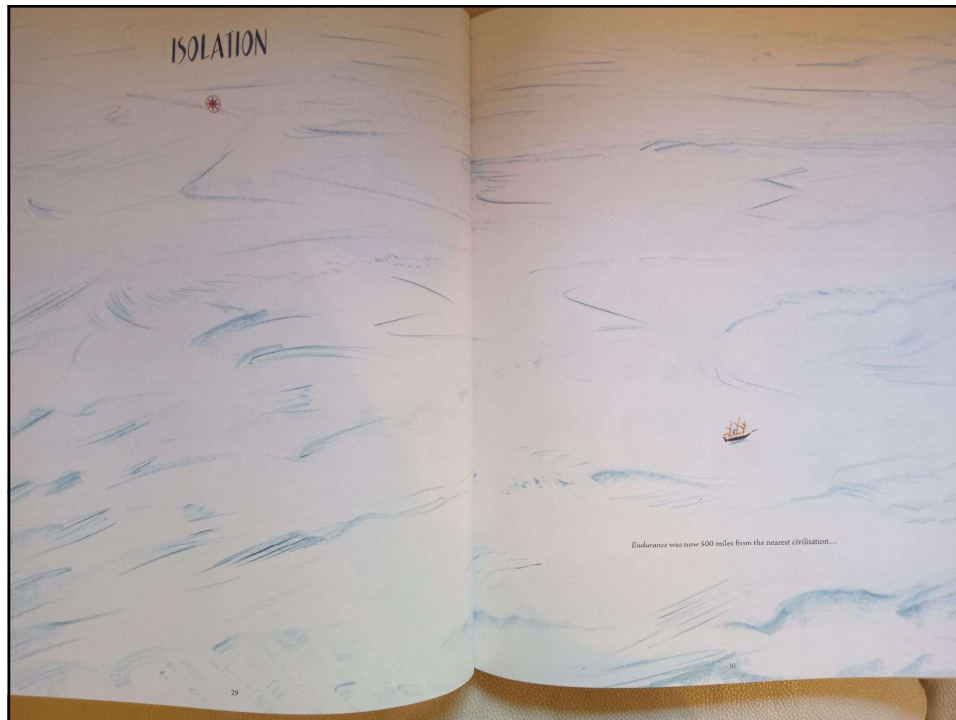
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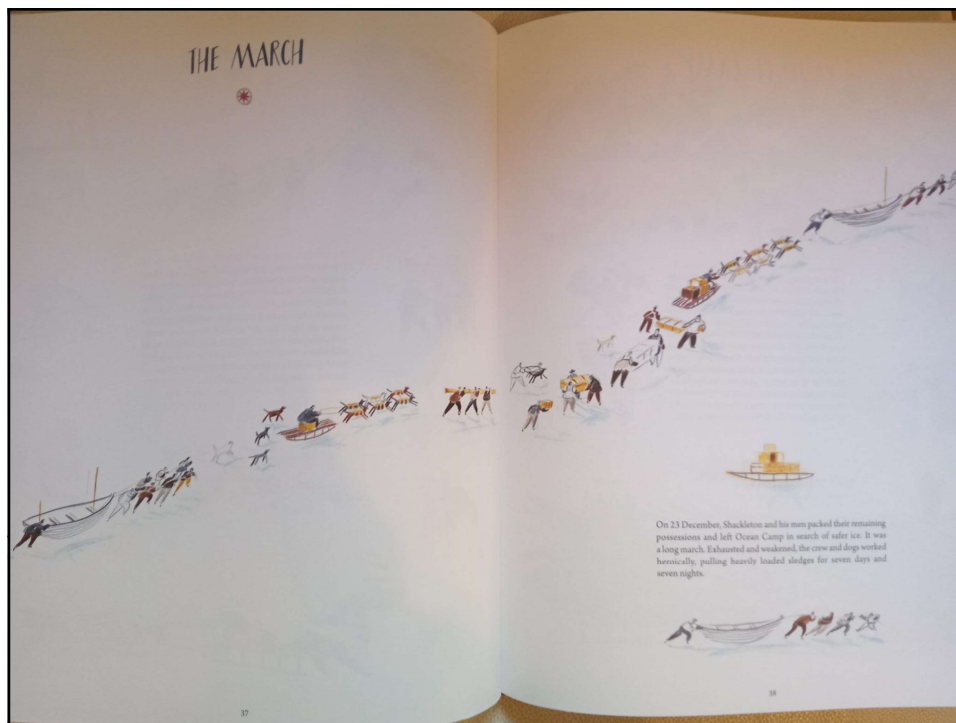
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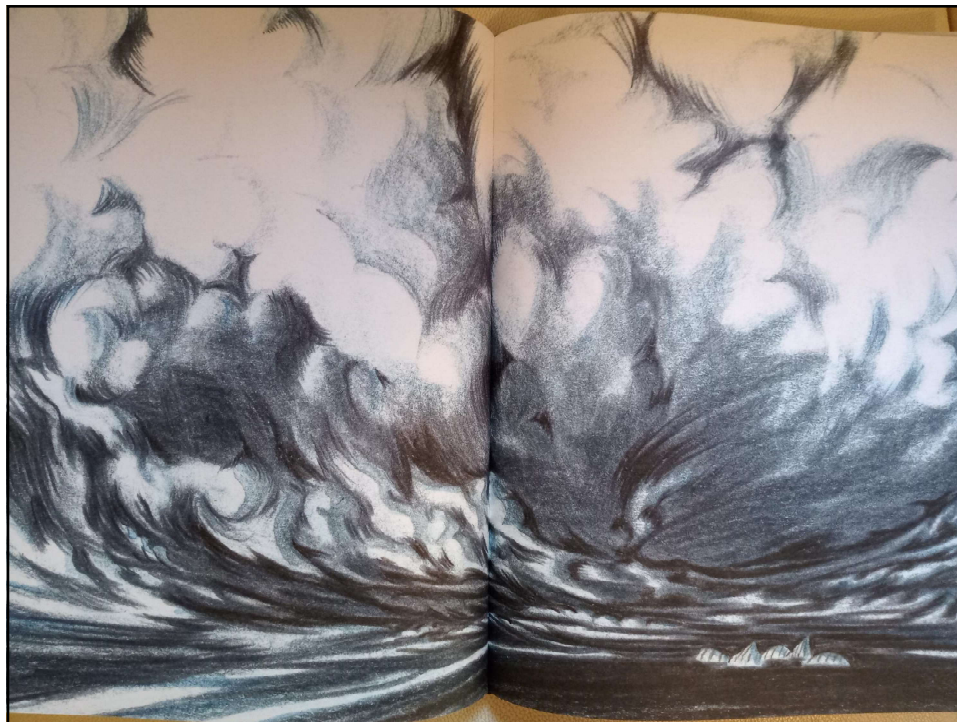
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Shared writing

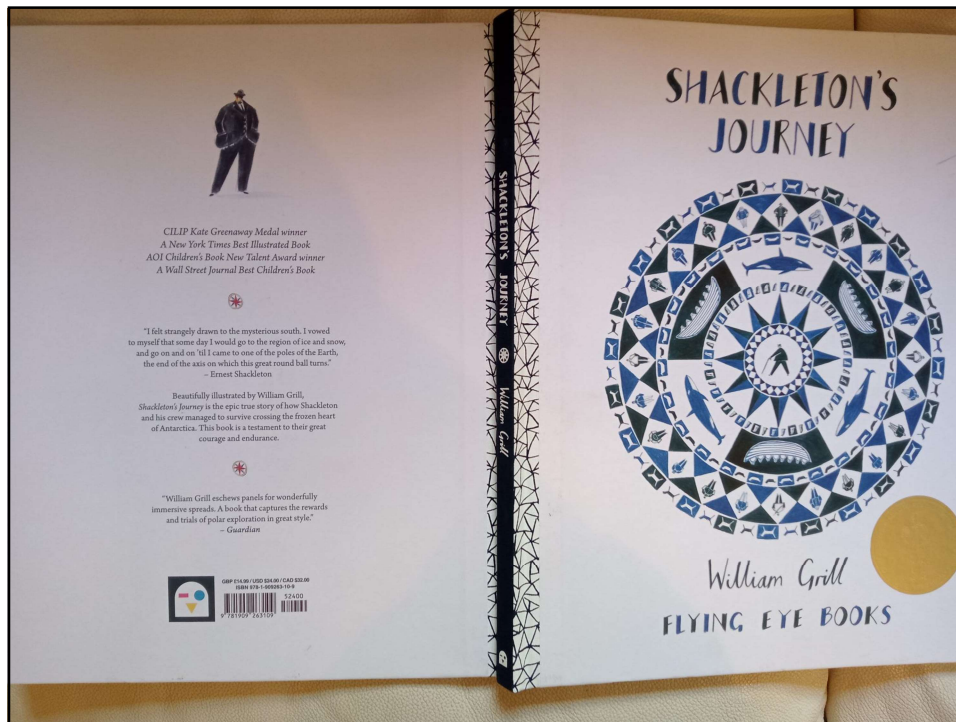
- * Plan and write the next log book entry for Shackleton as a class.
- * Independently write your own character's next entry.

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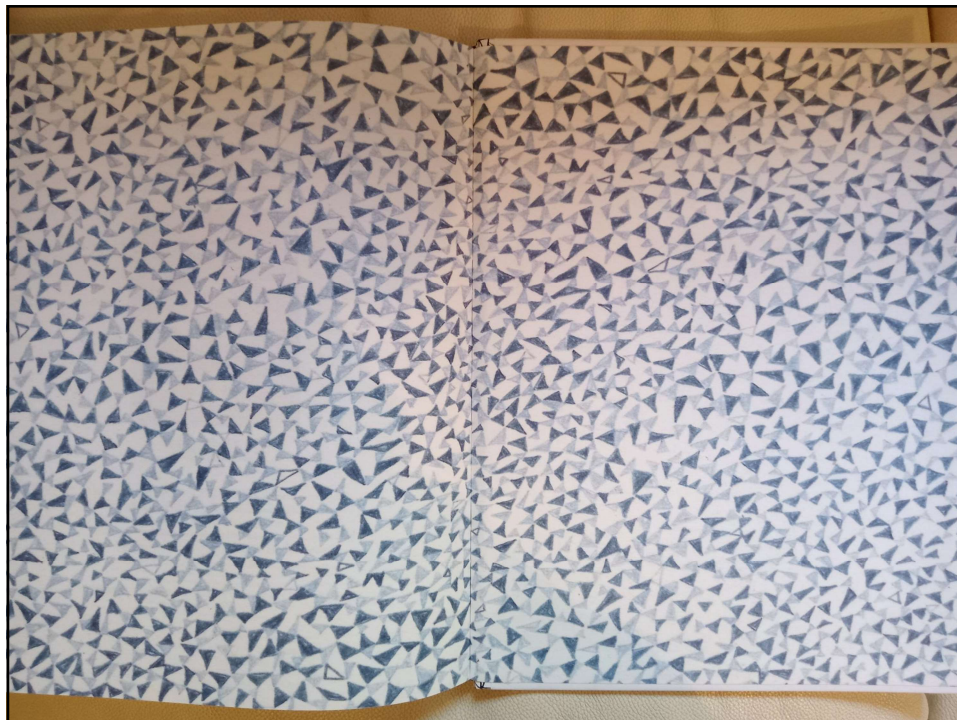
Monday Week 3

- * Learning objectives
- * I can show emotional development of a character through my writing.

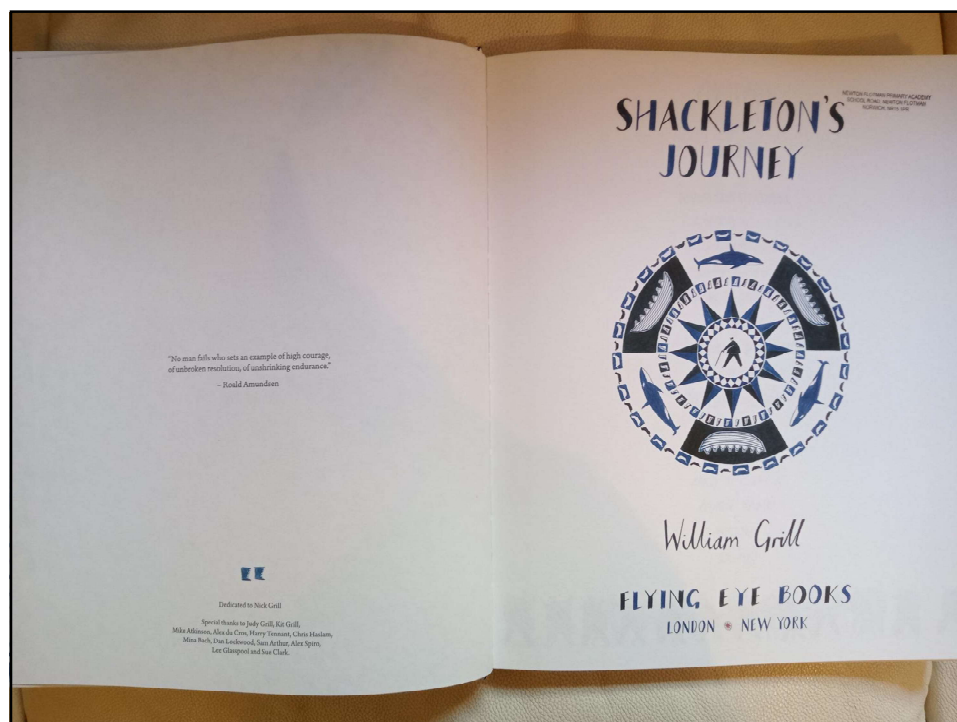
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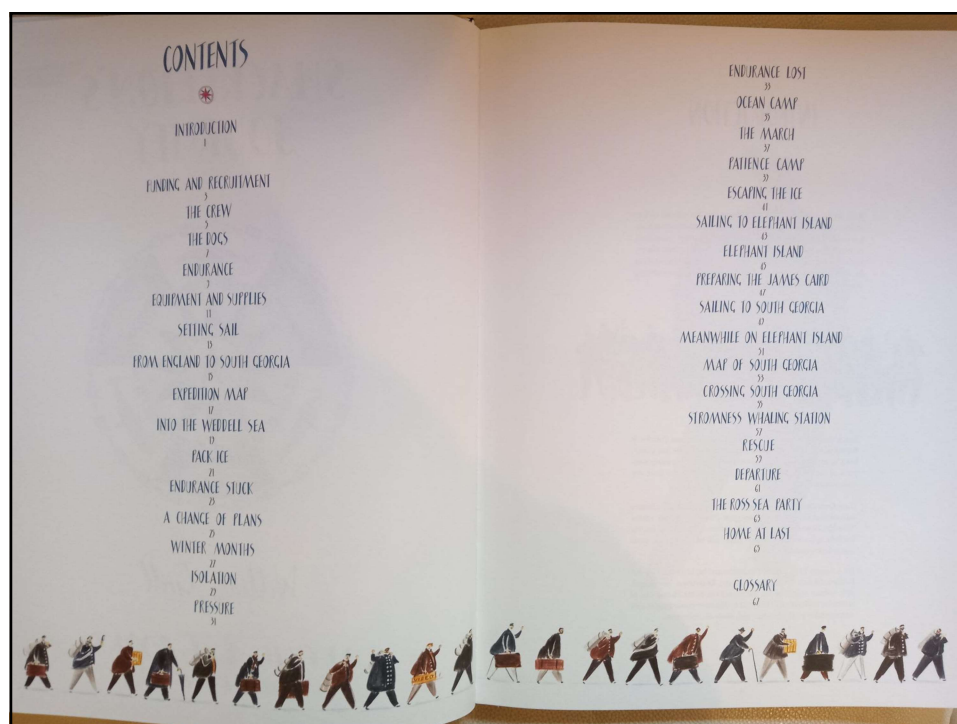
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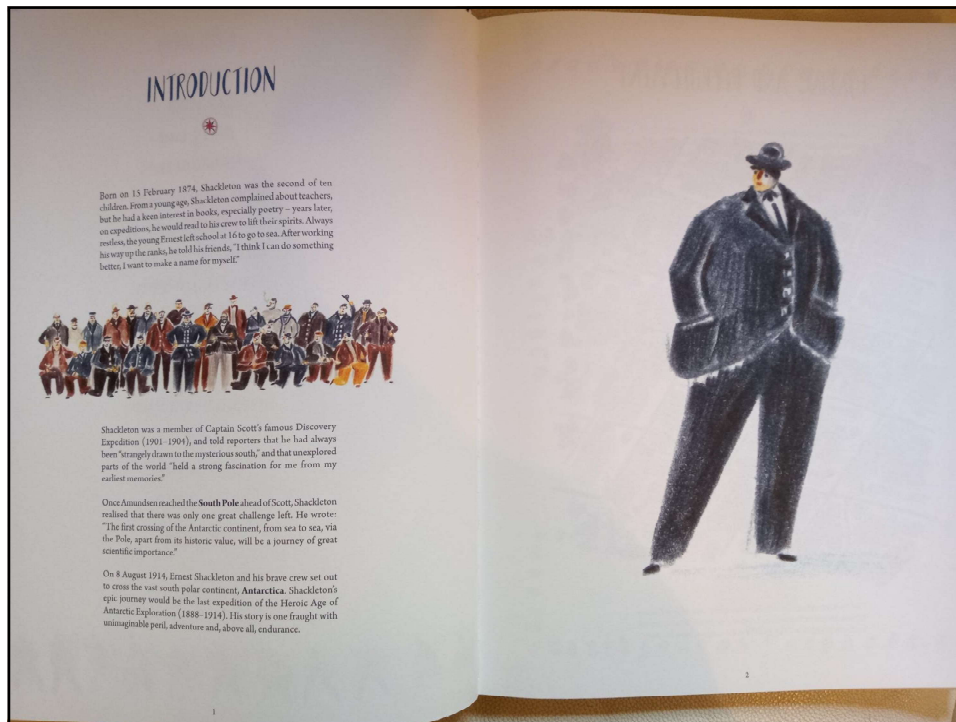
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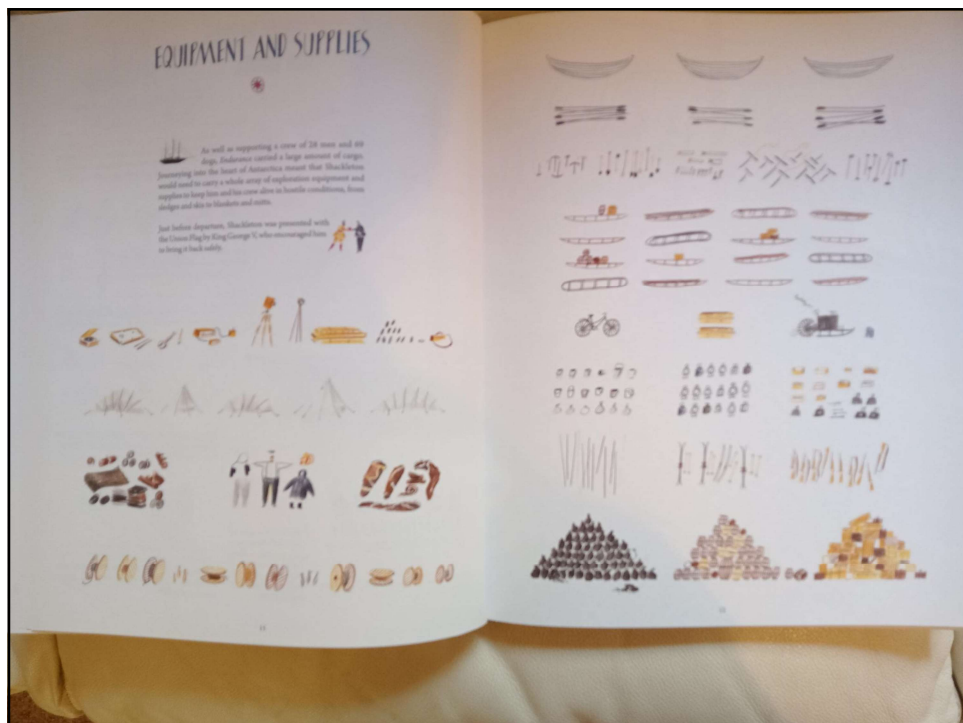
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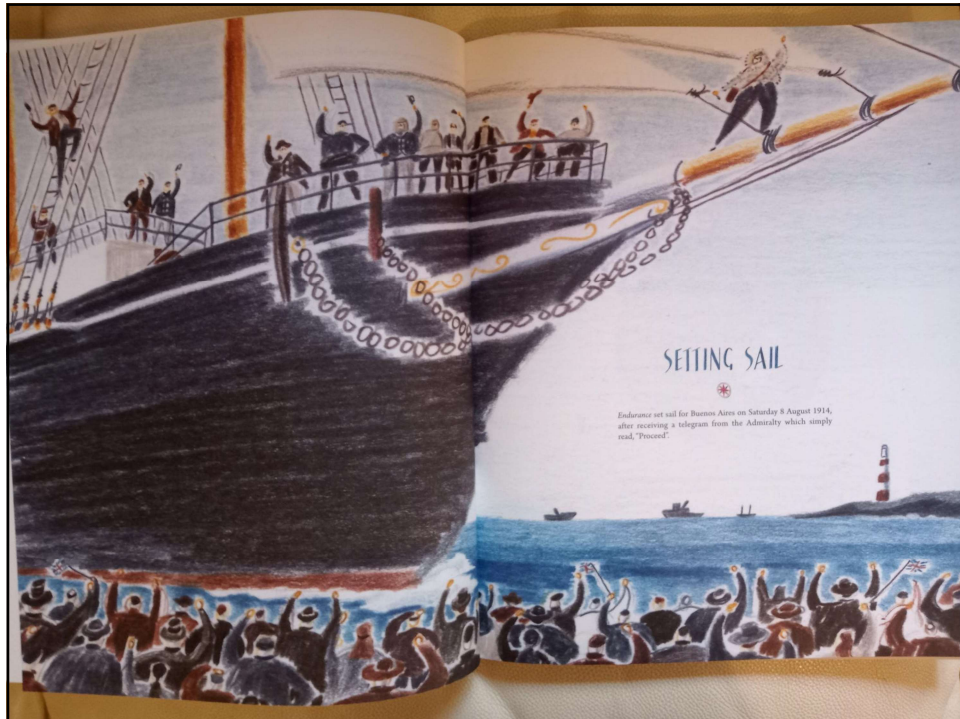
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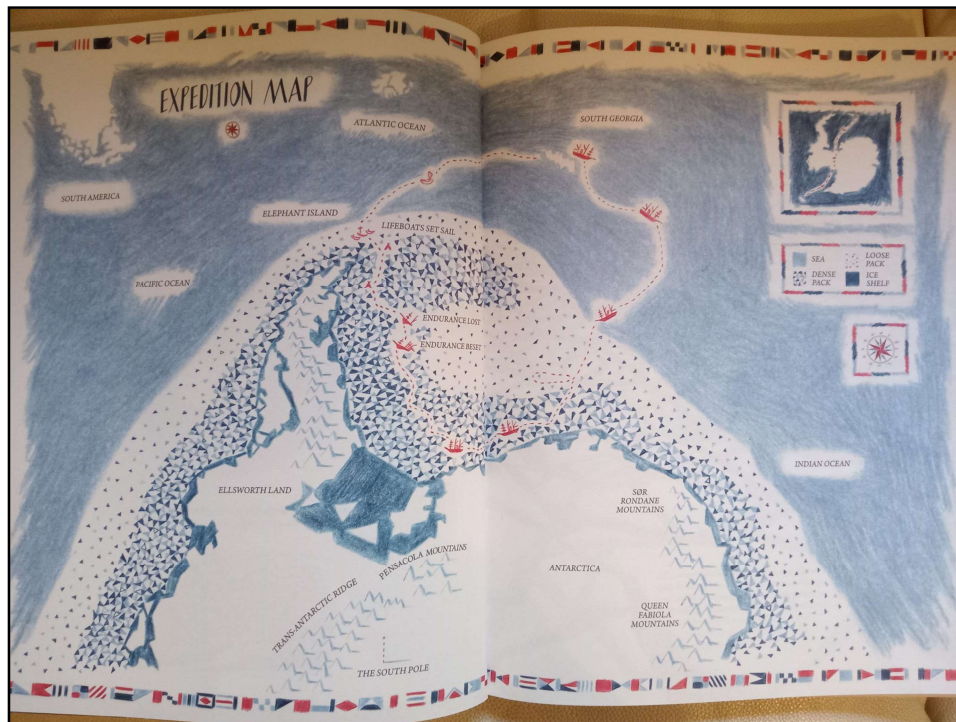
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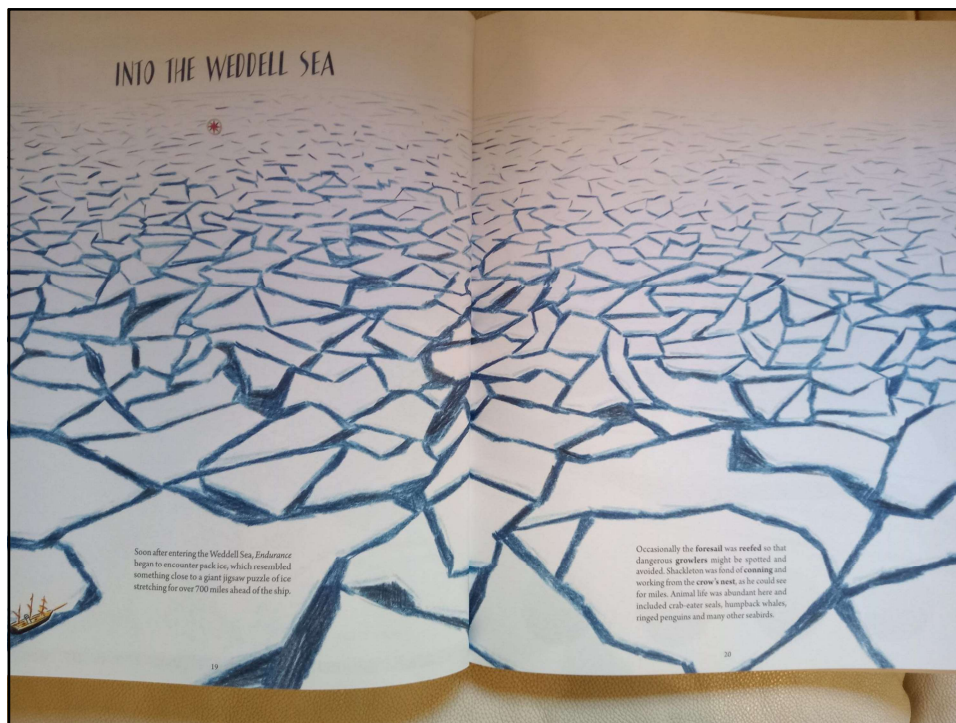
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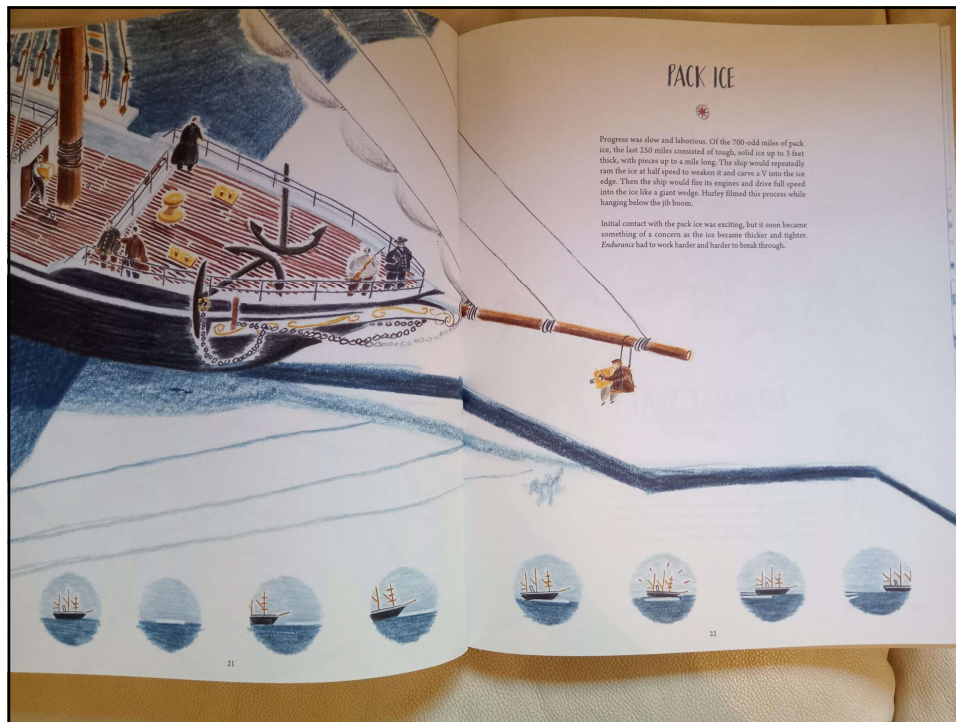
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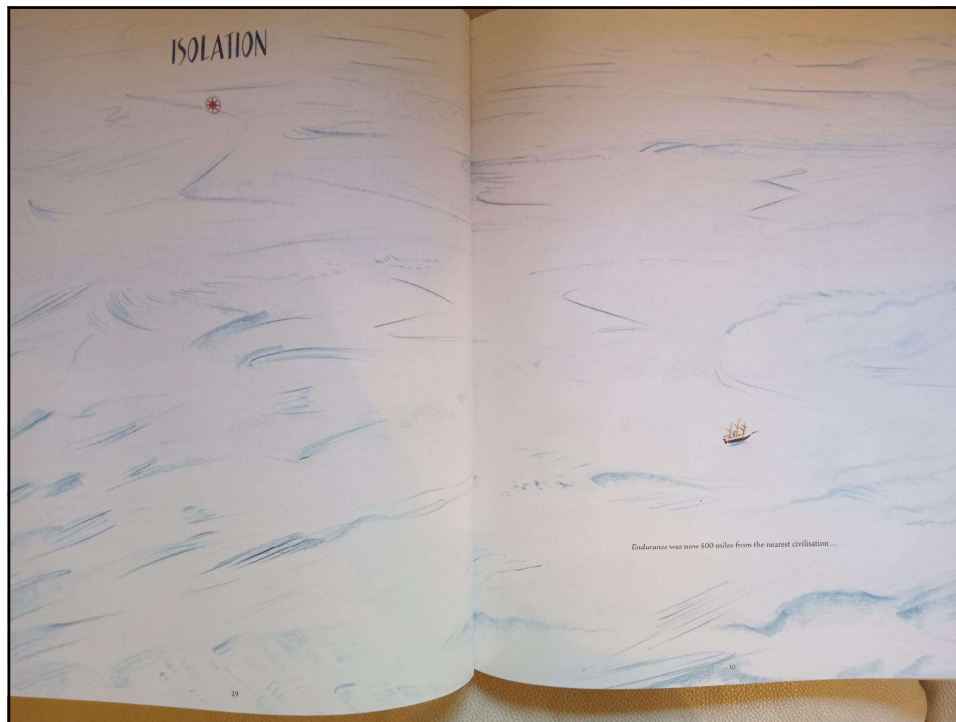
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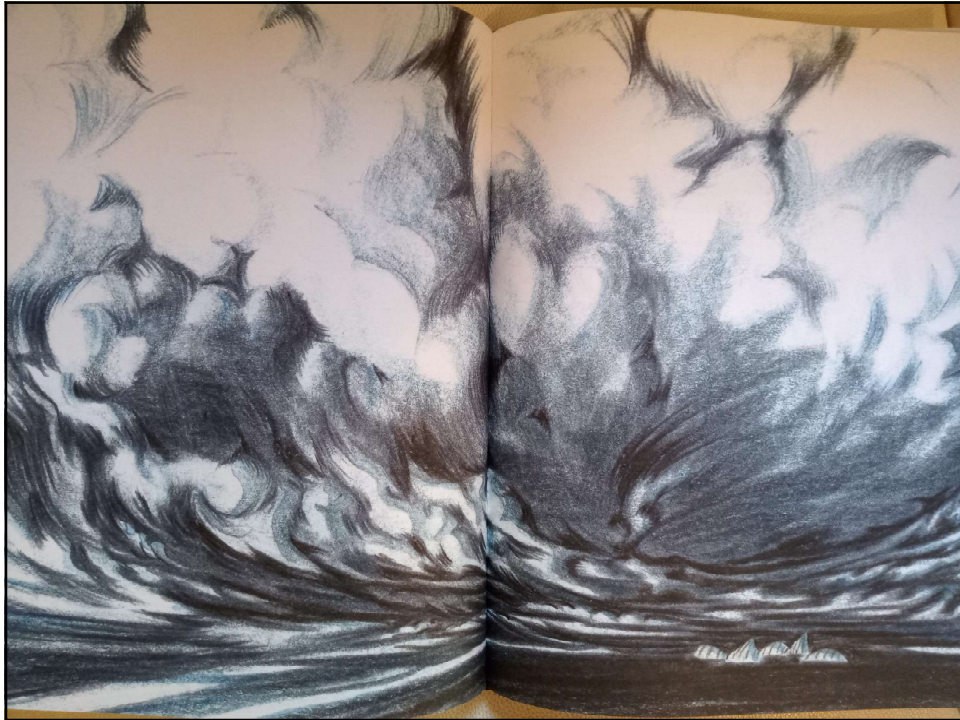
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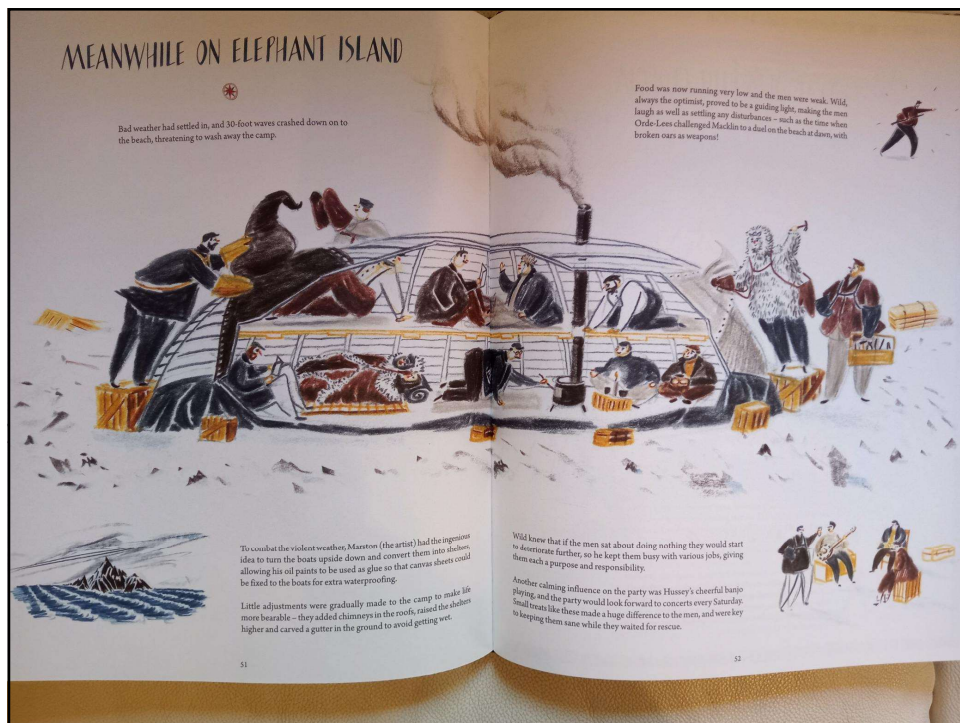
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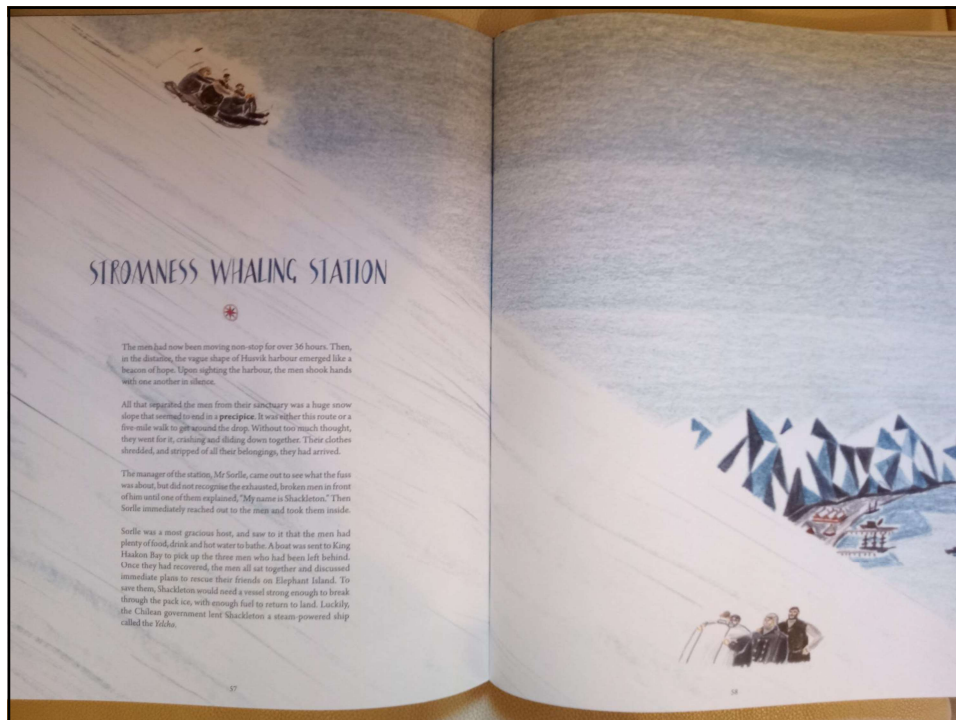
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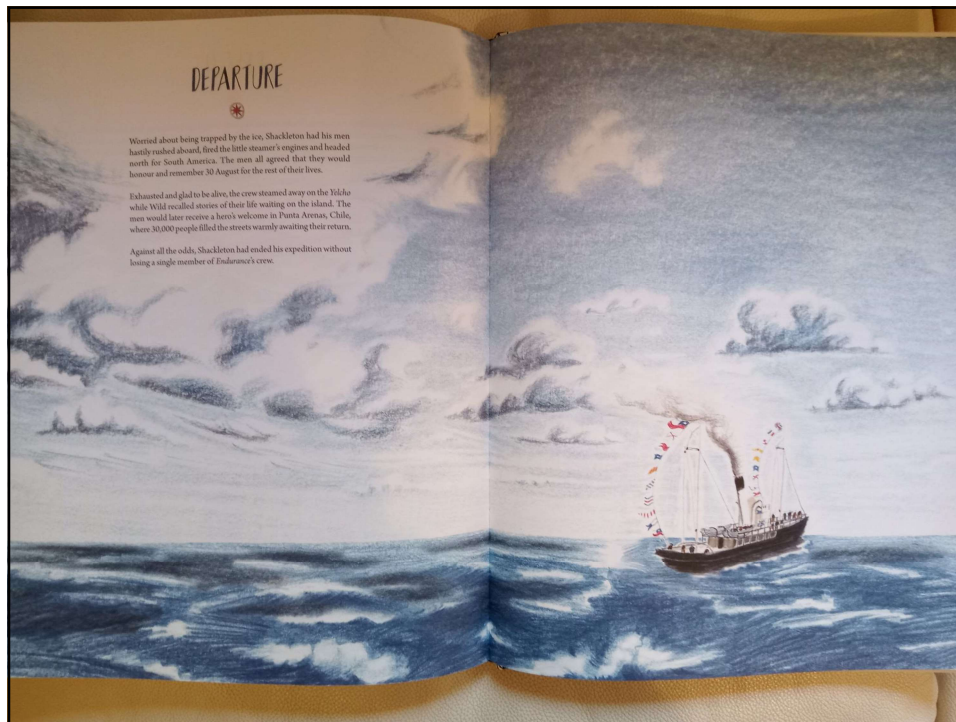
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251

As a class, plan and then write
Shackleton's log entry.

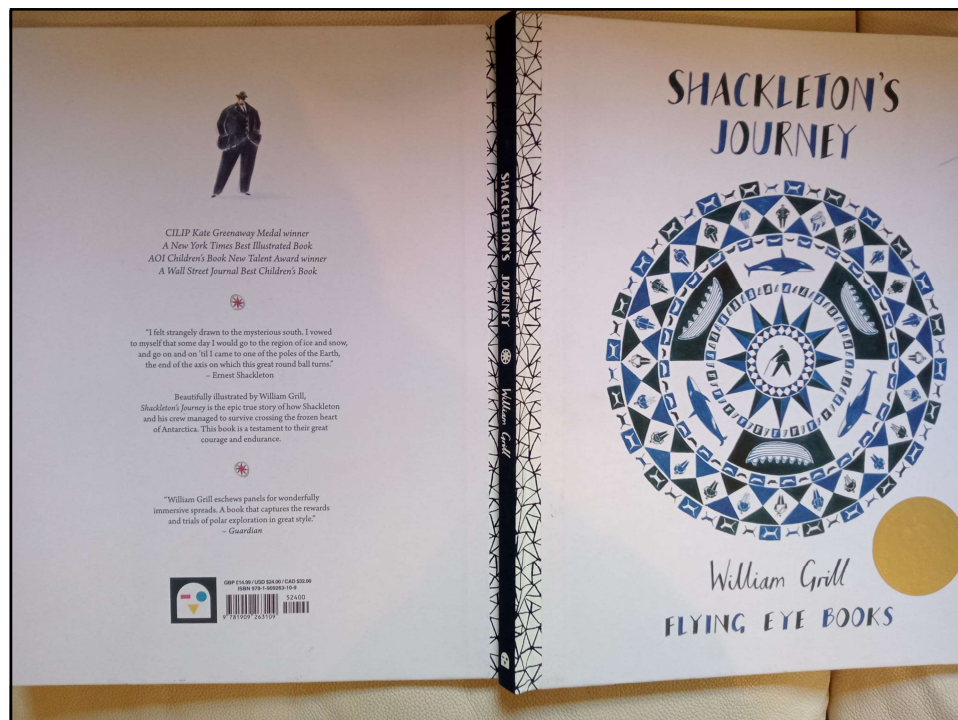
* Independently write your character's log entry.

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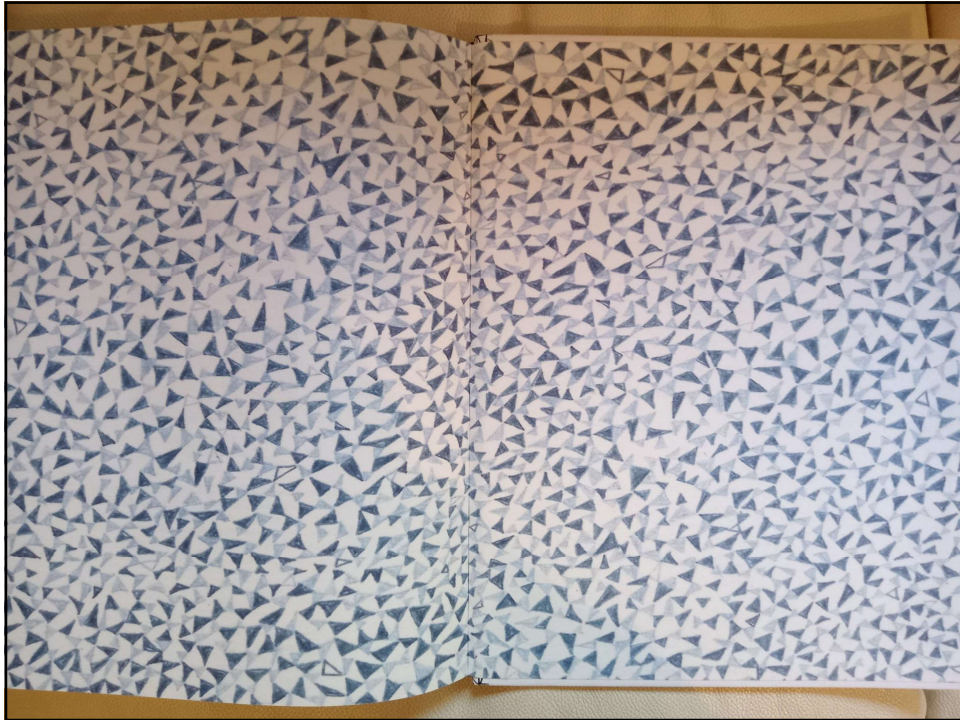
Tuesday Week 3

- * Learning objectives
- * I can edit and improve my writing.
- * I can recognise the emotional arc's of characters.

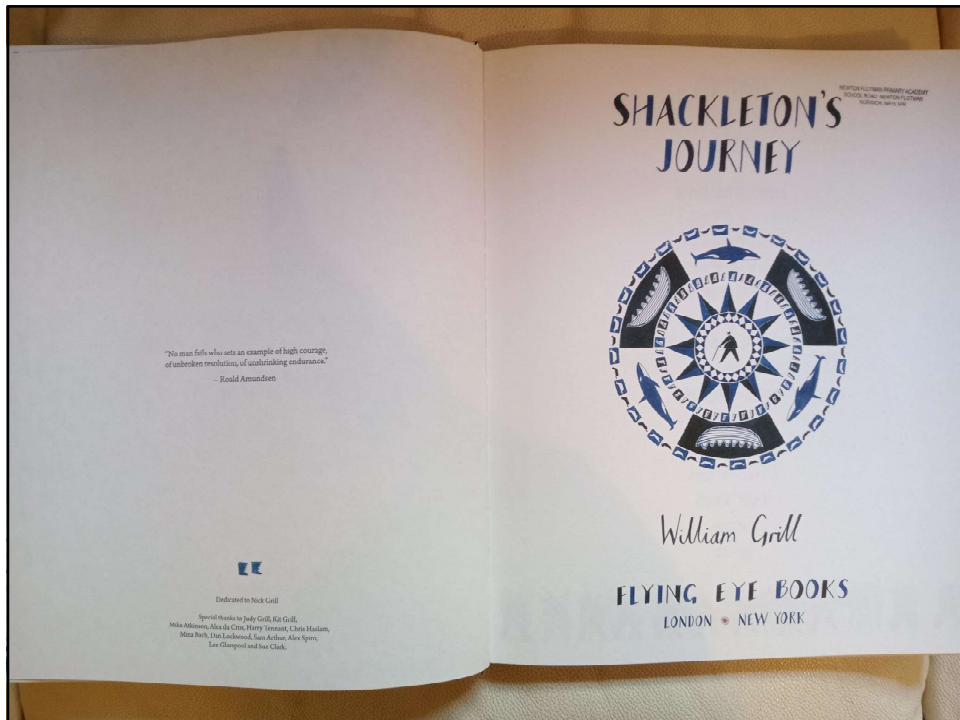
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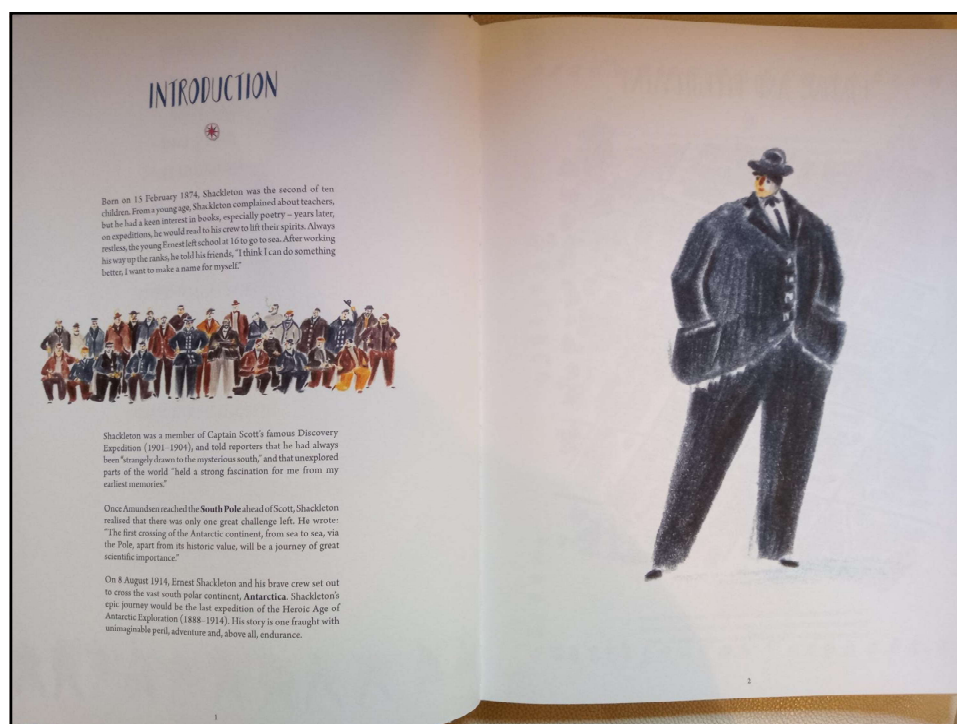
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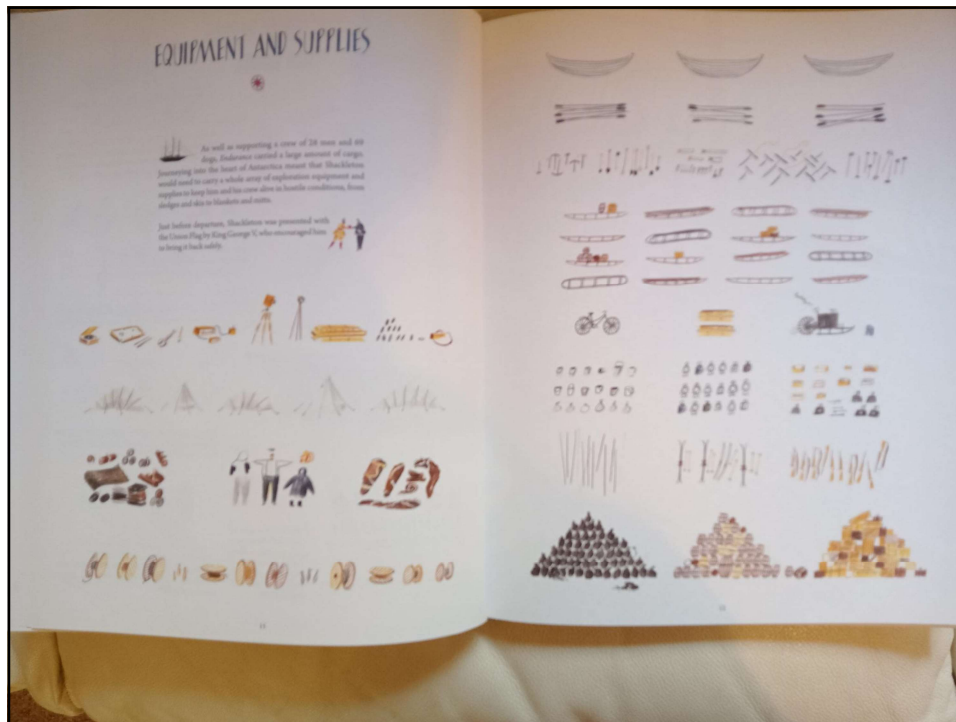
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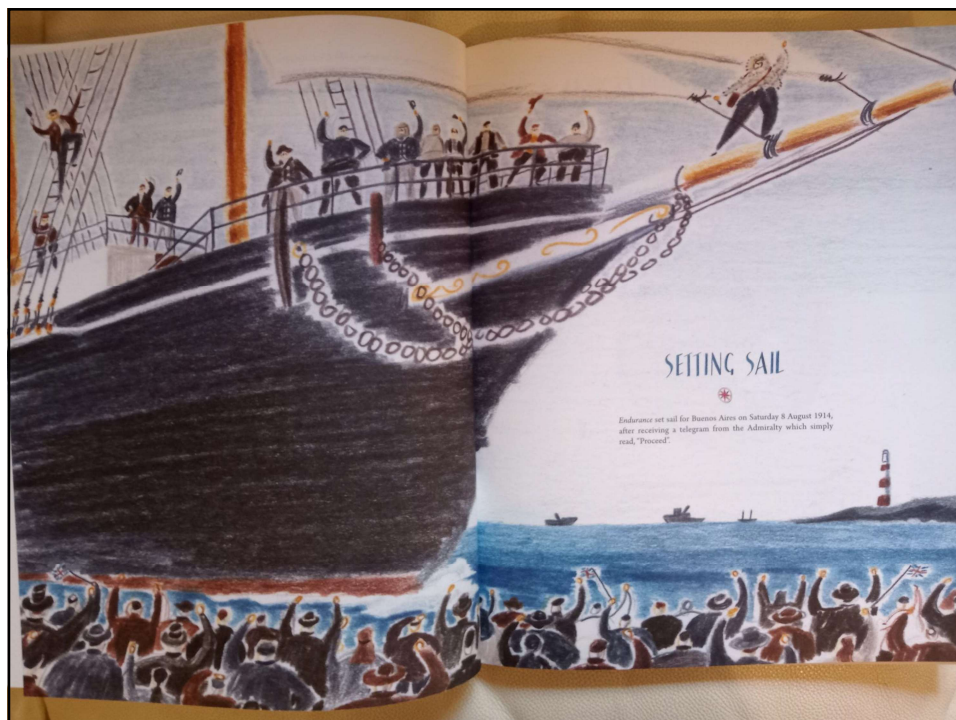
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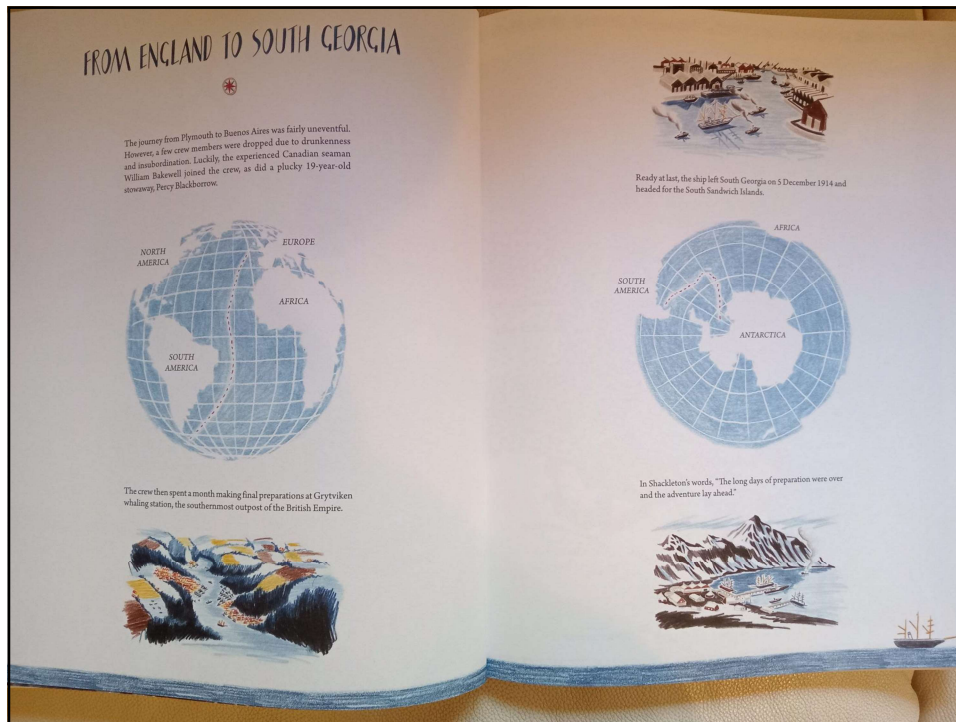
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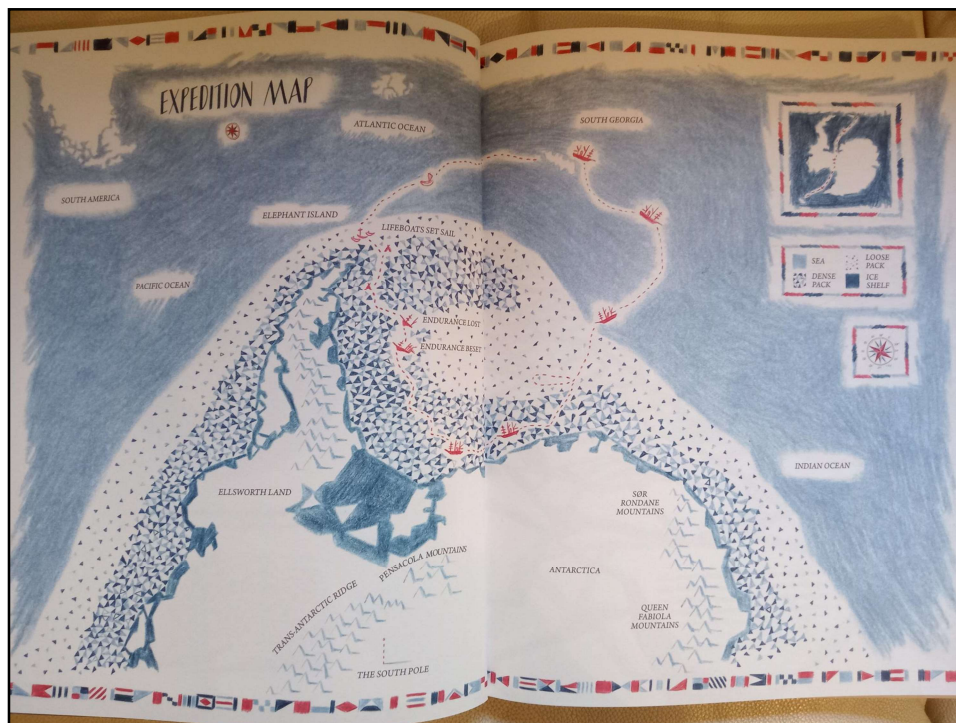
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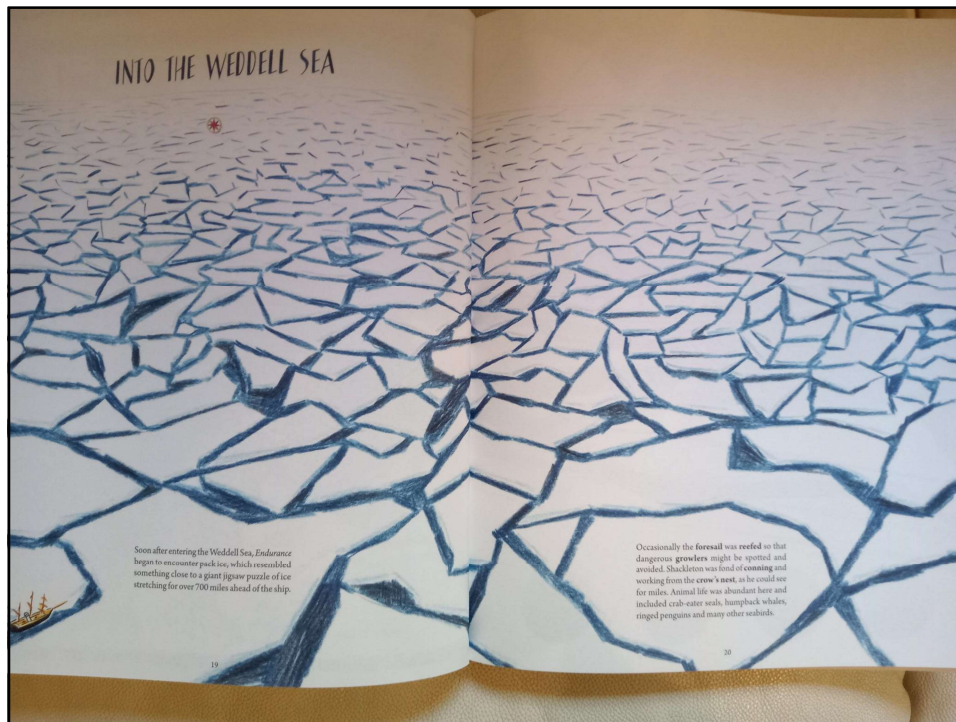
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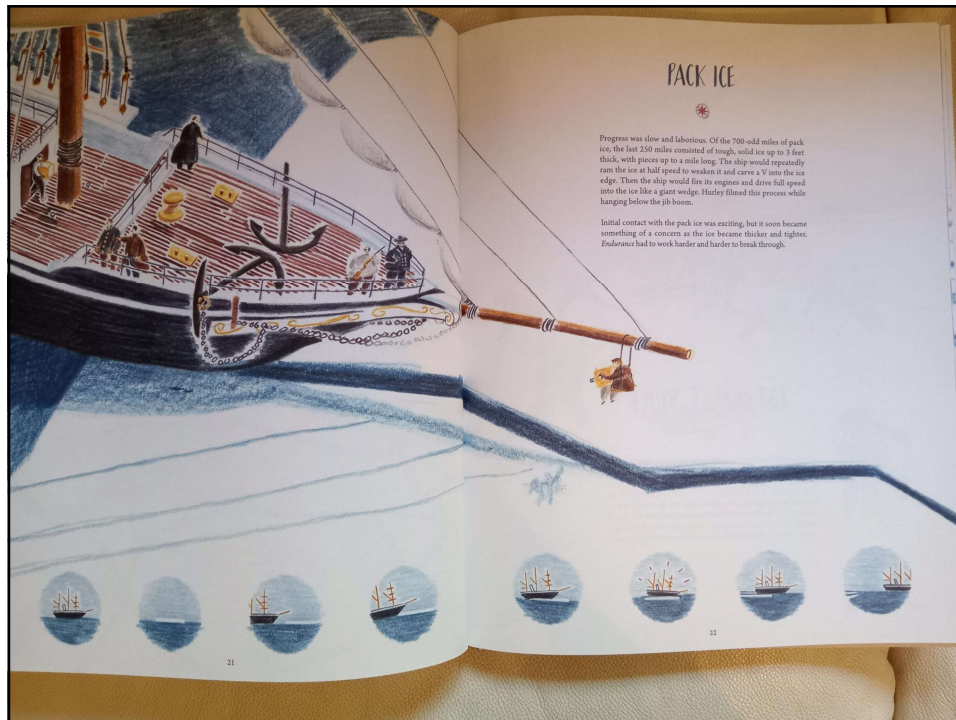
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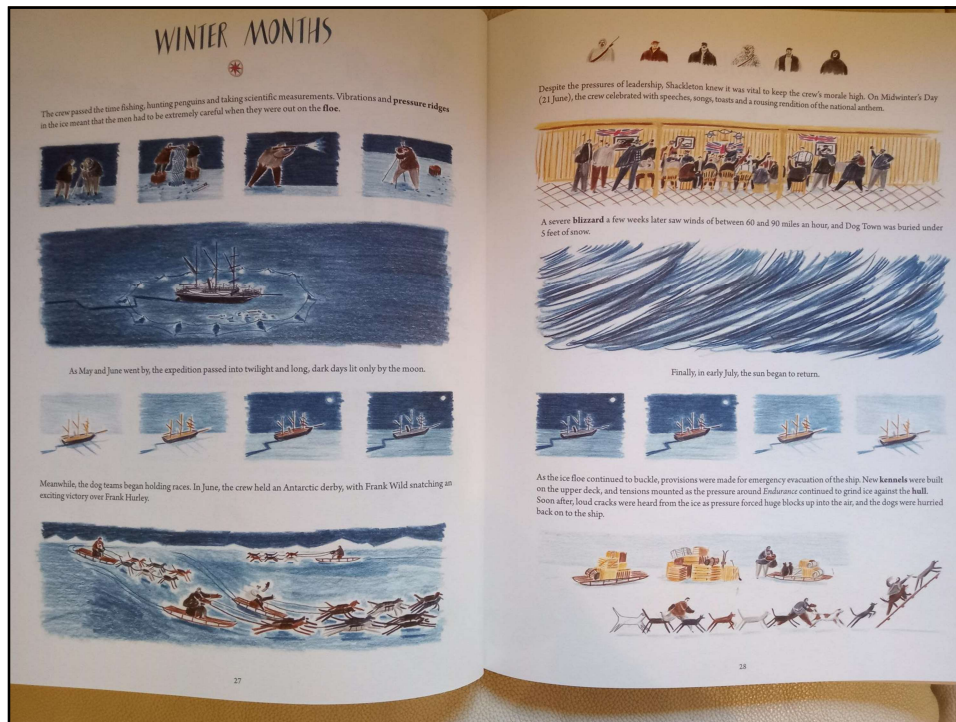
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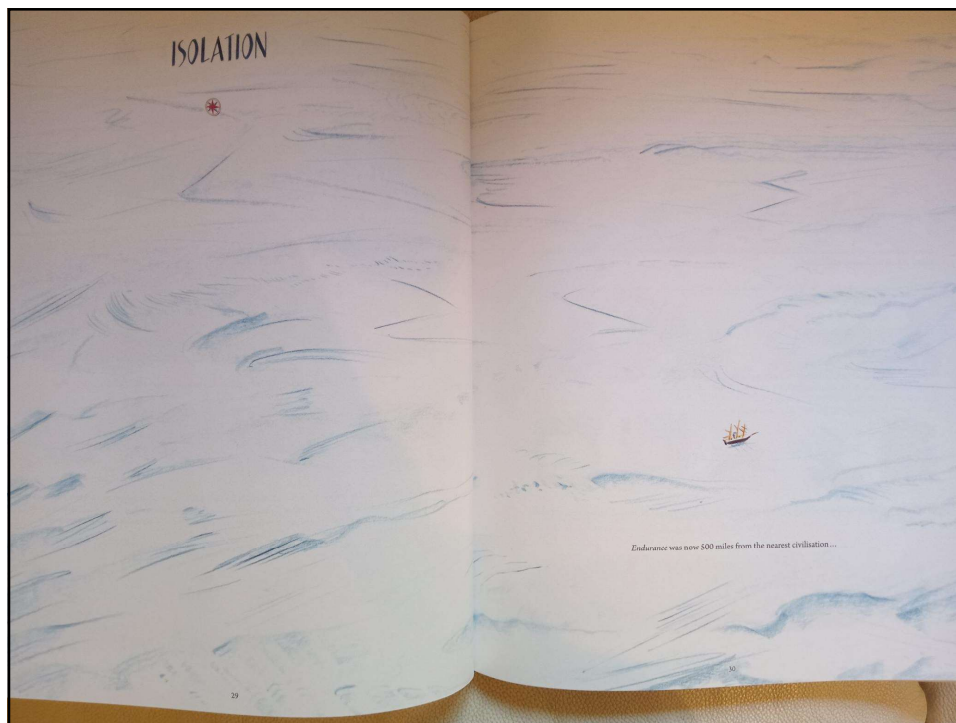
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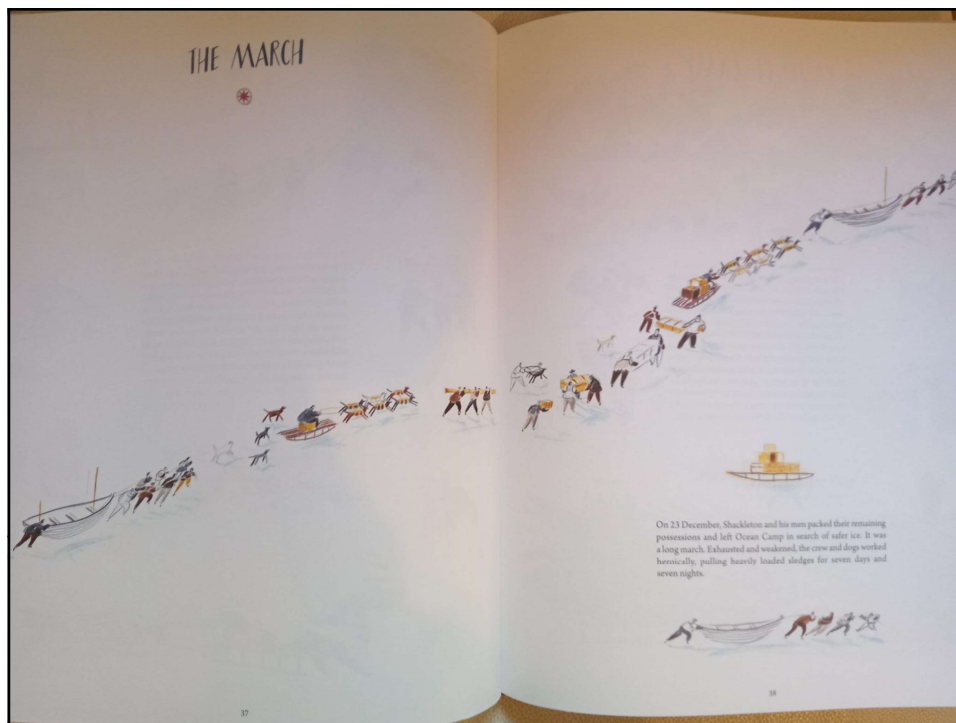
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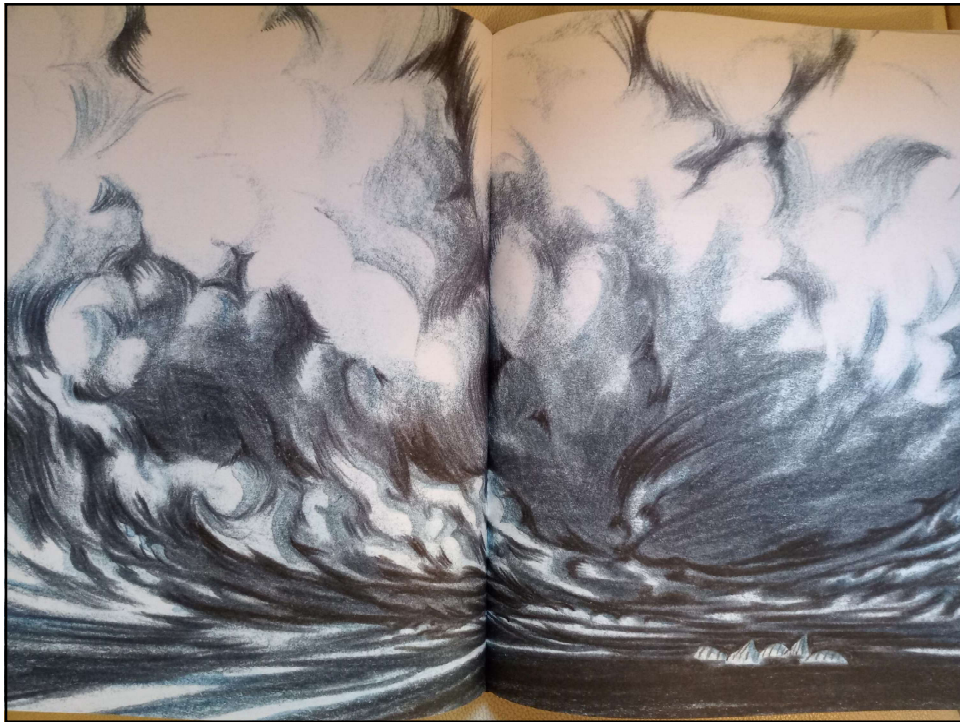
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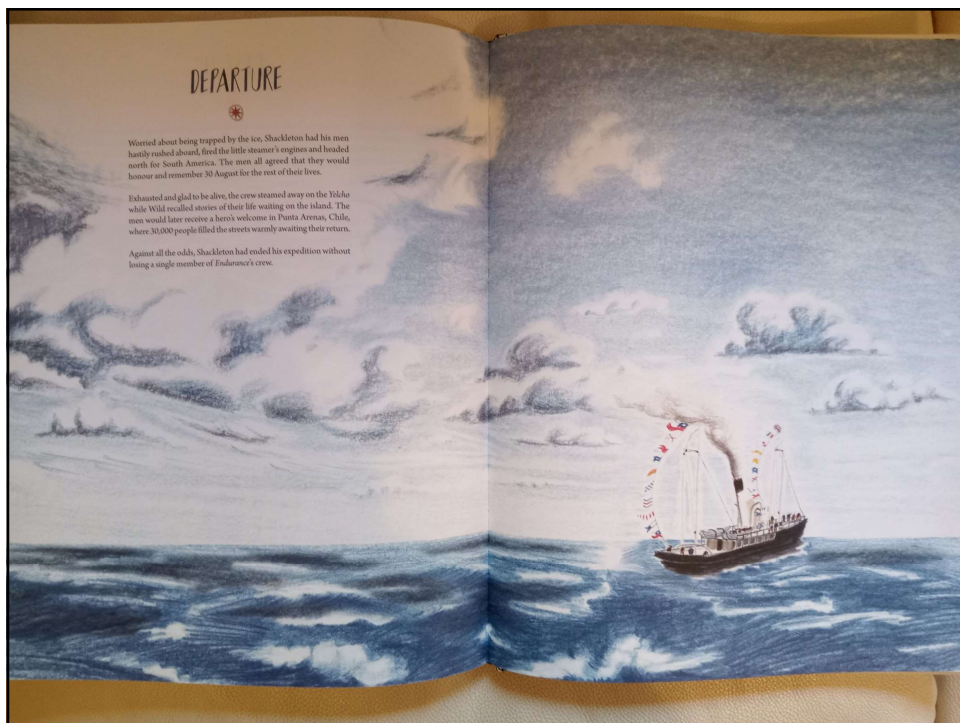
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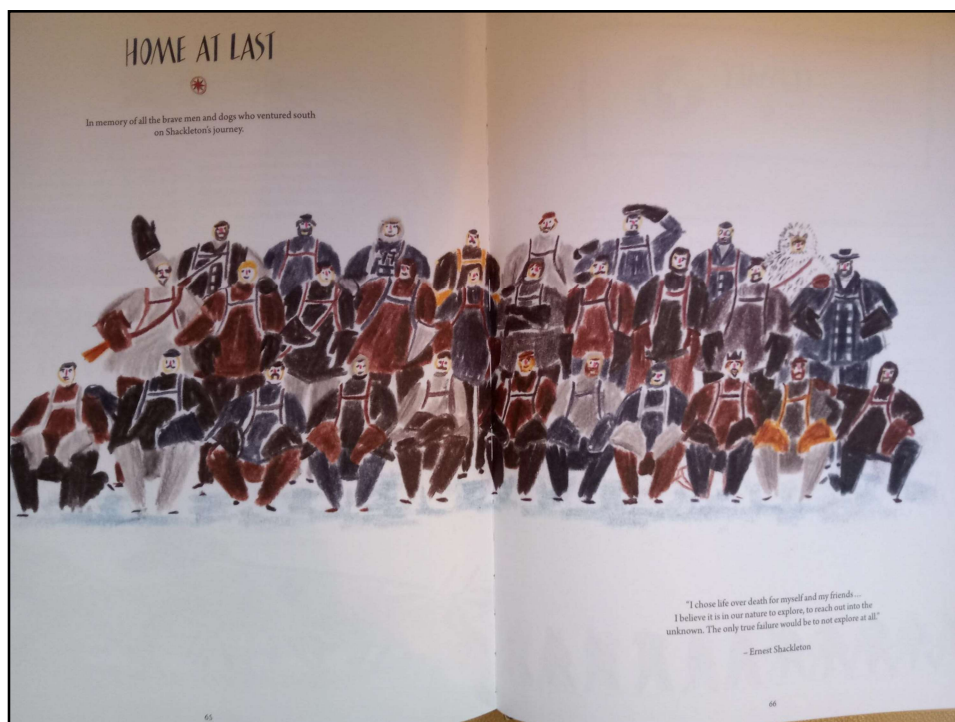
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288



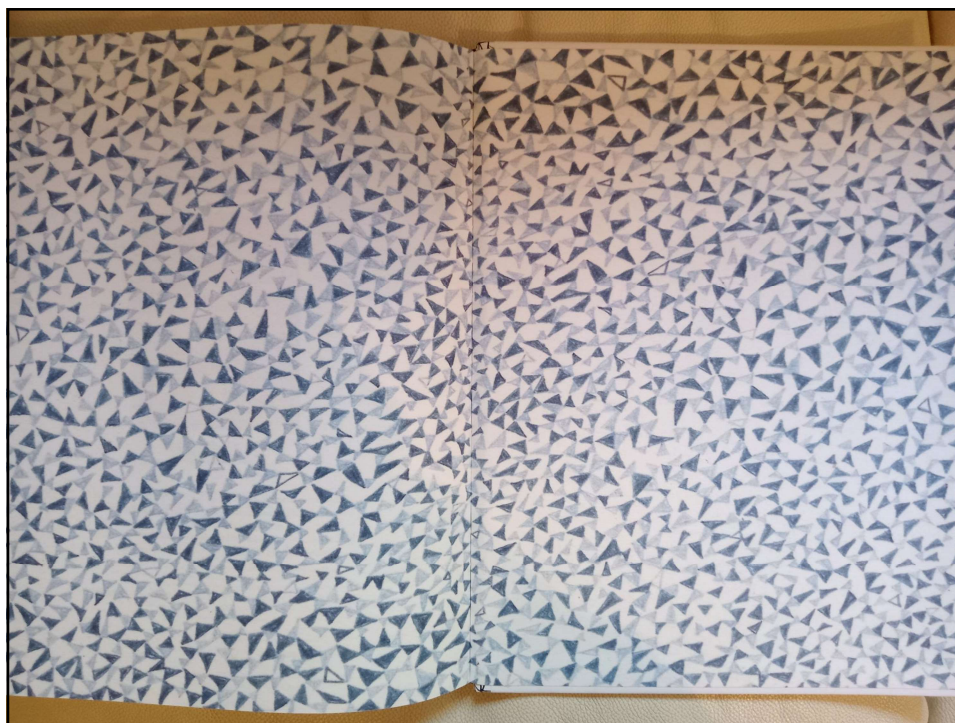
289



290



291



292

Character's emotional arcs

- * Think about Ernest Shackleton.

How was he feeling:

- * When he put out the job adverts?
- * When he set sail?
- * When he got stuck in the ice?
- * When he took on the long march?
- * When he arrived at elephant island?
- * When he rescued his crew?

293

Let's reread the logs from the start
for Shackleton.

- * Can we see the emotions arc as we read.

294

Character's emotional arcs

- * Think about your character.

How were they feeling:

- * When they applied for the job?
- * When they set sail?
- * When they got stuck in the ice?
- * When they took on the long march?
- * When they arrived at elephant island?
- * When they were rescued?

295

Read back through your log entries.

- * Can you see this arc of emotions coming through in your writing?
- * Edit and improve your writing as you reflect on the development of your character.

296

Wednesday Week 3

- * Learning objectives
- * I can recognise cohesive devices.

297

Cohesion

- * Linking and flowing within and between paragraphs.
- * Have you seen the use of repeated nouns and synonyms to create cohesion?
- * Have you seen the use of time conjunctions to support with order of ideas and events?
- * Have you seen reflections in the final paragraph that answer questions from the first paragraph?

298

Edit and improve

- * Reread your work and edit and improve your writing to focus on cohesive devices.

299

Thursday Week 3

- * Learning objectives
- * I can use colons and semi-colons to mark clauses.

300

Which sentence shows the colon in the correct place?

I love going: to Cornwall to visit my Grandma: the beaches in Cornwall are beautiful.

I love going to Cornwall to visit my Grandma: the beaches in Cornwall are beautiful.

I love: going to Cornwall to visit my Grandma the beaches in Cornwall are beautiful.



twinkl.com

301

Correct

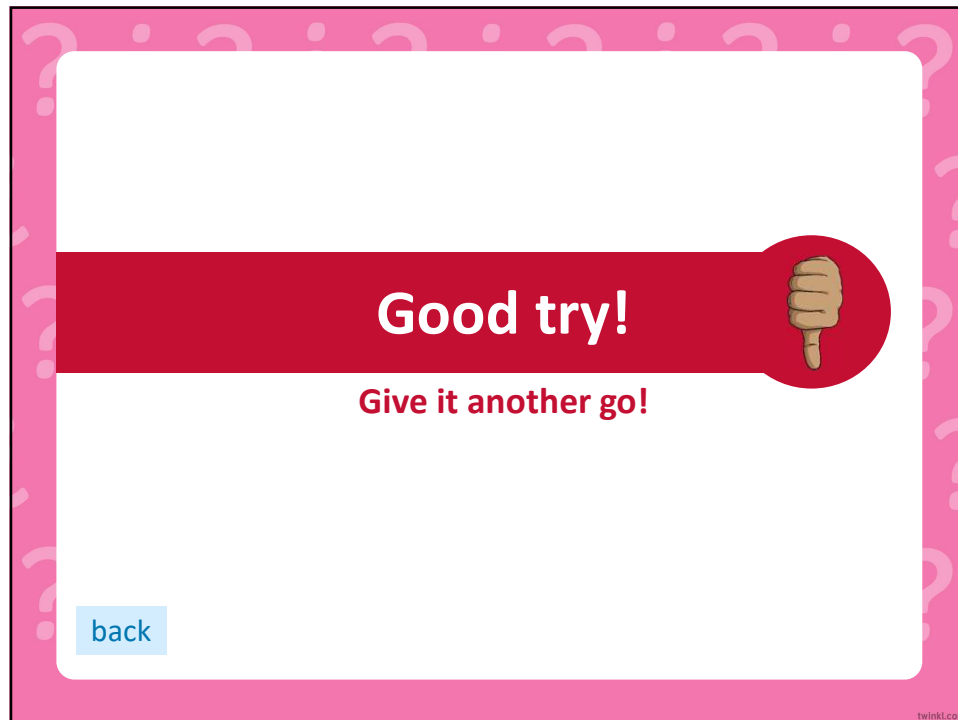


Well done!

[next](#)

twinkl.com


302



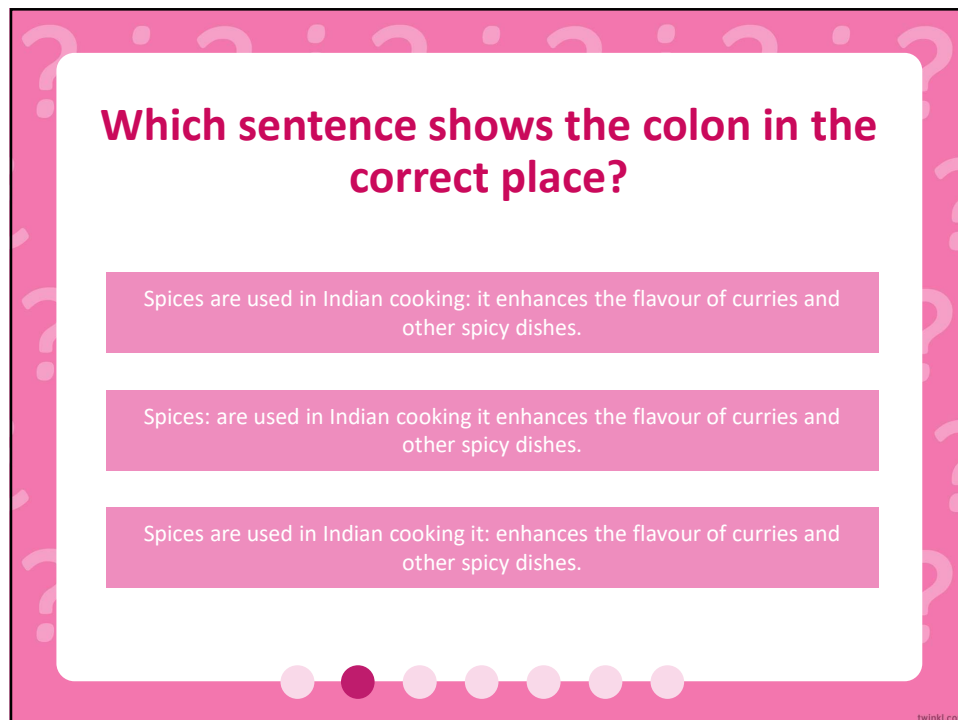
Good try!

Give it another go!

back



303




Which sentence shows the colon in the correct place?

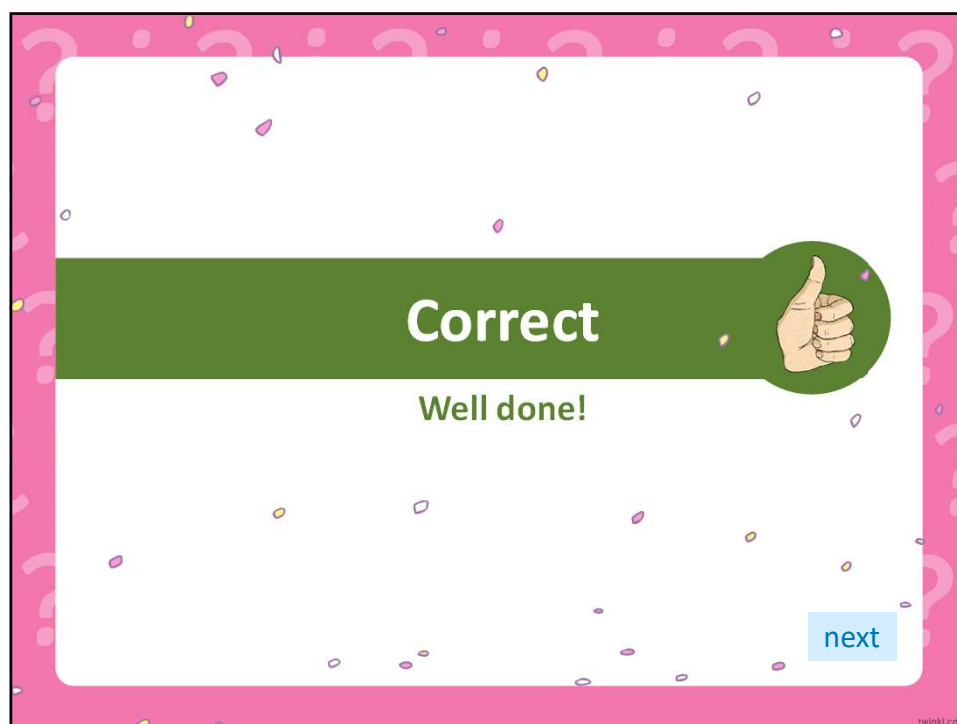
Spices are used in Indian cooking: it enhances the flavour of curries and other spicy dishes.

Spices: are used in Indian cooking it enhances the flavour of curries and other spicy dishes.

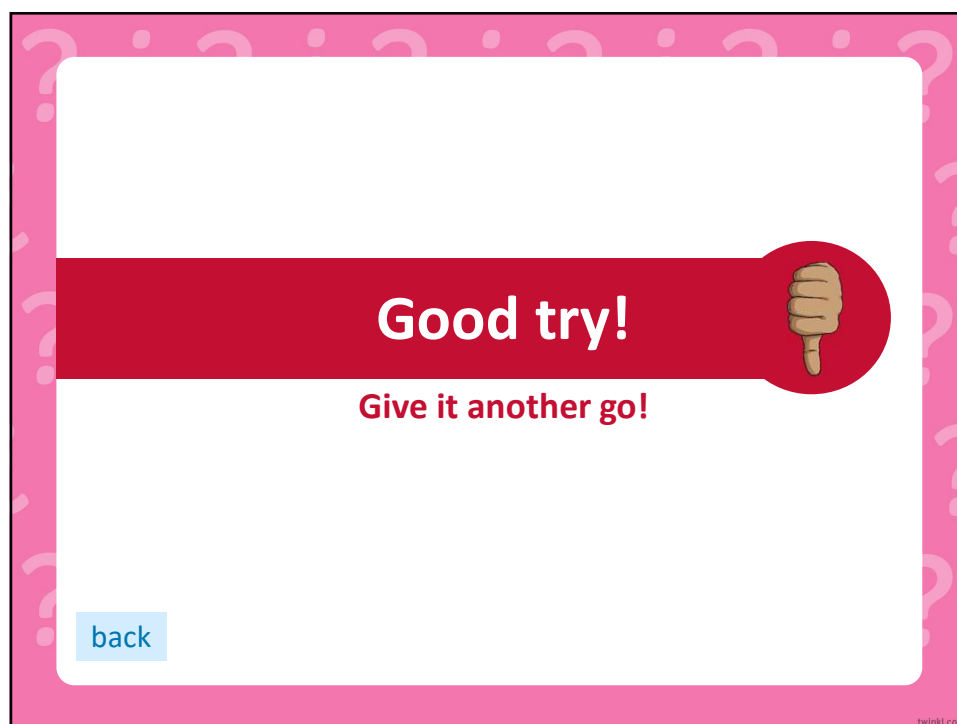
Spices are used in Indian cooking it: enhances the flavour of curries and other spicy dishes.



304



305



306

Which sentence shows the colon in the correct place?

I need the following: ingredients flour, eggs, sugar, milk and butter.

I need: the following ingredients: flour, eggs, sugar, milk and butter.

I need the following ingredients: flour, eggs, sugar, milk and butter.



twinkl.com

307

Correct

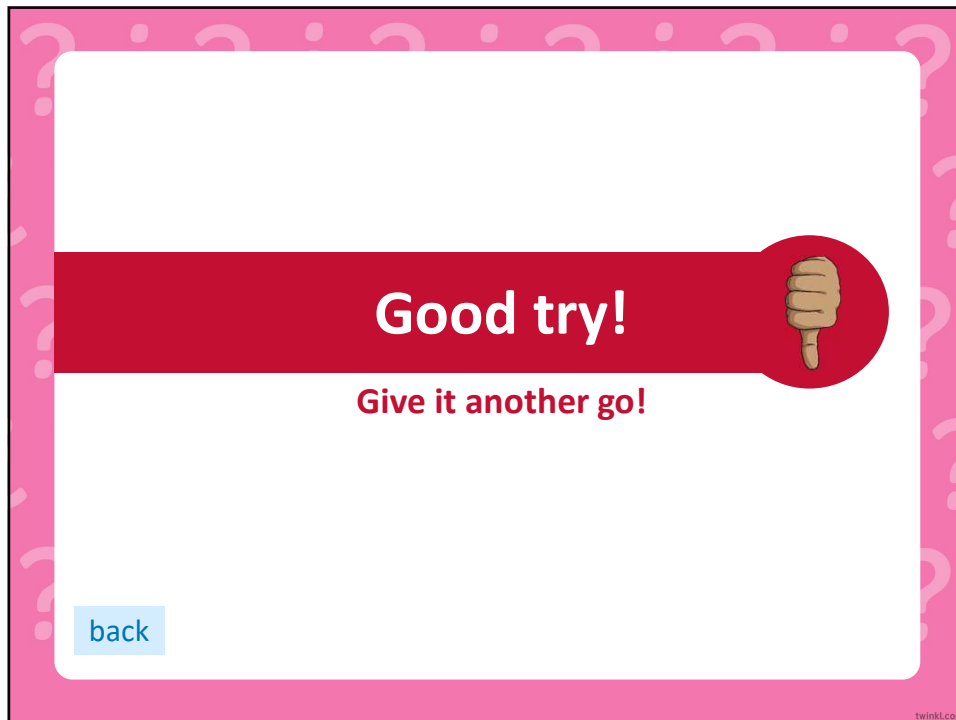
Well done!



next

twinkl.com


308



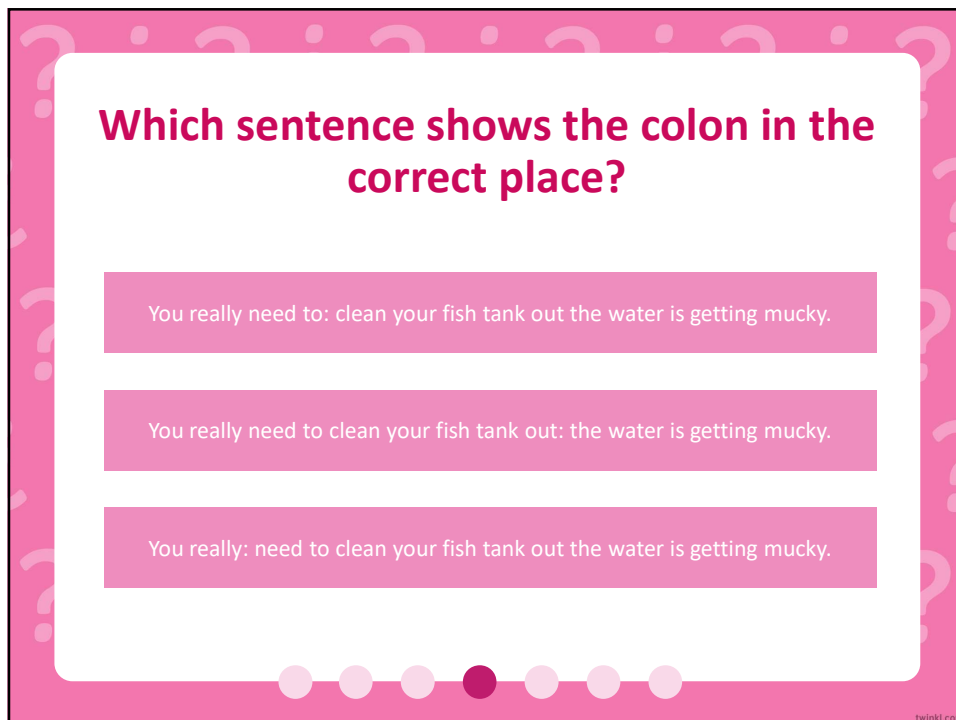
Good try!

Give it another go!

back



309



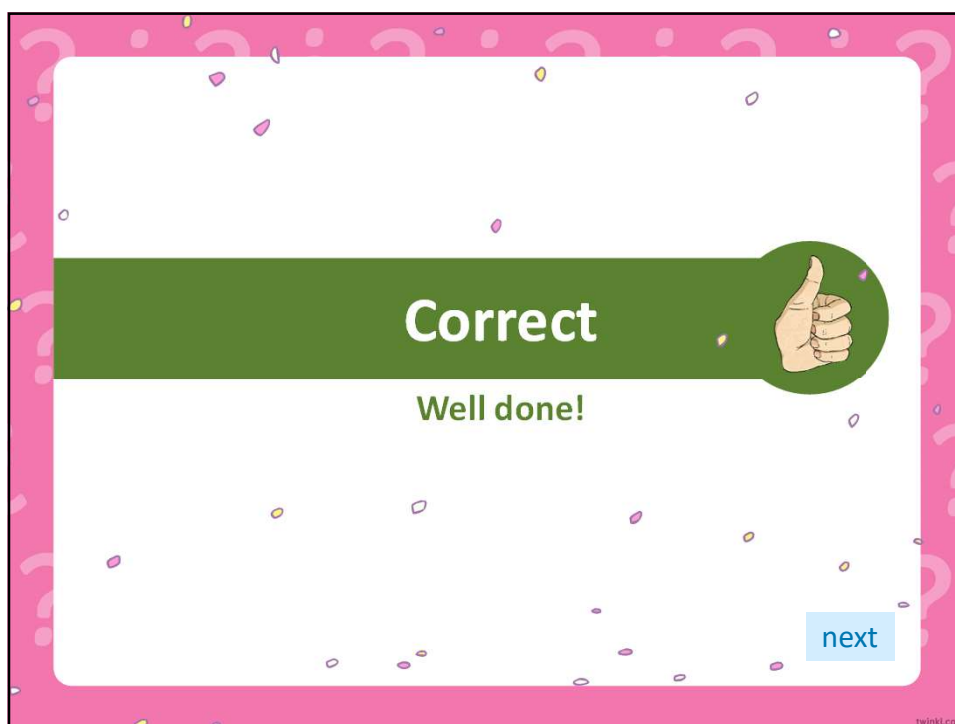
Which sentence shows the colon in the correct place?

You really need to: clean your fish tank out the water is getting mucky.

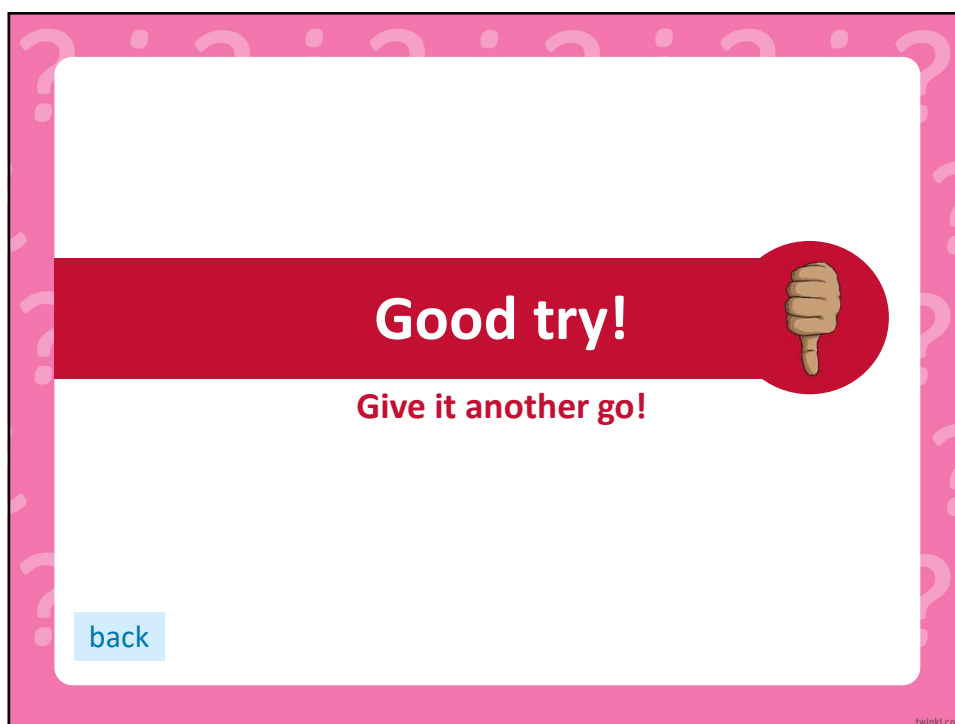
You really need to clean your fish tank out: the water is getting mucky.

You really: need to clean your fish tank out the water is getting mucky.

310



311



312

Which sentence shows the colon in the correct place?

The weather has been really damp for weeks: our town will start to flood soon.

The weather: has been really damp for weeks our town will start to flood soon.

The weather has been really damp for weeks our town will: start to flood soon.



twinkl.com

313

Correct

Well done!



next

twinkl.com

314

Good try!

Give it another go!

back

315

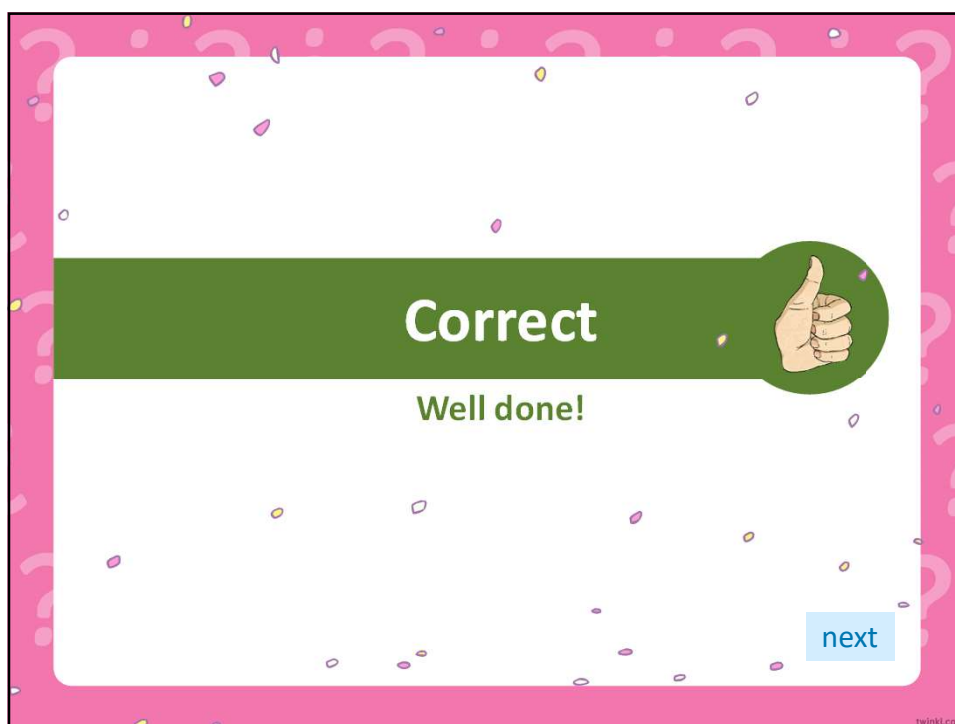
Which sentence shows the colon in the correct place?

She loves taking care of people she's: really well suited to being a nurse.

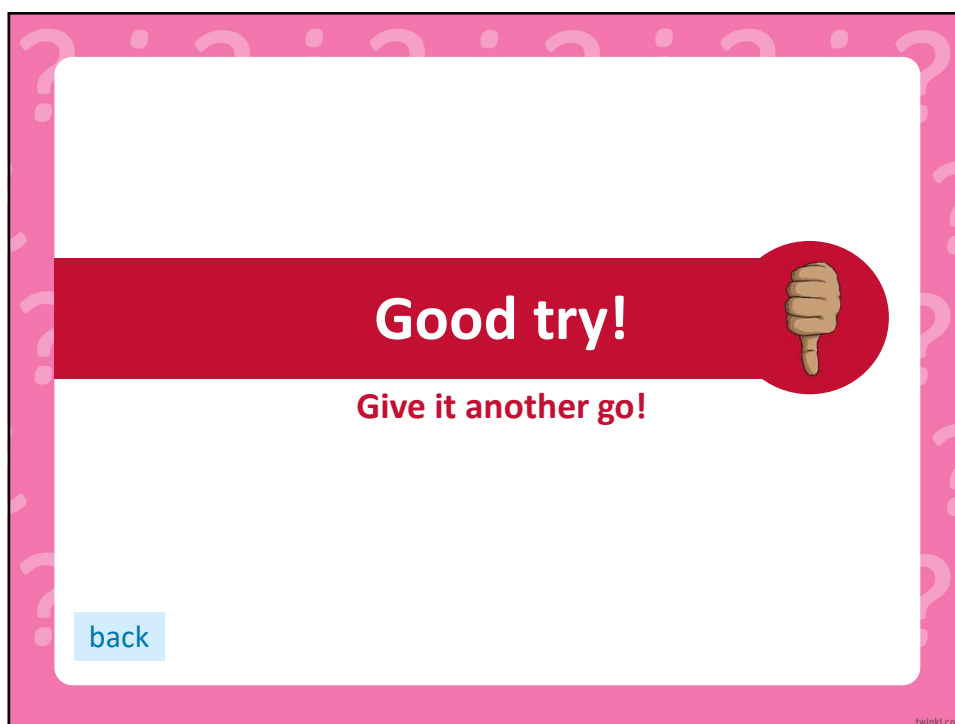
She loves: taking care of people she's really well suited to being a nurse.

She loves taking care of people: she's really well suited to being a nurse.

316



317



318

Which sentence shows the colon in the correct place?

The bag comes: in two different colours bright pink and sky blue.

The bag comes in two different colours: bright pink and sky blue.

The bag: comes in two different colours bright pink and sky blue.



twinkl.com

319

Correct

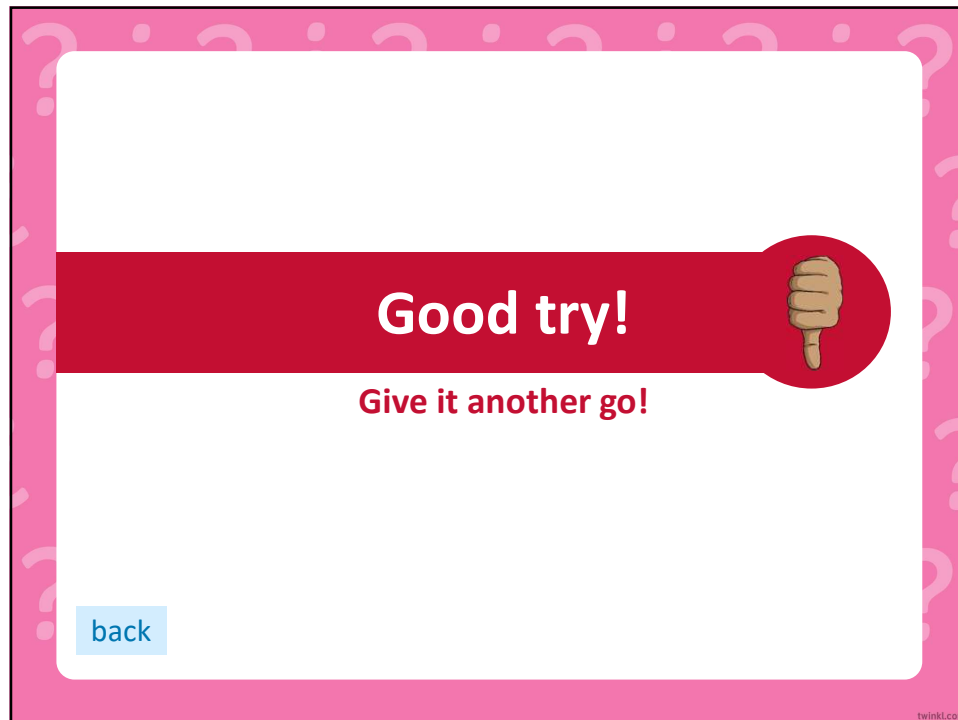
Well done!



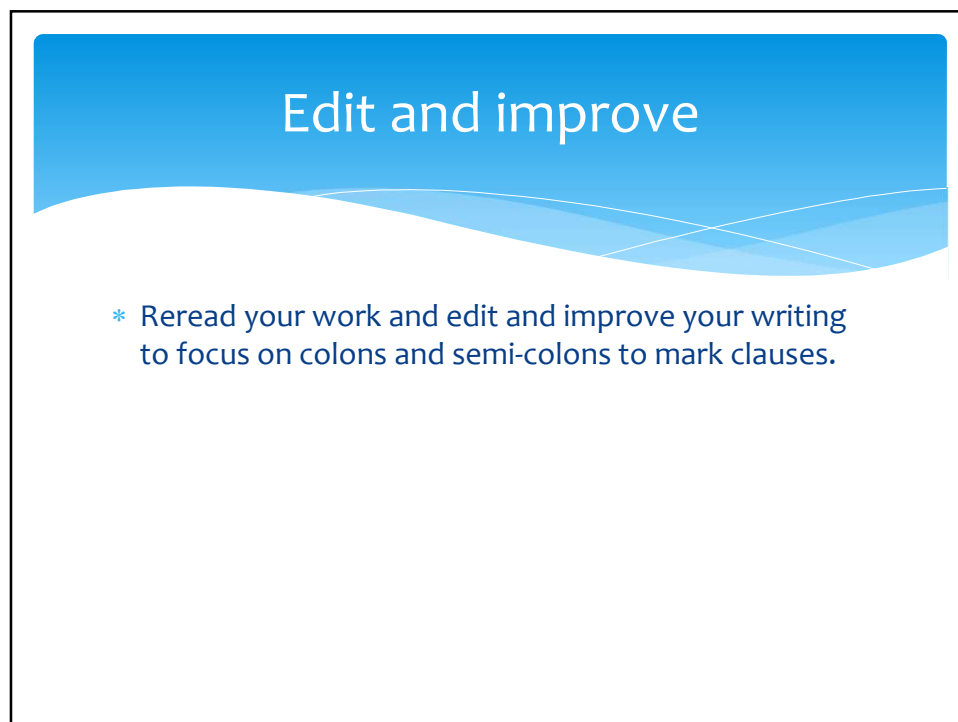
next

twinkl.com

320



321



322

Friday Week 3

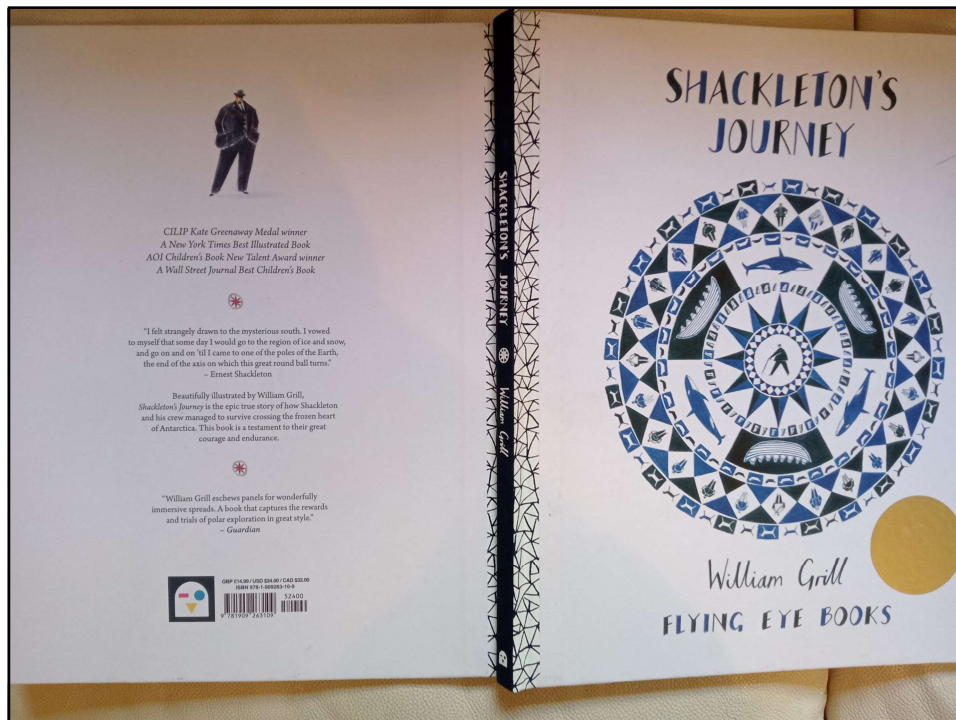
- * Learning objectives
- * I can publish my writing.

323

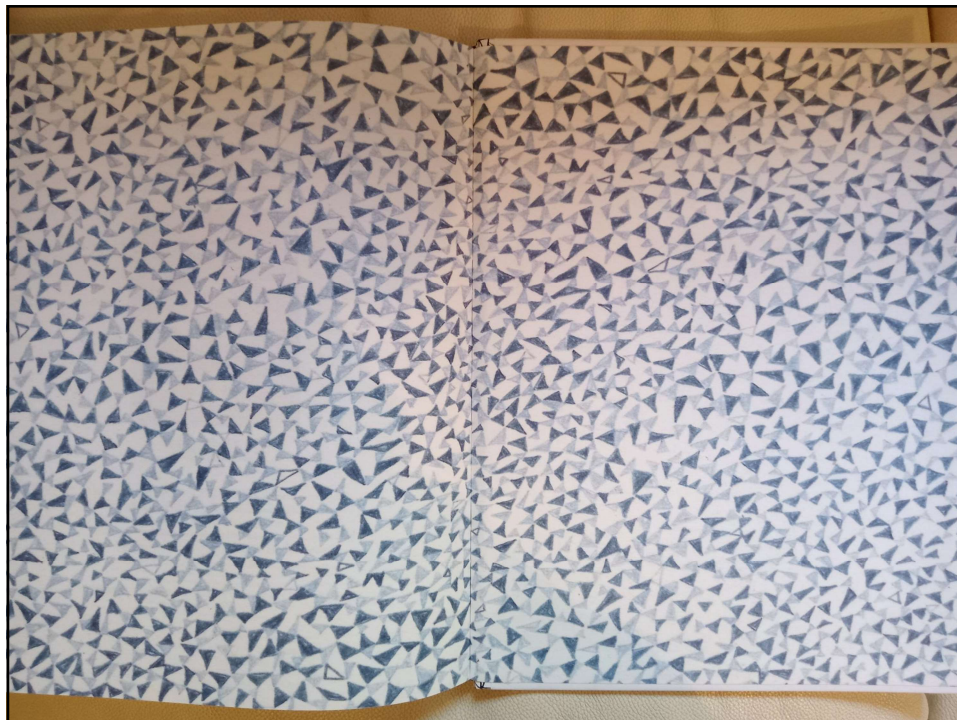
Monday Week 4

- * Learning objectives
- * I can give justifications for my opinions.

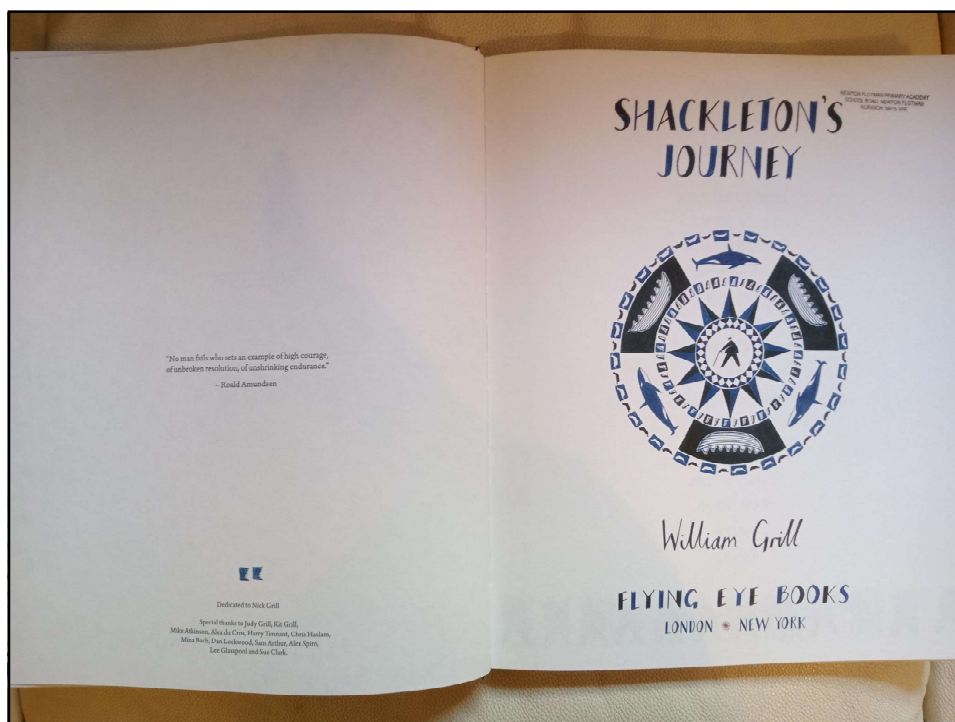
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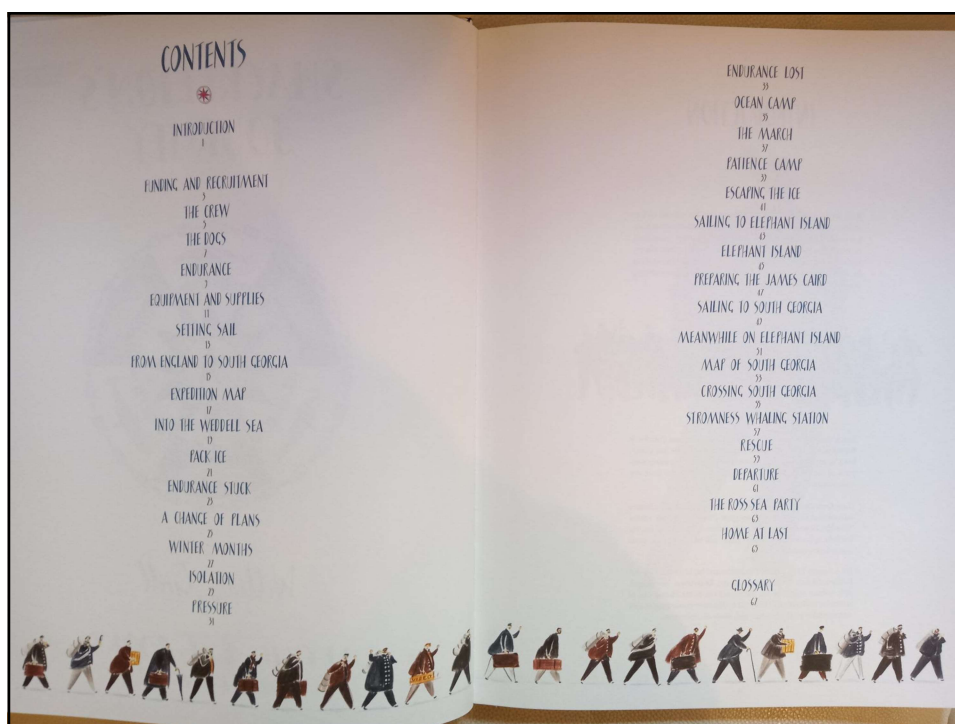
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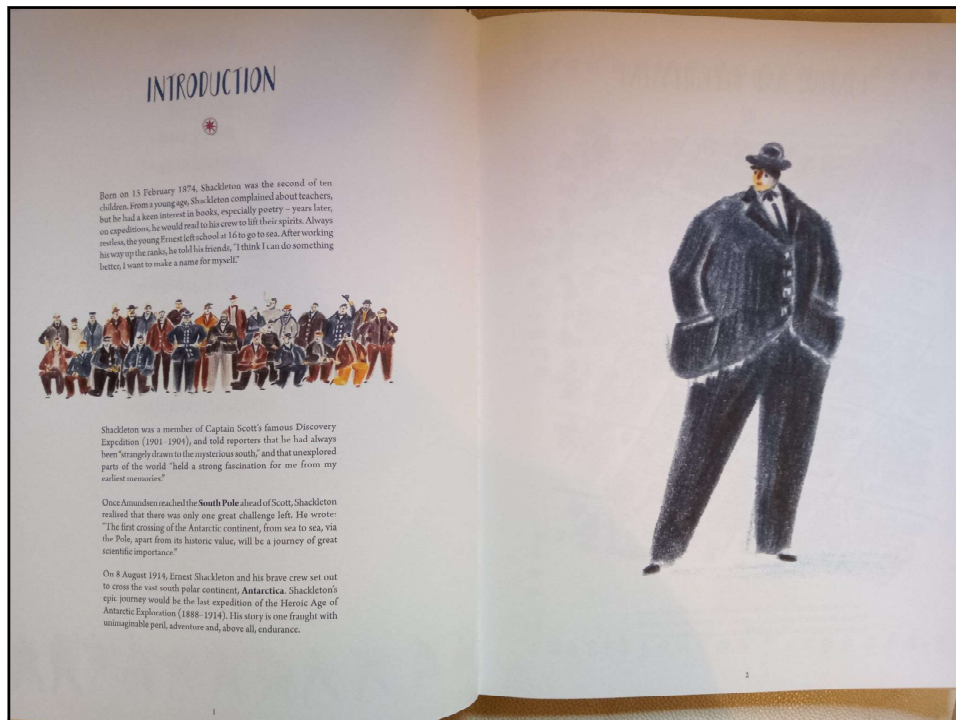
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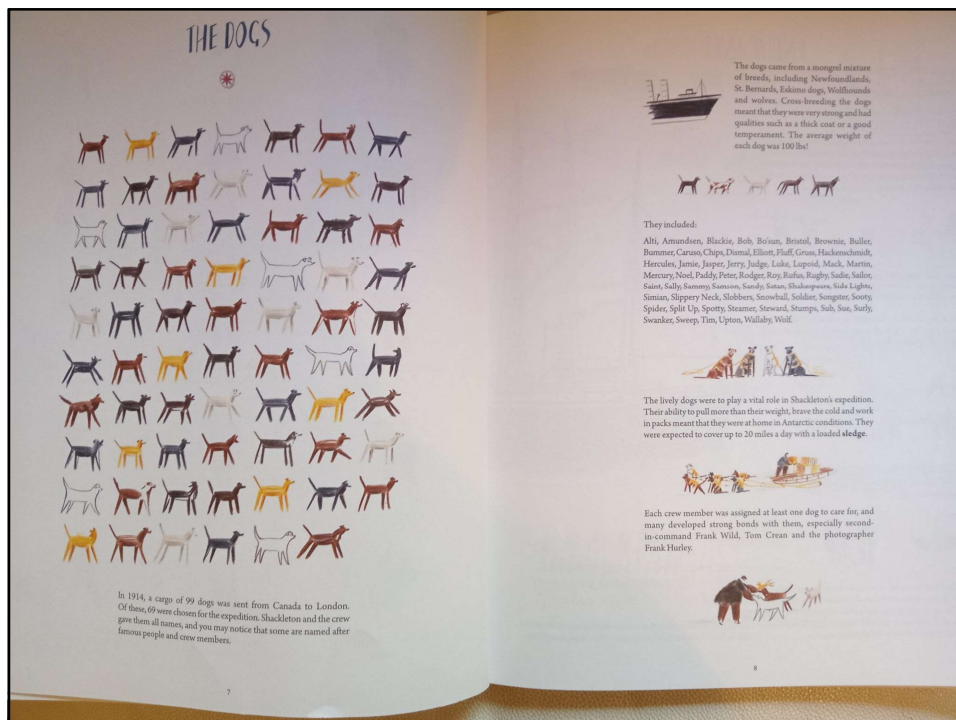
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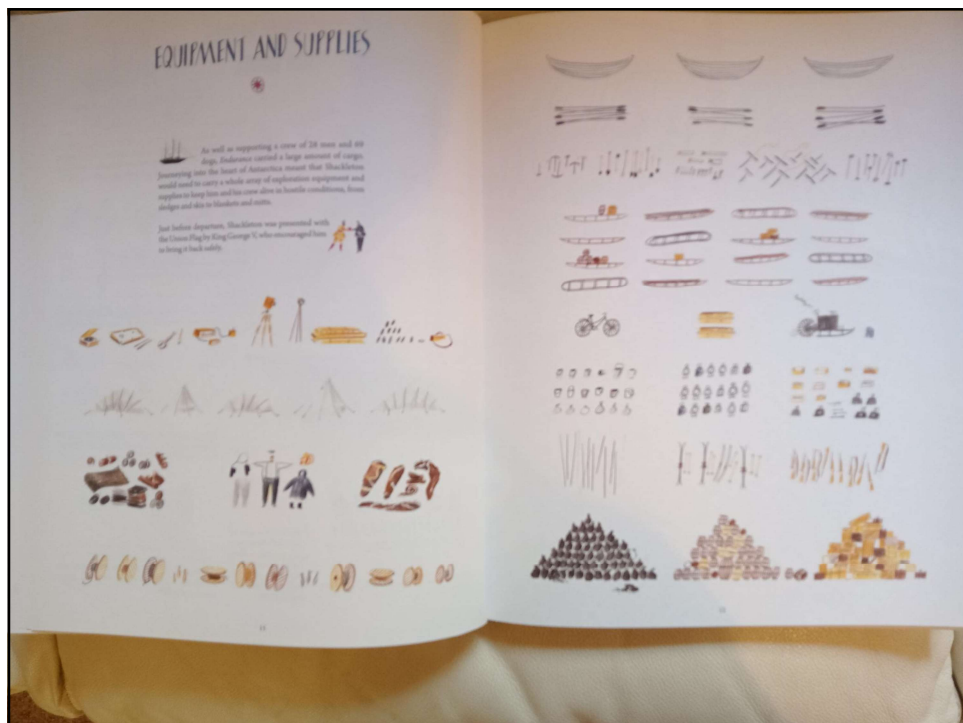
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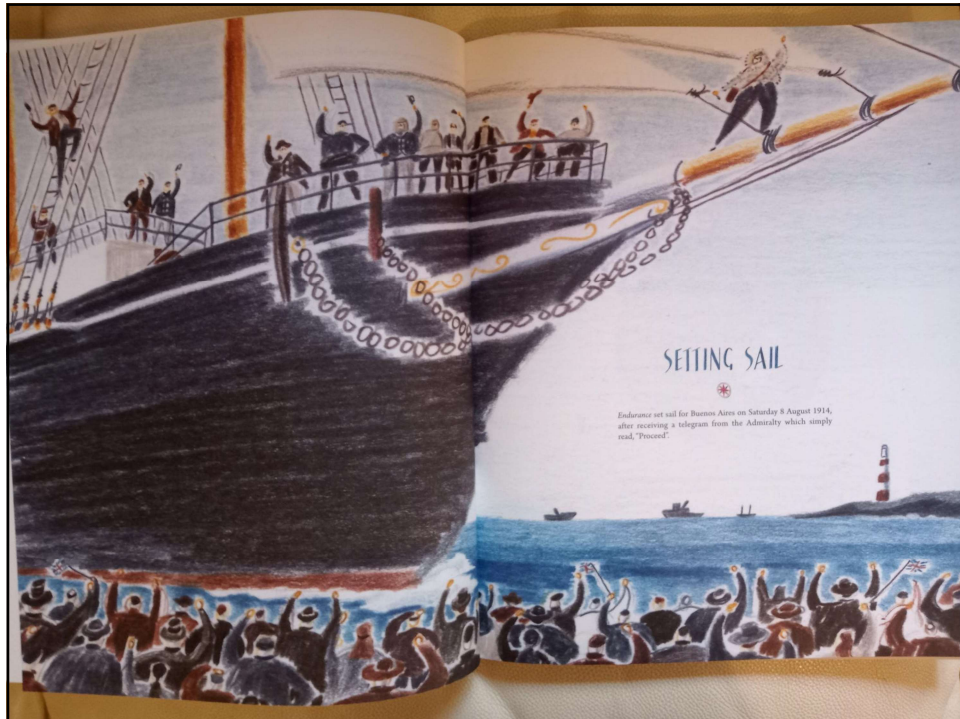
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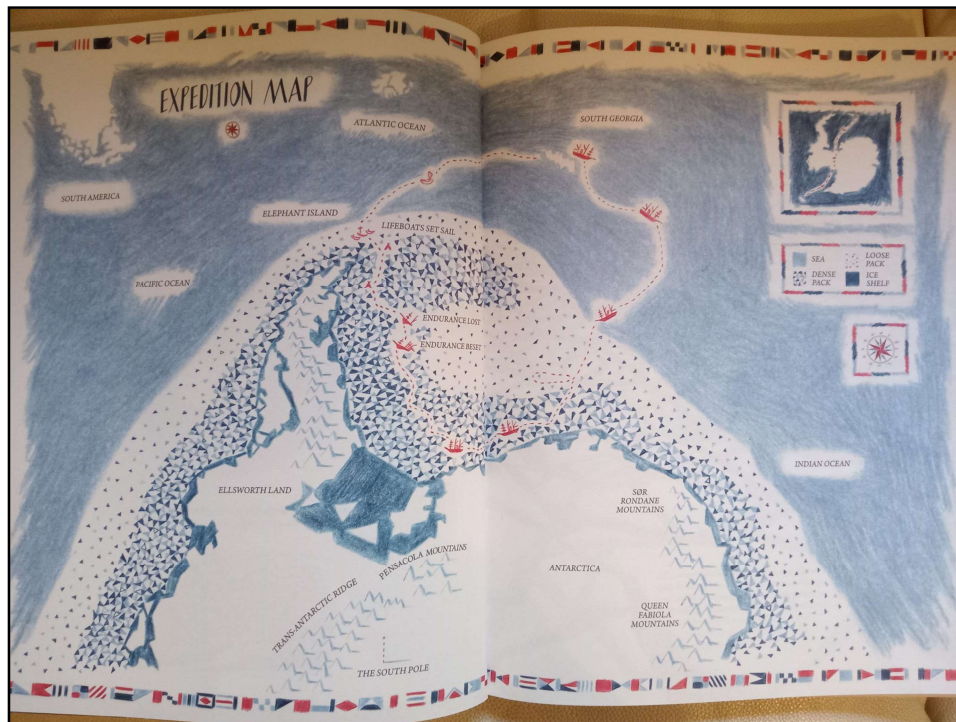
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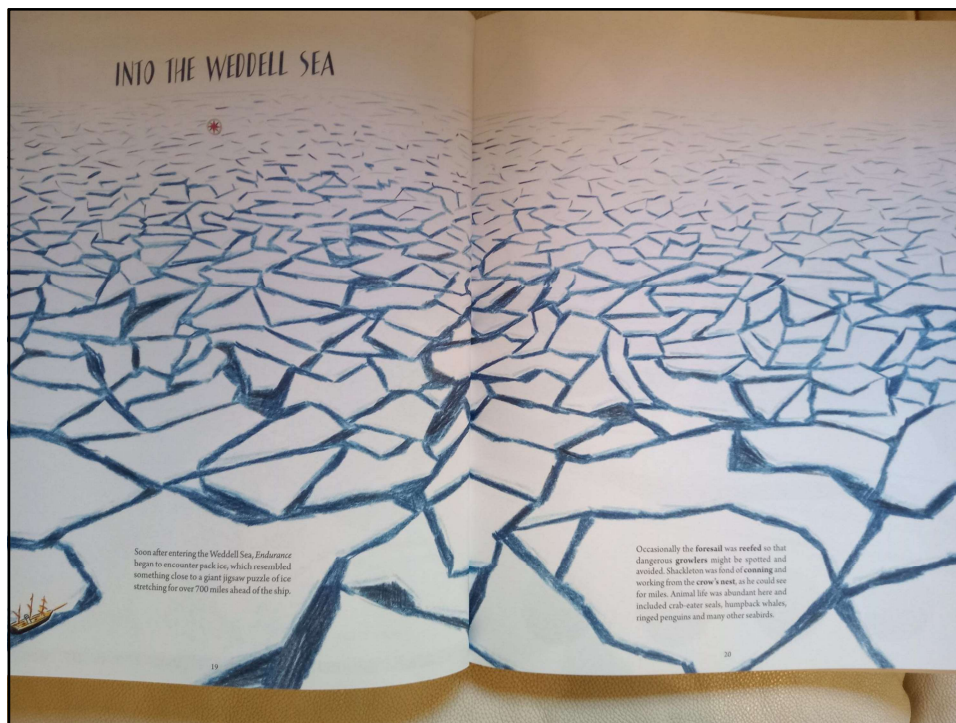
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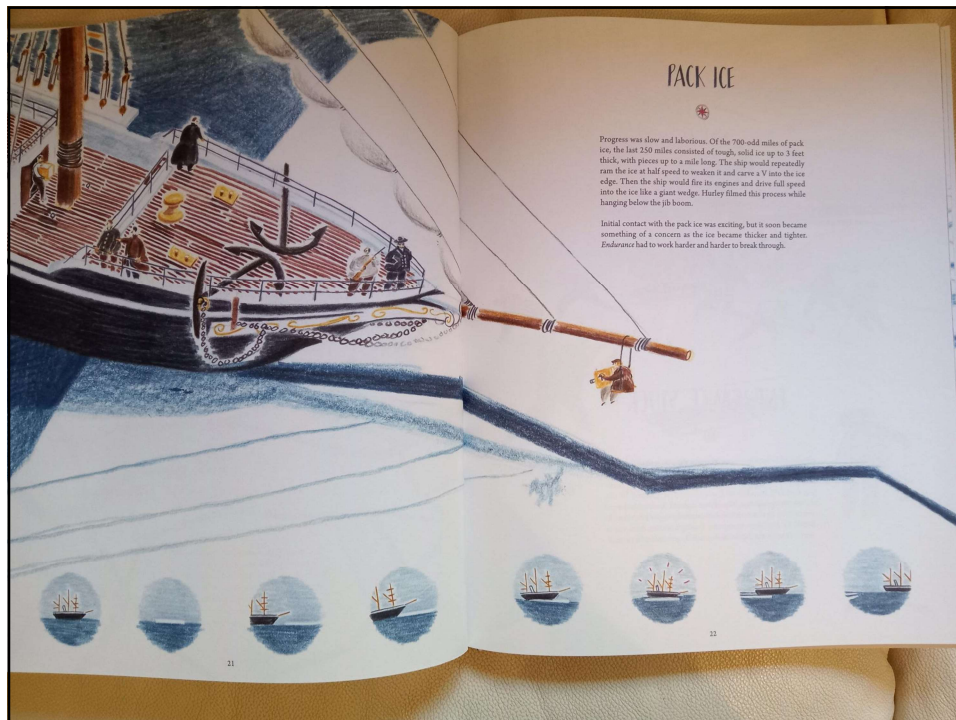
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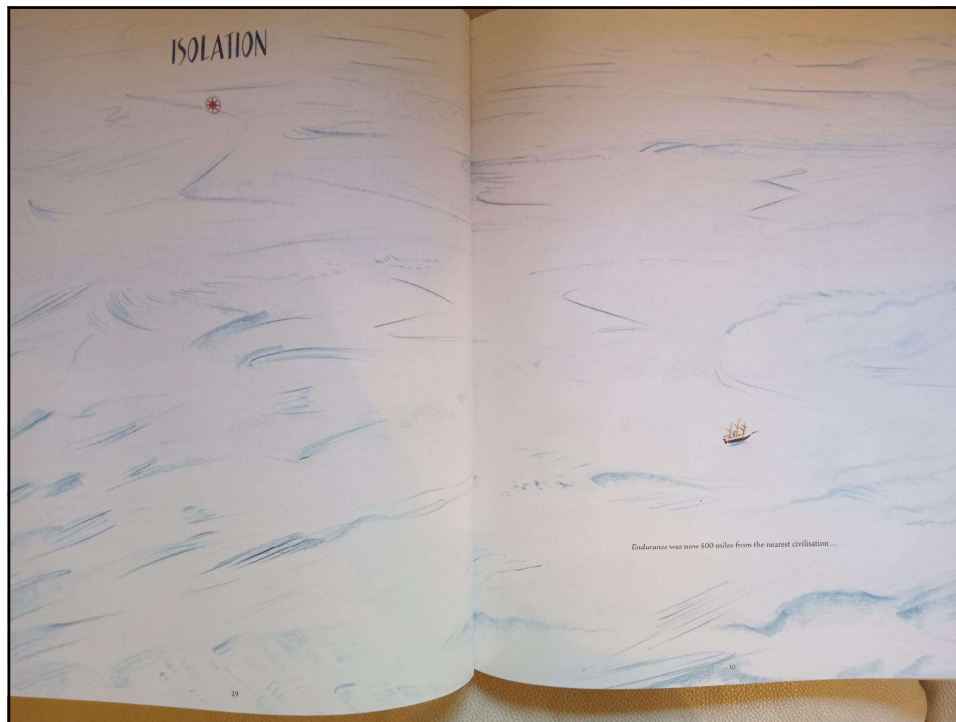
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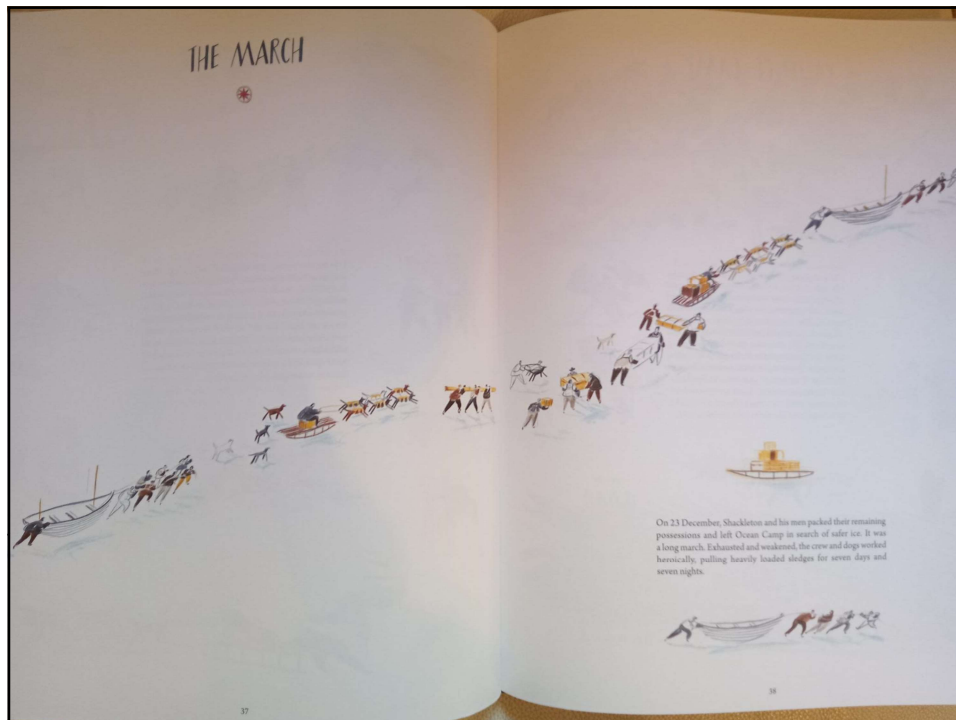
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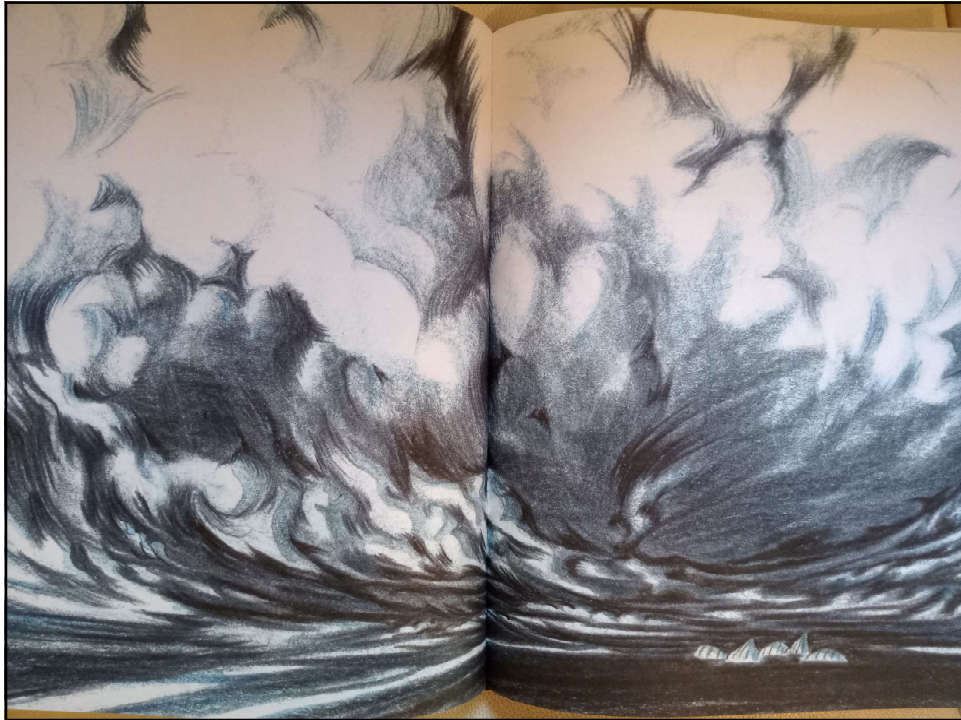
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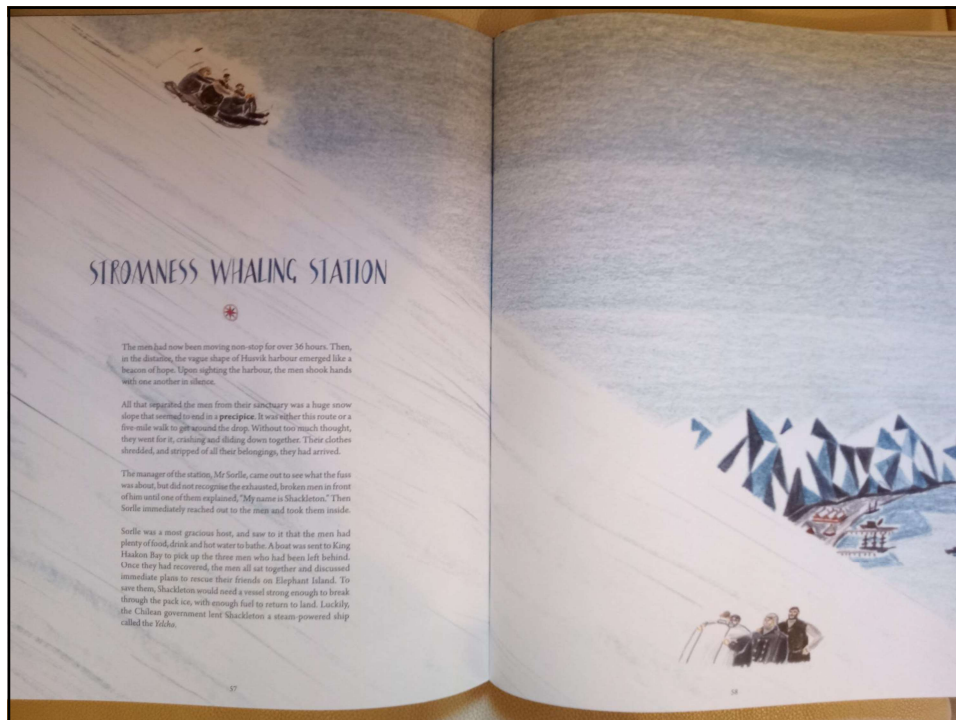
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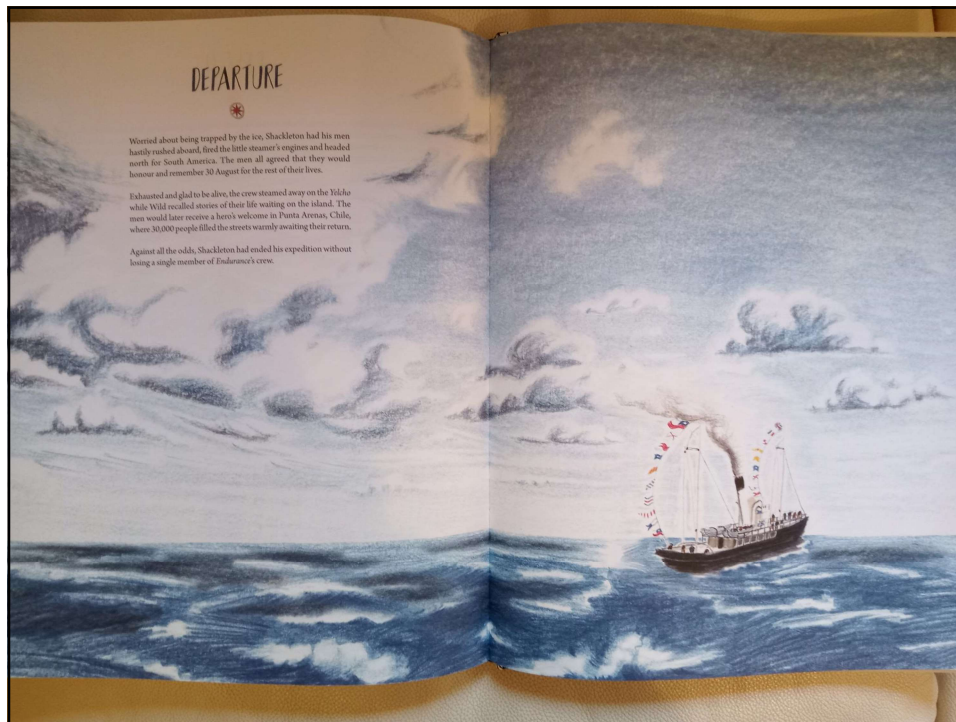
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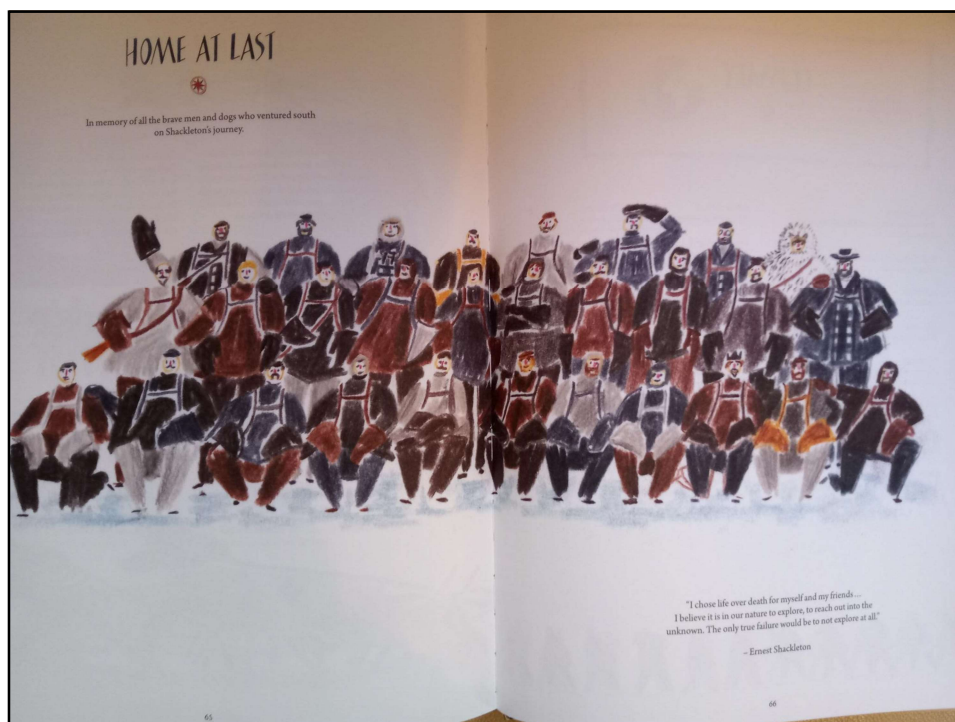
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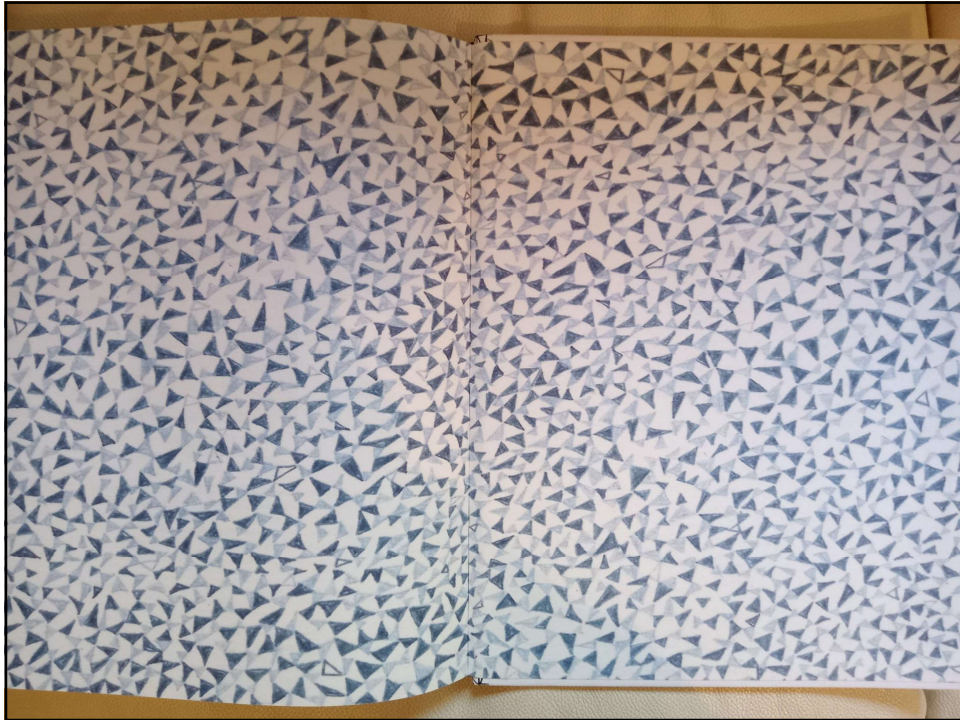
360



361



362



363

Tell me...

- * What did you like about this text?
- * What did you dislike?
- * What patterns did you find?
- * What problems did you see?

364

Tuesday Week 4

- * Learning objectives
- * I can recognise features of a Curriculum Vitae (CV).

365



366

If you wanted to apply for this job,
you would need a CV.



367

How to Write a CV

First impressions count, especially when applying for jobs. Making your curriculum vitae (CV) stand out (in the right way) is really important.

What Is a CV?

A CV is a document which can be used when applying for a job. Sometimes, a CV is sent to a potential employer even when there is no vacancy advertised. They can keep the CV on file, in case something suitable arises. A CV should include a summary of your education, skills and experience in order to demonstrate your abilities and qualities to potential employers. A CV tends to be concise and doesn't follow a set format.

How Long Should a CV Be?

A standard CV shouldn't be longer than two sides of A4. Depending on your experience, it may be that your CV only takes up one page – that's okay.

368

What Do I Include in a CV?

- **Personal Details/Contact Details**

Include your full name, home address, mobile number and email address. (If you're posting your CV online, don't include your home address, as you could be targeted by fraudsters). You don't necessarily need to include your date of birth and you should not include a photograph unless the application specifically requests one. Make sure that your email address is suitable and appropriate for your potential employers!

- **Personal Profile/Personal Statement**

A personal profile is a short personal statement, usually at the beginning of your CV, which highlights your key skills and attributes. Think about how you can make this section relevant to the job you are applying for. If you don't have much experience, think about expressing some of your career aims (if appropriate). You should aim to write around 100 words so keep it concise.

- **Education and Qualifications**

This is where you should list and date all your educational qualifications in chronological order (with the most recent first). If you haven't had your results yet, then use your predicted grades but make sure that this is clear to the potential employer.

- **Employment/Work Experience**

List any work experience or employment in this section, with the most recent first. This can include a short paragraph describing any skills, duties or responsibilities which are relevant to the job you're applying for.

369

- **Skills and Achievements**

Here is where you should include any skills or achievements which you feel are relevant. However, it's important that you explain how these particular skills and achievements would help you in the job you're applying for. Don't exaggerate your abilities, as you'll need to back up anything you say in an interview.

- **Interests and Activities**

Although things like socialising, reading or playing computer games may genuinely interest you, they aren't necessarily going to catch an employer's eye. However, relevant interests can provide a better idea of who you are, as well as giving you something to talk about at interview. For example, include writing your own blog if you want to be a journalist. Remember – you must be able to back up anything you put on your CV in an interview.

- **References**

You don't need to provide the names of referees at this stage. You also don't need to say 'references available upon request' as most employers would assume this to be the case.

370

Writing Your CV

There are no set formats for what a CV should look like. However, consider the following tips when writing a CV.

- Use your name as the title – you don't need to put the 'Curriculum Vitae' at the top of the page.
- Don't lie or exaggerate on your CV!
- Choose a professional and clear font, such as Arial or Times New Roman.
- Use a font size between 10 and 12 to make sure that potential employers can read your CV.
- Make sure that all fonts and font sizes are consistent throughout your CV.
- Subheadings are a great way to break up your CV. Think about making the subheadings slightly larger, for example, in a font size of 14 or 16 as well as making them **bold** to make them stand out.
- List everything in reverse chronological order so the potential employer can see your most recent work experience and qualifications first.

371

- If you're posting your CV, print it on white A4 paper and only print on one side. Use an A4 envelope to avoid folding your CV so it doesn't arrive creased.
- Use active verbs such as 'created' or 'devised' to demonstrate how you can use your initiative.
- Use a spell checker to check for errors. Double-check your use of grammar as well, for example, make sure you have used the correct punctuation and the correct 'your/you're', 'their/there' etc. You might also want to get someone else to read your CV to check over the document.
- Try to avoid using generic phrases such as 'team-player'.
- When describing your skills, it is best to provide real-life examples that demonstrate those skills.
- Where possible, tailor your CV to the job and company you're applying to. For example, look at the company's website to see if you can make your statement specific to the role and employer.

372

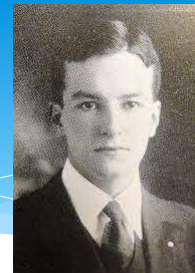
If you were Ernest Shackleton, read these CVs and decide if you would employ them.

- * John.
- * William.
- * Joseph.
- * Frank.
- * Walter.

Give reasons 'yes' or 'no' for each one.

373

John



Name: John Knight

Address: London

Personal Profile:

I am a hard-worker who is looking for a change of career. I am used to dark conditions and low wages, so this will not be a challenge for me. The opportunity, of gaining honour through the success of this voyage, is something I am prepared to die for.

School Experience:

I was not lucky enough to go to school.

Work experience:


I work in the mines, when there is work.

Interests:

Boats fascinate me, and I work with wood to make things that are needed for my family.

374

William



Name: William
Address: x

Personal Profile:
 I work hard.


School Experience:
 No

Work experience:
 No

Interests:
 No

375

Joseph



Name: Joseph
Address: Scotland

Personal Profile:
 I aint bofered bout work cos i just like sit around doing nothnk

School Experience:
 X skol sucks

Work experience:
 Work for losers

Interests:
 Wanna be rich so take me on the journey

376

Frank



Name: Frank

Address: Changes

Personal Profile:

I try hard. I like to do well. I want to work for you.

School Experience:

St Benedicts school for orphans

Work experience:

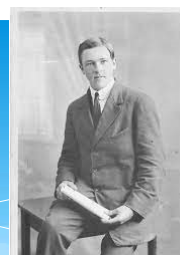
Coal miner wood worker crop picker

Interests:

No time or family. Just work.

377

Walter



Name: Walter Bainbridge

Address: 3, Park Road, London, E13 7HG

Personal Profile:

My aim in life is to always achieve the best I possibly can. When I put my mind to achieving something, I follow it through and give 100%.

I believe that family are important and they are my main focus to ensure they are safe, healthy and provided for.

School Experience:

Bancroft School 1900 – 1904

I left school at the age of 12 being able to read and write.

Work experience:

1904 – 1910 guarding railway lines

1910 – 1914 Postal worker

Interests:

I became fascinated with journeys from my work on the railway lines. Watching the trains move with precision has helped me to recognise and value punctuality. This was then useful in my role as a postal worker. I am very good at reading maps of both land and sea. A journey, with the chance of honour and success, is a dream opportunity for me.

378

Wednesday Week 4

- * Learning Objectives
- * I can recognise skills and qualities.
- * I can identify the skills and qualities I have.

379

Walter



Name: Walter Bainbridge

Address: 3, Park Road, London, E13 7HG

Personal Profile:

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380

What Are Skills?

Skills are learnt throughout life and developed by practising them in different situations. These skills are developed both at school and at home.

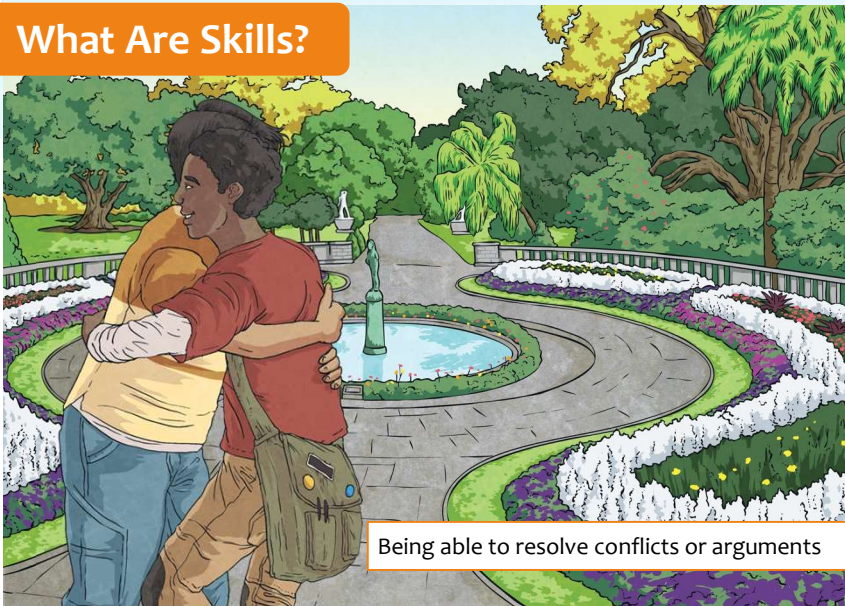


Skills include things like:

The ability to make friends and develop other relationships

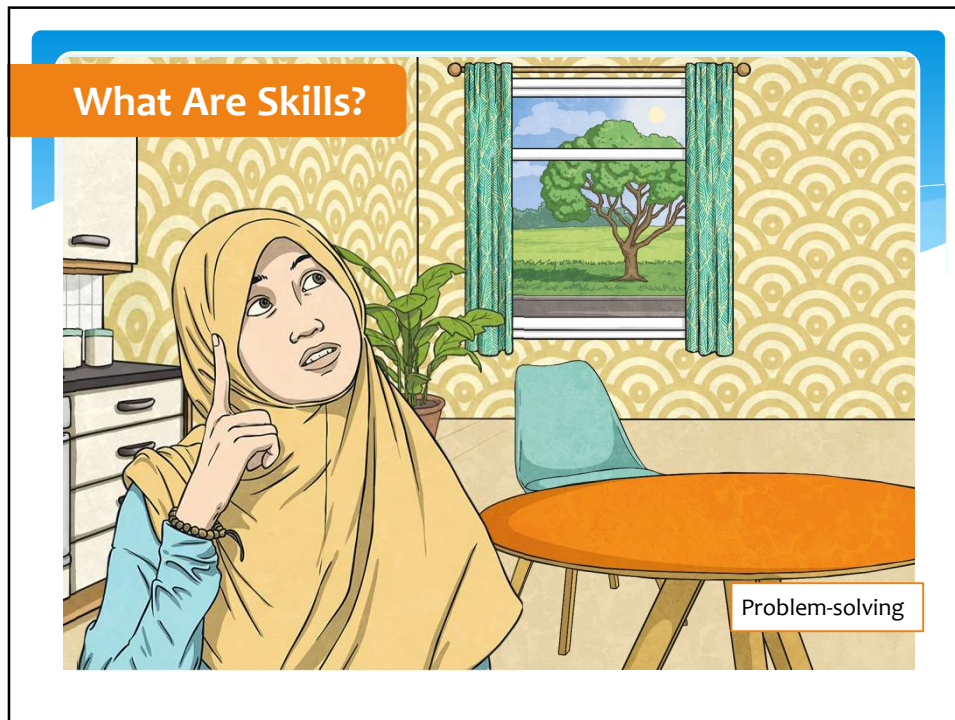
381

What Are Skills?

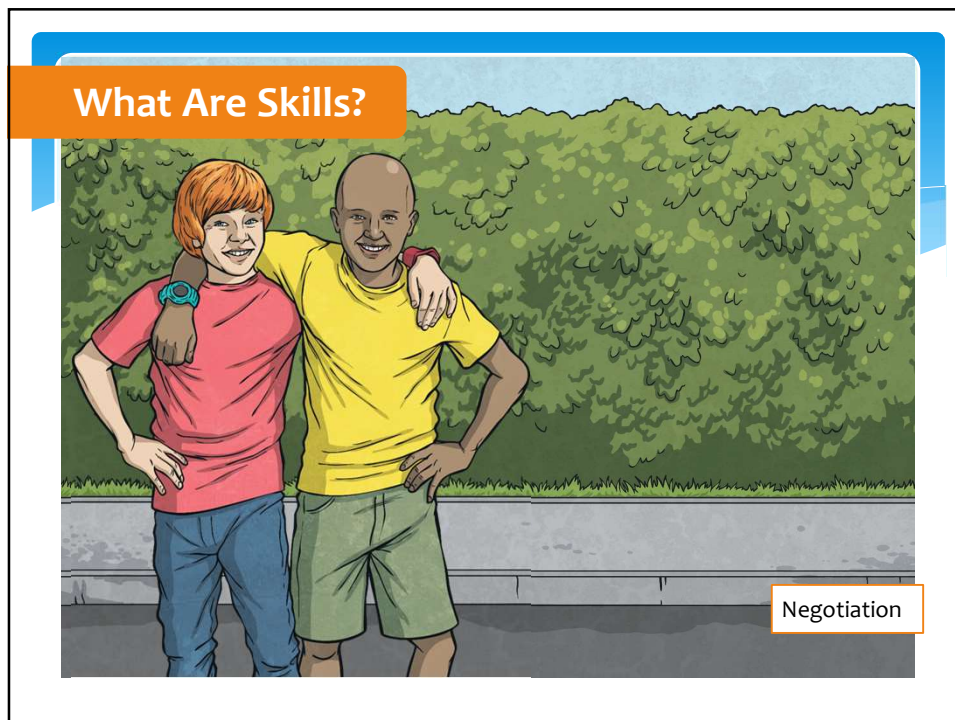


Being able to resolve conflicts or arguments

382



383



384

What Are Skills?



Using physical agility in sport

385

What Are Skills?

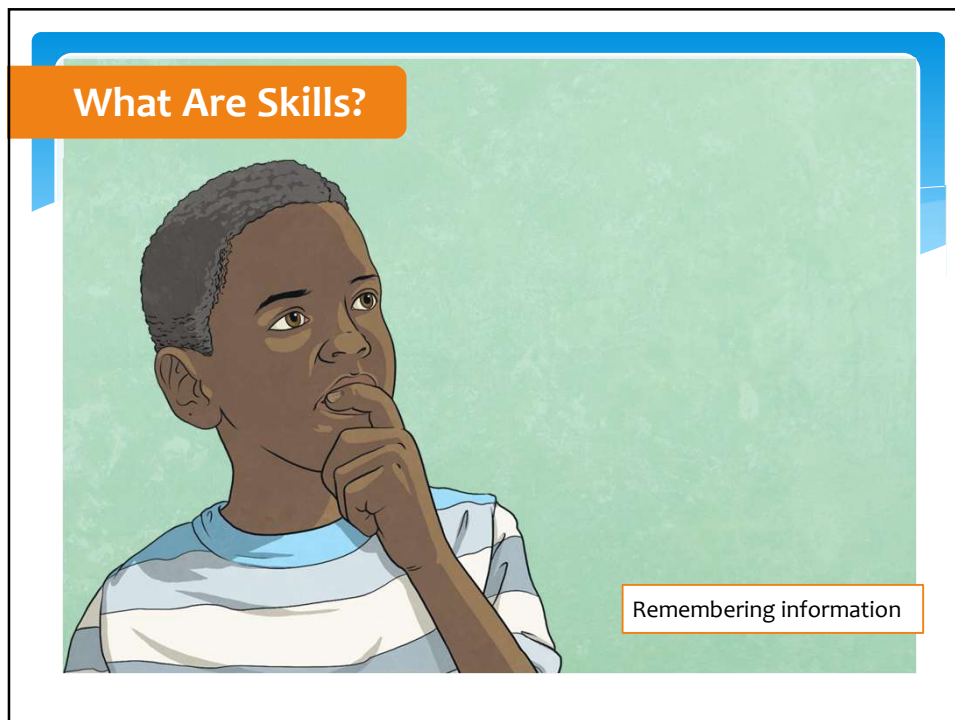


Listening to others

386



387



388

What Are Skills?



Organising different tasks at once

389

What Are Skills?



Working independently and in a team

390

What Are Qualities?

Qualities are part of your personality that you are born with. However, you can adopt new qualities by learning from others and developing ones you have.

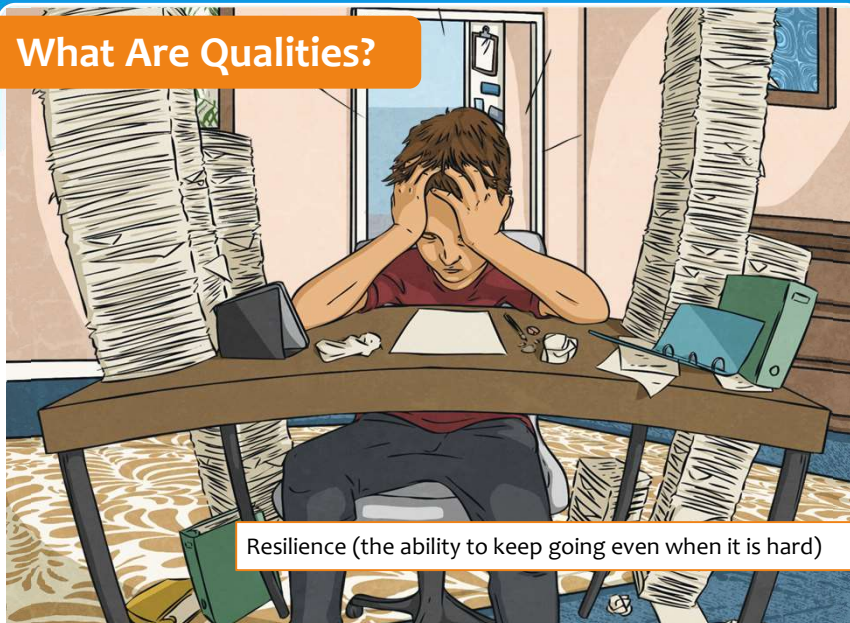


Qualities include:

The ability to adapt and change to meet the needs of a situation

391

What Are Qualities?



Resilience (the ability to keep going even when it is hard)

392

What Are Qualities?



393

What Are Qualities?



394

What Are Qualities?



Patience

395

What Are Qualities?



Empathy

396

What Are Qualities?



397

What Are Qualities?



398

What Are Qualities?



Positive attitude or growth mindset

399

What Are Qualities?



Loyalty

400

Select the skills and qualities that you feel you have.

- * For each one think of an example when you have shown that skill or quality.
- * This will help when you come to write your personal profile for your own CV.


401

Thursday Week 4

- * Learning objectives
- * I can complete an application form accurately.
- * I can think of different questions from different viewpoints.

402

Walter



Name: Walter Bainbridge
Address: 3, Park Road, London, E13 7HG
Personal Profile:
 My aim in life is to always achieve the best I possibly can. When I put my mind to achieving something, I follow it through and give 100%.
 I believe that family are important and they are my main focus to ensure they are safe, healthy and provided for.
School Experience:
 Bancroft School 1900 – 1904
 I left school at the age of 12 being able to read and write.
Work experience:
 1904 – 1910 guarding railway lines
 1910 – 1914 Postal worker
Interests:
 I became fascinated with journeys from my work on the railway lines. Watching the trains move with precision has helped me to recognise and value punctuality. This was then useful in my role as a postal worker. I am very good at reading maps of both land and sea. A journey, with the chance of honour and success, is a dream opportunity for me.

403

classifieds

Advert

needed
look
5 and 7
6pm,

1

ob
rn some
mer? Do
uage?

B Newspaper round before school

We need young people to deliver newspapers on Mon, Wed and Fri mornings. The paper round takes 30 minutes in the village of Clanbrook. Papers must be delivered before 8am and you must have your own bike.

Interested?

Email a copy of your CV to
newsround@clanbrookpapers.org

* Fill out your CV to apply for the job.

404

Curriculum Vitae (CV)

- * **Name** - remember capitals for proper nouns
- * **Address** – full address
- * **Personal Profile** – list the qualities and skills you have with examples
- * **School Experience** – give full name and years attended
- * **Work Experience** – have you helped parents or friends
- * **Interests** – link to the job if possible e.g. love riding your bike!

405

Well done!

- * They loved your CV and now want you to come along and be interviewed!
- * Think about what you will wear, the time you might arrive, your body language (smiling), your confidence and enthusiasm to get the job.

406

Questions...

- * Think of some of the questions they might want to ask you.
- * What information might you still need?



407

They might ask you...

- * Why you want the job?
- * If your parents are supporting your application?
- * What you might do if you feel poorly one day?
- * What you might do if you go away on holiday?
- * What you might do if you are running late?

408

What you might want to know?

- * How much will you get paid?
- * When do they expect you to start?
- * How many papers are there to deliver?
- * Are there cycle routes that are safe?

409

Friday Week 4

- * Learning Objectives
- * I can act in character.
- * I can respond to questions genuinely.
- * I can give feedback on how people answer questions.

410

Have a go...

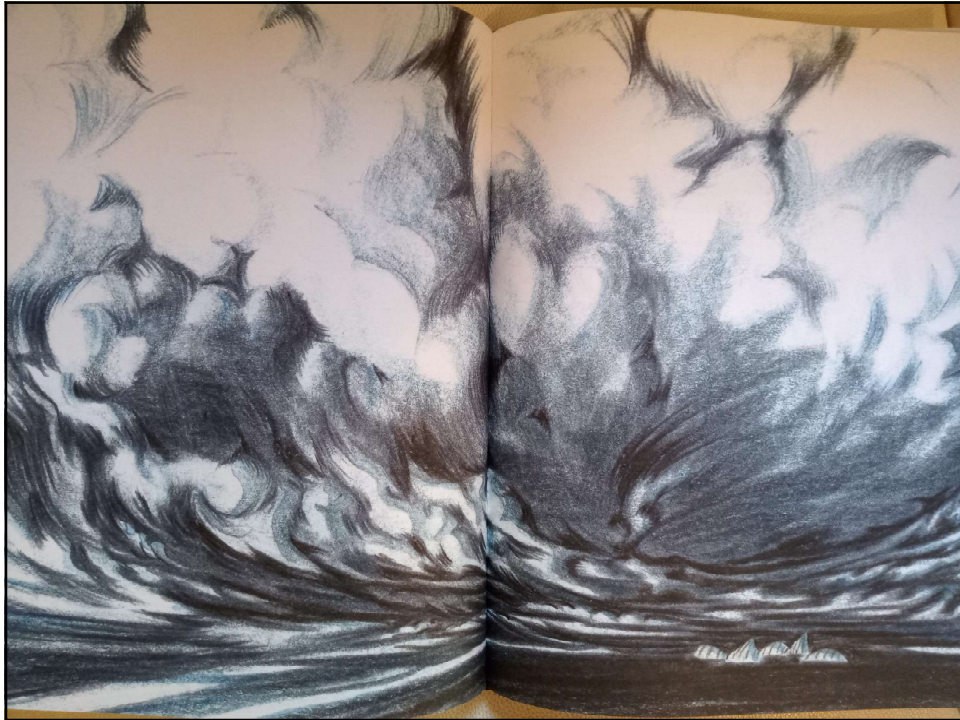
- * In groups of three, take it in turns to be interviewer, interviewee and observer.
- * Make sure you have your list of questions and that you have thought about the answers.
- * Make sure the observer has time to discuss what was seen during the interview.
- * Go right from pretending to enter the room and introducing yourself.

411

Monday Week 6

- * Learning objectives
- * I can justify my opinions.
- * I can discuss how a poem makes me feel.

412



413

Caught in a blizzard

Tumbling, falling, twirling into a desolate landscape,
Where flowers once grew, green and merry,
The delinquent hope that under the suffocating snow,
Flowers can bloom.

Changing, falling, melting over an endless beauty,
Where shared of ice grow like daggers,
At the edge of the glacier, a trapped memory teetering,
That the cold can whisper.

Plummeting, freezing, obscuring with no end in sight,
The sun obscured by the clouds, brooding and grey,
A once rapid river, now frozen and still.
Caught in a blizzard, when will it thaw?

414

Tell me...

- * What did you like?
- * What did you dislike?
- * What patterns did you find?
- * What puzzles you?

415

Caught in a blizzard

Tumbling, falling, twirling into a desolate landscape,
Where flowers once grew, green and merry,
The delinquent hope that under the suffocating snow,
Flowers can bloom.

Changing, falling, melting over an endless beauty,
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At the edge of the glacier, a trapped memory teetering,
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Plummeting, freezing, obscuring with no end in sight,
The sun obscured by the clouds, brooding and grey,
A once rapid river, now frozen and still.
Caught in a blizzard, when will it thaw?

3 verbs in progressive
Tense begin each verse

416

Caught in a blizzard

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The delinquent hope that under the suffocating snow,
Flowers can bloom.

Changing, falling, melting over an endless beauty,
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At the edge of the glacier, a trapped memory teetering,
That the cold can whisper.

Plummeting, freezing, obscuring with no end in sight,
The sun obscured by the clouds, brooding and grey,
A once rapid river, now frozen and still.
Caught in a blizzard, when will it thaw?

End of first line
expanded noun phrase

417

Caught in a blizzard

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The delinquent hope that under the suffocating snow,
Flowers can bloom.

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Plummeting, freezing, obscuring with no end in sight,
The sun obscured by the clouds, brooding and grey,
A once rapid river, now frozen and still.
Caught in a blizzard, when will it thaw?

Adjectives providing
tone and mood

418

Caught in a blizzard

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Where flowers once grew, green and merry,
The delinquent hope that under the suffocating snow,
Flowers can bloom.

Changing, falling, melting over an endless beauty,
Where shared of ice grow like daggers,
At the edge of the glacier, a trapped memory teetering,
That the cold can whisper.

Personification

Plummeting, freezing, obscuring with no end in sight,
The sun obscured by the clouds, brooding and grey,
A once rapid river, now frozen and still.
Caught in a blizzard, when will it thaw?

419

Caught in a blizzard

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Where flowers once grew, green and merry,
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Flowers can bloom.

Changing, falling, melting over an endless beauty,
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At the edge of the glacier, a trapped memory teetering,
That the cold can whisper.

Simile

Plummeting, freezing, obscuring with no end in sight,
The sun obscured by the clouds, brooding and grey,
A once rapid river, now frozen and still.
Caught in a blizzard, when will it thaw?

420

Tuesday Week 6

- * Learning Objectives
- * I can compare and contrast poems using poet devices.

421

Caught in a blizzard

Tumbling, falling, twirling into a desolate landscape,
Where flowers once grew, green and merry,
The delinquent hope that under the suffocating snow,
Flowers can bloom.

Changing, falling, melting over an endless beauty,
Where shared of ice grow like daggers,
At the edge of the glacier, a trapped memory teetering,
That the cold can whisper.

Plummeting, freezing, obscuring with no end in sight,
The sun obscured by the clouds, brooding and grey,
A once rapid river, now frozen and still.
Caught in a blizzard, when will it thaw?

422

Snowflakes

Aimlessly drifting,
A translucent sky.
Small works of art,
None are alike.
Full of magic,
Only a child can find.
Melting away,
Once spied by the jealous sun.

423

Tell me...

- * What did you like?
- * What did you dislike?
- * What patterns did you find?
- * What puzzles you?

424

Let's revisit our poetic terms.

- * By knowing these terms, think about how you could analyse the second poem on snowflakes.
- * Then you can compare and contrast the mood and tone of both poems.

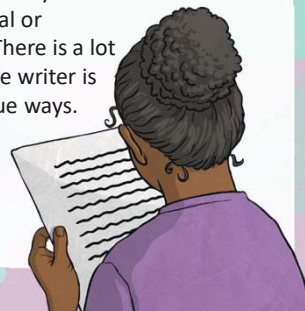
425

Poetry

Poetry is a form of literature and a very wide genre of writing. It is a form of imaginative writing that can be written by anybody. People choose to write poetry based on many different things. Expressing thoughts and feelings about something in a creative way is what poetry is all about.

The main aim of poetry is to involve and stimulate the thoughts of the reader. Poetry can connect with a reader on an emotional level too.

Poetry has many different forms, and can be written in many different ways. They can be short or long, fun or sad, real or imagined, structured or unstructured, rhyming or not. There is a lot of freedom when writing poetry and because of this, the writer is able to express their thoughts and feelings in very unique ways.



426

Poetry

There are many different types of poem including:

acrostic	sonnet	epic	blank verse
simile	colour	tetractys	pantoum
diamante	ballad	haiku	echo verse
limerick	renga	kenning	riddle
shape	cinquain	ode	free verse
tyburn	senryu	lyric	tanka

427

Adjective Poetry

Adjectives are describing words. They are used in poetry to create many different effects and visual pictures to the reader. The adjectives can be used for a more in-depth description of a noun, or they can be used to add more excitement and attention within a line or verse.

Some examples of effective adjectives:

Roaring roads,
Noisy cars,
Beaming headlights,
Tall streetlamps,
Dark, cold night.

428

Using Assonance

Assonance can also be identified as a 'vowel rhyme'. It is when a pattern or similar sounds within a poetry line are repeated. Assonance is used in poetry in order to create many different effects. It creates a form of rhyme not just within a verse, but within a whole line.

Examples of assonance within poems:

I **saw** an iron **ore** next to the sh**ore**. (uses 'aw', 'or', and 'ore')

I said 'H**ey**, I want the t**ray** for T**ay**lor the s**ai**lor'. (uses 'ey', ay' and 'ai')

I **see** my mum when she s**wee**ps and c**lea**ns the st**ree**ts. (uses 'ea' and 'ee')

429

Couplet Poetry

A couplet is a pair of lines. These two lines typically rhyme together. They are also the same length due to same number of syllables present. **Couplets are used in poetry in order to create a rhyming flow.**

Some examples of couplets within poems:

It's hard to see the butterfly,
As it flies across the night sky.

I made the biscuits one by one,
I'm waiting for the bell, they're done.

Lightning, thunder all around,
So much rains falls to the ground.

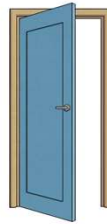
430

Using Onomatopoeia

Onomatopoeia is when a word imitates its natural sound, or suggests the sound a certain object makes. It is used in poetry to create a sound effect to make the description more expressive and interesting.

Some examples of onomatopoeia:

bang
crash
pop
smash
drip



buzz
tick tock
whoosh
wham
pow

431

Prose Poetry

Prose is a form of language used in poetry that has no formal structure and is written in paragraphs. Prose does not relate to any form of rhymes or pattern. It can contain language play, such as repetition.

An example of a prose poem:

Sometimes I daydream. Thoughts inside my head. Pictures in my mind.
Drifting off into my own world. My mind's eye. Thoughts about my future.
Thoughts about my past. Thoughts about my present.
Until I wake up.



432

Using Repetition

Repetition is when a certain word, sentence or phase is written more than once in a poem.

Repetition is used in poetry to help make the poem more interesting, and to help create patterns. Depending on the word or phrase that is repeated, repetition allows for more emphasis to be placed on certain themes, ideas or objects.

Some examples of where repetition can be used in poetry:

Using a refrain in a poem. This is where a verse or phrase is repeated during different stages of a song or poem.

Using a chorus in a poem. This is where a verse or phrase is repeated following each verse within a song or poem.

In an echo poem, the last word of each line can be repeated as a response in the next line.

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433

Using Syllables

A syllable is a unit of written or spoken words.
Syllables are broken up sounds that are used to create words.

One syllable = monosyllabic
More than one syllable = polysyllabic

Syllables are used in poetry to create rhythm.

Look at the syllable pattern in this poem:



Cat, (1)
Fluffy, (2)
Catches mice, (3)
My faithful pet. (4)

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434

Verb

Verbs are doing words. They show actions within a sentence.

Verbs are used in poetry to create a range of effects. They are used to create more interesting sentences, and to help describe what different people and objects are doing.

Some examples of verbs:



The boy **ran** along the shoreline.

The women **held** her baby tightly.

It **followed** her to school one day.

435

Alliteration

Alliteration is when the sound or letter at the beginning of each or most of the words in a sentence is the same.

Alliteration is used in poetry to create many different effects. It can be used to create a greater and more interesting description of different themes, people and objects.

Some examples of alliteration:

Sally **s**ells **s**ea **s**hells by the **s**ea **s**hore.

All **a**uthors **a**llow **a**uthority **a**fter midnight.

Theresa **t**ripped and **t**umbled **t**remendously over the **t**ree.



436

Chorus

A chorus is the part of a song or poem that is repeated after verses.
A chorus is used in poetry to create more drama around and emphasis of a particular idea or theme.

Some examples of choruses:

**We wish you a Merry Christmas,
We wish you a Merry Christmas,
We wish you a Merry Christmas,
And a happy New Year!**
Glad tidings we bring,
To you and your kin;
Glad tidings for Christmas
And a happy New Year!
**We wish you a Merry Christmas,
We wish you a Merry Christmas,
We wish you a Merry Christmas,
And a happy New Year!**



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437

Oxymoron

Oxymoron is a figure of speech that uses different or opposing terms. The most common form of oxymoron involves just two words.

Oxymoron is used in poetry to create dramatic expression and effect.

Some examples of oxymoron:



**Bitter sweet
Pretty ugly
Act natural
Seriously funny
Passive aggressive
Alone together
Deafening silence
Living dead**

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438

Rhyme

Rhyme occurs when two words sound the same when spoken out loud. These words usually have the same ending sounds, however they don't need to be spelt the same. Rhyme is used in poetry to create something interesting to read. It is used to create a pattern within a poem.

Some examples of rhyme:

Fright and night
Would hood
Should could
Hail and pale
Male and stale
Air and fare
Two and do
Day and sway
Pause and claws
Bears and stairs



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439

Simile

A simile is a figure of speech. It is when one thing is compared to another using the words 'like' or 'as'. Similes can be as descriptive as the writer chooses. Similes are used in poetry to give the reader a more descriptive and in-depth understanding about a particular object or person.

Some examples of simile:

As busy as a bee – This is comparing someone's level of energy to the speed of a bee.
As snug as a bug in a rug – This is comparing someone who is very cosy to how comfortable a bug would be in a rug.
Runs like a cheetah – This is comparing the speed that someone can run to the speed of a cheetah which is quite fast.
As white as a ghost – This is comparing a person's skin colour to a ghost, usually because they are frightened, sick or scared of something.

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440

Synonym

A synonym is a word that has the same, or similar, meaning as another word. Synonyms can be found in a thesaurus. Synonyms are used in poetry to be more graphic and to give a broader description.

Some examples of synonyms:

Beautiful – attractive, pretty, gorgeous, stunning

Funny – hysterical, humorous, amusing, entertaining

Student – pupil, scholar, schoolboy, schoolgirl

Lazy – idle, sluggish, indolent, slothful



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441

Consonance

Consonance occurs when a consonant, or a consonant pattern is repeated two or more times in a short space of writing. Consonance is used in poetry to create a range of different rhyming effects. It also makes it more enjoyable and interesting to the reader.

Some examples of consonance:

Pitter-pa**tt**er, p**itt**er-pa**tt**er. (Using the 'tt' and 'er' letter patterns).

Jeremy **j**uggled **j**ig-saw puzzles. (Using the letter j).

To**ss** the gla**ss** acro**ss** the gra**ss**. (Using the 'ss' letter pattern).

Da**wn** goes do**wn** with a big fro**wn** unlike the clo**wn**.
(Using the 'wn' letter pattern).



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442

Hyperbole

Hyperbole is a figure of speech which involves an exaggeration of an idea.
Hyperbole is used in poetry to provide strong effects and to provide great emphasis.

Some examples of hyperbole:

I'm so hungry that I could eat a horse.

It was so cold that I saw polar bears wearing jackets.

I had a million things to do.

**That joke is so old, the last time I heard it
I was walking next to a dinosaur.**



443

Metaphor

A metaphor is a figure of speech which describes a place, object or subject as something unlikely and uncommon.
Metaphors are used in poetry to create an image of judgement and comparison in the mind of the reader.

Some examples of metaphor:

Her eyes were glistening jewels.

She is the sunshine which brightens up our day.

The kids at school are all brains.

In Andrew's eyes, Rebecca is the sun.

He is my knight in shining armour.

The world is a stage.



444

Stanza

A stanza is a group of lines gathered together by rhythmical pattern and meter. A stanza with four or more lines can be referred to as a verse. The length and pattern of a stanza decides what type of poem it is. Stanzas are made by leaving a blank space before and after it.

Two lines = Couplet

Three lines = Tercet

Four lines = Quatrain

Five lines = Cinquain

Stanzas are used in poetry to provide structure and form.

Some examples of stanzas:



I love to dance,
I love to prance.
What my heart would do,
But be sad and blue,
If I could not dance.

First Stanza

Dancing feels nice,
But it come at a price.
Dancing tutus and shoes
My gosh you can't lose!

Second Stanza

445

Rhymed Verse

Poetry written in a metrical form that rhymes throughout.

An example of rhymed verse:

I hear the people **sing**,
To the glory of the **king**.
He sits up on his great big **chair**,
To watch everybody just sit and **stare**.



This poem has four lines.

446

Blank Verse

Poetry written in regular, metrical, but unrhymed lines.

An example of blank verse:

**Something there is that doesn't love a wall.
That sends the frozen-ground swell under it,
And spills the upper boulders in the sun;**

—Mending Walls by Robert Frost



This poem has three lines.

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447

Free Verse

Poetry written with no fixed meter and no end rhyme. Free verse may include end rhyme, but it most commonly does not.

An example of free verse:



**There once was a
cat who
sat down on the
mat
and stayed there till
morning tea
time.**

This poem has seven lines.

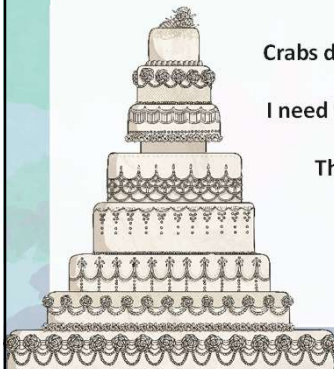
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448

Puns

A pun is a form of word play that uses multiple meanings of a word or phrase for effect. This may take the form of using homophones or figurative language.

Some examples of puns:



Denial is a river in Egypt.

Crabs don't share because they are shellfish.

I need to spend more thyme growing herbs.

The wedding cake had me in tiers.

449

Spoonerisms

A spoonerism is a deliberate error where letters or syllables are switched between words.

Some examples of spoonerisms:

runny babbitt instead of bunny rabbit

belly jeans instead of jelly beans

flutter by instead of butterfly

Beeping Sleuty instead of Sleeping Beauty



450

Neologisms

A neologism is a newly-coined word or expression. Many neologisms go on to become an accepted word in mainstream languages.

Some examples of neologisms:

If you don't know, **Google** it!

We're having a **staycation** this year.

He smiled and **chortled** as he read.

They were talking about **Brexit** on the news again.



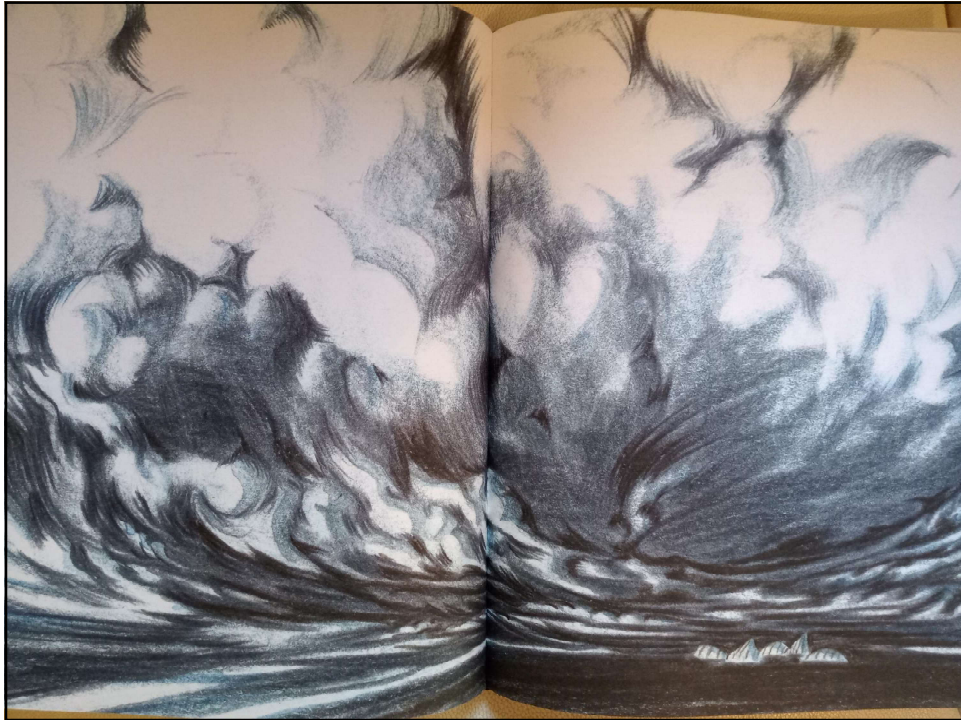
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451

Wednesday Week 6

- * Learning Objectives
- * I can use poetic devices.
- * I can plan and draft my ideas.

452



453

Thursday Week 6

- * Learning Objectives
- * I can order ideas to create an impact through poetry.

454

Place your ideas, words, phrases and use of poetic devices on strips of paper.

- * Spend time moving your papers around, discarding the ones that don't fit and arranging them in ways that link ideas and build pictures in your readers' mind.
- * When you are happy, copy your poem out in a format that adds to the image you are trying to create.
- * You can use the original image to display your poem on or cut up photos / pictures of storms etc. to add impact.

455

Friday Week 6

- * Learning objectives
- * I can reflect on my learning.

456

Shackleton's Journey

- * What have you achieved?
- * What have you enjoyed?
- * What have been your strengths?
- * What have you improved?
- * What are you going to keep working on?

SHACKLETON'S JOURNEY



William Grill
FLYING EYE BOOKS