



Year: KS2		Lesson objective: I can use VIPERS questions to explore a short film and write a character description.		
Resources: 1a, 1b, 1c, 1d.				
Unit of Work: Jubilee				
<a href="http://www.literacyshed.com/jubilee">www.literacyshed.com/jubilee</a> *Please check the content of weblink carefully before sharing with children.		Lesson Number: 1		
Hook into Session/ Opening Activities	Display a still image from the clip: at <b>3.36</b> . Explain to the children that they are about to watch and explore a short film which this ‘still’ has been taken from. Children to discuss in pairs or small groups: <i>What could the film be about? Where is the film set? Who might the main character be? What could have happened just before this scene? What might happen next?</i>			
Lesson Input	Now show children the clip, pausing to discuss VIPERS questions on <b>Resource 1a</b> (timings for when to pause are listed with the questions to discuss). You may choose to deliver this as a whole-class discussion activity, or divide children into groups to make notes on sugar paper together or children could work independently, or in pairs, with a copy of the resource to refer to. Please note that there are <b>infer, predict, explain, retrieve</b> and <b>summarise</b> questions included. Show the clip again, in full, and allow children additional time to consider the ‘after watching’ questions*. As an addition to the activity below, you may wish to extend the children’s response to these questions by challenging them to write a newspaper orientation about the incident as a form of summary or you may wish to set children the task of recreating the story as a comic strip with speech and narration, in 6 frames (this could be produced using an app / software as an alternative to a paper version). <i>For Year 3 and 4 children completing this learning, you may decide to model a short character description of the Queen from Jubilee as an example.</i>			
Independent Activities	<b>Simplify (or younger KS2)</b> – Children to decide which character (guard or corgi) to explore in detail. Within the table on either <b>Resource 1b</b> or <b>1c</b> , make up appropriate character information based upon knowledge from the clip. Then complete character description using <b>Resource 1d</b> word bank to help.	<b>Expect</b> – Children to decide which character to explore in detail (guard or corgi). Within the table on either <b>Resource 1b</b> or <b>1c</b> , make up appropriate character information based upon knowledge from the clip. Then complete character description.	<b>Extend</b> – Children challenged to complete both <b>Resource 1b</b> and <b>Resource 1c</b> . Use these tables and character descriptions to highlight the differences between the guard and the corgi.	
Plenary	Provide children with an opportunity to share their completed learning with a friend who has chosen the same character. What are the similarities and differences? How can these be explained? Share some of these discussions with the rest of the class. Which character would children like to know more about? Why? Children may enjoy watching the clip again. Ask them to pay particular attention to the character they concentrated on this lesson. Are there any other details children wish to add to their work after watching?			
Further Teaching Points	Children may enjoy sharing the picture book ‘The Queen’s Hat’ by Steve Antony – in particular, noticing the finer details and locating the butler on each page. How does this story compare with Jubilee? How does the butler character compare with the guard from Jubilee? <i>* Secret references include: 007, drinking tea, red post box, Sherlock Holmes/Guard on traffic lights, red bus etc.</i>			

Year: KS2		Lesson objective: I can write a recount of an event from the perspective of two different characters.		
Resources: 1d, 2a, 2b, sugar paper, post-it notes (optional),		Lesson Number: 2		
Unit of Work: Jubilee				
<a href="http://www.literacyshed.com/jubilee">www.literacyshed.com/jubilee</a> *Please check the content of weblink carefully before sharing with children.				
Hook into Session/  Opening Activities	Re-watch Jubilee, pausing at <b>0.58</b> and again at <b>1.36</b> . Explain to the children that the short scene between these times will be the focus for this lesson. Watch this section again, noticing details and comparing the behaviour of the two characters. As a class, note down a series of bullet points (on flipchart / board) to outline the key events in this section e.g. <i>'hat soars down Pudding Street with guard in pursuit; lights change to red as guard approaches; corgi races across road'</i> etc.			
Lesson Input	Now explain to the children that their task this lesson will be to write two recounts of this scene from the perspective of the guard and the corgi (some children will choose their preferred character only- ideally the one explored in Lesson 1). These recounts should convey and emphasize the difference between the two characters and the way in which they interact with and view the world around them. Write 'Corgi' at the top of one piece of sugar paper and 'Guard' at the top of another. Explain that you would like to fill these pieces of paper with thoughts (e.g. <i>'how truly unfortunate that the red light illuminated at my approach'</i> ) and observations (e.g. <i>'terrible scrawl on the walls'; 'each step was three tennis balls high!'</i> ) made by each character in the short scene. Provide examples – modelling how to use careful vocabulary choice to emphasise character perspective. Split the class into two so that half focus on the guard and half focus on the corgi (ideally, ask children to watch the character they studied in lesson 1 so to further explore the same character) and watch the section of the clip twice through. Children should work in pairs to discuss ideas and then one person from each pair can write the agreed ideas on the sugar paper (alternatively pairs to use post-it notes and stick these on). Reflect on the ideas (and edit where appropriate) the children have collated and use some of these to orally recount a short section as an example (so to model how these ideas should be applied within the recounts) e.g. <i>"I ran at full foot-guard gallop speed in pursuit of her Majesty's purple boater only to be thwarted by an ironically deserted road. How truly unfortunate that the red light illuminated at my approach."</i> You may decide to write a short opener for each scene using children's ideas, which some children could then use at the start of their work (examples on <b>Resource 2a: UKS2 and Resource 2b: LKS2</b> ). Instruct children to reflect on the work they produced in Lesson 1 and to begin by recounting events from the perspective of this character.			
Independent Activities	<b>Simplify (or younger KS2)–</b> Write a recount of the short scene from the perspective of the character explored in Lesson 1. Use <b>Resource 1d</b> to aid vocabulary choices and draw upon the class <b>thoughts</b> and <b>observations</b> ideas. Opener from <b>Resource 2a</b> could also be used or adapted.	<b>Expect-</b> Write two recounts of the short scene from the perspective of the guard and the corgi. Use <b>Resource 1d</b> to aid vocabulary choices and draw upon the class <b>thoughts</b> and <b>observations</b> ideas. Openers from <b>Resource 2a</b> could also be adapted then used.	<b>Extend:</b> As in Expect but also try to emphasise the character differences by including very different thoughts and observations about the same events / sights etc. e.g. both characters comment on the graffiti with entirely different views.	
Plenary	Children to mumble aloud their learning and check it for errors which they can independently correct or improve. Replay the section of the clip so that children can read their learning (silently) as it plays. Volunteers may wish to read theirs aloud to the class whilst the clip plays.			
Further Teaching Points	This session could be taught across two lessons with drama activities included to further explore the thoughts and observations of the characters.			

