

See inside the... Escape from Pompeii English Pack



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A two-week
English unit
for lower
KS2, based
on the book
'Escape from
Pompeii'.

Integrated
SPAG
objectives

Encourages
talk and
discussion of
the text

Suggested
web links

Opportunities
to develop
sentence level
work

| Wednesday - To use powerful verbs | | |
|---|--|--|
| Class Teaching Talk starter - Display the list of powerful verbs from Resource 8. Ask children to take it in turns in partners to make up their own sentence including one of the powerful verbs from the list. High Input - Remind children of powerful verbs are exciting words like 'trembled' or 'shattered' and that they make sentences more descriptive and interesting. For more input on powerful verbs you might like to look together at the interactive activity at http://firstart.com/homemap . Read Escape from Pompeii up to page 12. Enlarge page 11 and ask children to help you to circle all of the powerful verbs that describe the earthquake hitting the theatre. Ask them to use their imaginations to add some more descriptions of their own, using powerful verbs. | Group Work Independent or 1K Challenge children to imagine that they are somewhere in the Roman town of Pompeii at the time of the tremor. Using their knowledge of Roman towns, they should choose their own setting, such as the forum, a villa, the bathhouse or the amphitheatre. They should draw their setting in the middle of Resource C and then use the space around the edge to add verb phrases showing what happened to different parts of the building in the earthquake (e.g. 'The columns cracked', 'The mosaic tiles shattered', 'The water ripples'). Teacher guided - Higher group: Introduce your higher group to the idea of adding adverbs to their verb phrases. These are words that usually end in -ly and tell us how something is done, such as 'peacefully' or 'loudly'. Ask pupils to label their setting picture with powerful verb phrases that include adverbs, such as 'the columns wobbled slowly' or 'the walls trembled magnificently'. | Plenary Ask for a volunteer to read out their verb phrases without showing the class their picture and see if the others can guess what their setting is. Ask children to self-assess how confident they feel using powerful verb phrases. If you have time, finish reading the story and ask pupils to listen out for as many other powerful verbs as they can. |
| Thursday - To prepare a short drama performance based on a book | | |
| Class Teaching Sentence Level Starter - Look again at the image on the front cover of the book. Give pupils a post-it note and ask them to write a sentence to describe what is happening in the picture. Once they have finished, they should swap their post-it with a partner and try to edit or improve each other's sentences. Main Input - Read again the section from page 11 to page 18. Ask pupils to think about the way in which it gradually dawned on Trisno and Livio that something was wrong. Make a list together of clues that helped them to realise that something bad was happening (e.g. the seagulls flying the wrong way). Enlarge the illustration from page 18 and ask the children to imagine how the two characters feel as the foot floods away from Pompeii, just before the eruption. Arrange the pupils into an 'alley' with the children each facing a partner in a long line to make a corridor. Ask for two volunteers to be Trisno and Livio and allow each child to say what the characters might be thinking as the pair walk past them down the middle of the corridor. | Group Work Mixed Ability Groups Ask children to work in groups to roleplay an escape from the peaceful Pompeii to the moment of the eruption. They should prepare a short drama of this part of the story and their need to include a 'narrator', whose role it is to add extra details about the setting using some of the verb phrases from yesterday (e.g. 'the walls cracked'). Encourage pupils to show the sequence of clues that help the characters realise that something might be wrong. Extend your higher group pupils by asking them to articulate characters as the characters encounter each other. | Plenary Take time to perform some of the drama. Ask for feedback from the other children including what went well and what could be improved. |

10 daily
lesson
plans

Assessment
opportunities

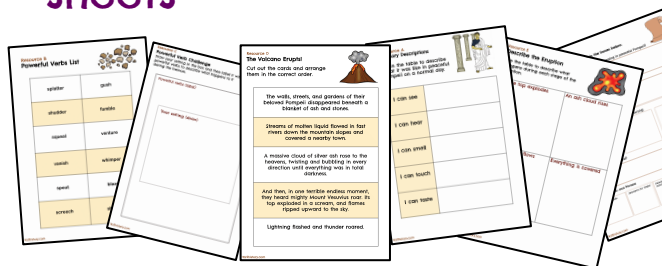
Guided
group ideas

Drama and
role play to
develop
ideas

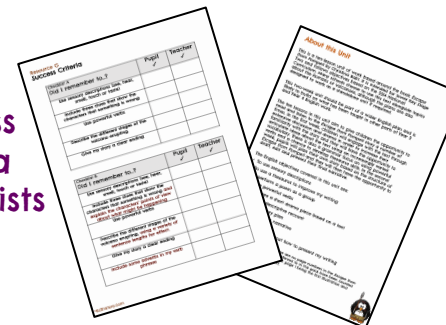
Activities Include:

- Creating sensory descriptions
- Thesaurus work
- Earthquake performance poetry
- Describing story settings
- Using powerful verbs
- Preparing a drama performance
- Writing a recount of a volcanic eruption
- Making a parachute volcano
- Using roleplay and art to plan a story
- Drafting, editing and presenting a new story

Pupil activity
sheets



Pupil
Success
criteria
checklists



Unit overview
notes for teachers
including National
Curriculum objectives