The aim of this scheme is to enable pupils to explore a variety of sources such as the internet, books, poems and film, before reading a modern-day reworking of the story in play form. It will introduce them to different types of language, and styles from different periods. The material should last for about six weeks. The board game and puppet show activities at the end of the scheme can take quite a lot of time, so teachers may decide to do only one, though they provide ample opportunities to meet some of the Speaking and Listening targets.

1. Explore web sites and library for initial material, after class discussion/brainstorm of what they already know.

2. Background research comprehension: Robin Hood- Myth or Man? *(READING 8,9)*. Quite difficult questions, so passage should be read and discussed as a class.


4. Ballad form- ‘Robin Hood and Little John’ *(STUDY OF LITERARY TEXTS 19)* and investigation of language change through the ages. *(VOCABULARY 14 WORD MEANING IN CONTEXT)* Jigsaw activity for pupils needing support, while more able pupils can summarise the story in 12 points. This can be the basis of a storyboard.

5. Pupils may try writing their own ballad/part of ballad based on current events. *(WRITING: IMAGINE 5 STRUCTURE)*

6. Modern version of traditional story- film extracts e.g. Costner’s “Prince of Thieves” or Disney’s cartoon version. Discuss different presentation- download pictures etc from Internet to produce class collage *(RESEARCH AND STUDY 3- COMPARE PRESENTATION)*

7. Read ‘Maid Marian and her Merry Men’ *(READING 18- RESPONSE TO PLAY; DISTINGUISH WRITER’S VIEWS 9)*

8. After reading page 12 of the play: starter activity on sentence structure. Run through different types of sentence. Particular emphasis on adverbial phrases. *(SENTENCE CONSTRUCTION - SUBORDINATE CLAUSES 1)*
9. After reading scenes 9 and 10: writing an advertisement *(STYLISTIC CONVENTIONS OF NON-FICTION 13E)*

10. Watch video of this play and compare ideas of what they expected with the real thing - compare with previously watched film. Stereotypes? *(READING 11 MEDIA AUDIENCES; 12 PRINT, SOUND AND IMAGE)*

11. Robin Hood - the board game: pupils work in pairs/threes to devise a board game based on the Robin Hood legend, complete with playing pieces and instructions. *(STYLISTIC CONVENTIONS OF NON-FICTION STARTER: INSTRUCTIONS; SPEAKING AND LISTENING 1-CLARIFY THROUGH TALK; 12 AND 13 EXPLORATORY TALK AND COLLABORATION)* Pupils may also play each other’s games and evaluate them/ feed back to whole class or individual groups. *(GROUP DISCUSSION 10 REPORT MAIN POINTS)*

12. Puppet show – group work and presentation using some aspect of the Robin Hood story *(SPEAKING AND LISTENING 3 SHAPE A PRESENTATION; GROUP INTERACTION 11 RANGE OF ROLES; DRAMA 15, 16, 17 RANGE OF ROLES)*