



Ecole Internationale Provence-Alpes-Côte d'Azur



## **Forward Planning**

### **Long-Term Semester Planning**

**Academic Year: 2020-2021**

**Class: S2**

**Subject: English L1**

**Teacher: Renée Greyling**

**No. Students: 21**

## Curriculum – Long-Term Planning 2020-2021

Date	Learning Objectives	Activities	Resources	Key Competences*	Learning Outcomes / Assessment
	<i>Learning objectives (refer to ** below)</i>				
02/09/20 –up to Christmas holidays)	<p><b>POETRY</b> A revision of:</p> <p>Main poetic terms and techniques</p> <p>Introducing Slam poetry.</p> <p><u>Unit outcomes:</u> To identify and explain/analyse figurative language and experience/understand poetry.</p>	<p><b>POETRY</b> <b>Green is great</b> project : With focus on the environment and human kindness (<i>In the context of the Coronavirus crisis</i>)</p> <p><i>Project in conjunction with the Art teacher</i></p> <p><i>Focus on slam poetry</i></p>	Resources to be provided by the teacher	1 5 6 7	<p>Reading and evaluation of selected poems on the environment and kindness</p> <p>Poetry-Art project on the theme of “Green is great.”</p> <p>Poetry: Evaluation: slam poetry project</p>



Suggested tasks:

- Study rhythm, rhyme and narrative through group/class reading of the poems.
- Identify and analyse a poet's use of figurative language.

**FICTION POST C20**

*Journey to Joburg* – Beverley Naidoo  
Themes: Apartheid, suffering, survival, death, life, family,

**FICTION POST C20 – novel 1**

*Journey to Joburg* – Beverley Naidoo

**Context:**

Mandela's legacy

Historical background (activities to understand the context)

Plot development, characterisation and themes in the novel. Focus on the themes of love and kindness.

*Project in conjunction with the Art teacher: Designing a Journey to Joburg mural with key events and quotes from the novel.*

***Journey to Joburg***  
– Beverley Naidoo  
(ISBN-13: 978-0064402378)

1  
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Introduction of *Point-Example-Explanation* technique – with exercises

Focus on Characterisation and themes – various activities (for assessment)

Assessment of project linking Art and key moments from the novel.

	risk, kindness.				
	<i>The Breadwinner</i> – Deborah Ellis Themes: Identity, conflict, survival, gender, death, realism, family, risk, realism, personal growth, love, Afghanistan/ Middle East	<b>FICTION POST C20 novel 2</b>  <i>The Breadwinner</i> – Deborah Ellis  <b>Context:</b> Malala's legacy  Comparing the significance of historical context ( followed by a comparative study between Journey to Joburg and The Breadwinner)	<i>The Breadwinner</i> – Deborah Ellis (ISBN 978 1554987658)	1 2 5 6 8	Presentations on key themes and characters in the novel.  An introduction to literary analysis (with regular and short texts to be written using the <i>Point-Example-Explanation</i> method).
04/01/21 – 23/04/21 (Up to easter holidays)	<u>Unit outcomes:</u> <u>Understanding</u> Cultural, historical and social context, creation of atmosphere, characterization and themes.	<b>DRAMA</b>  Presentations of Shakespeare's major plays – following the <i>exposition, conflict, climax and resolution</i>	<i>Twelfth Night</i> – William Shakespeare (Key stage 3 CGP ISBN 1841461490)	1 2 3 4 5	Assessment of presentations on major comedies and tragedies  Students to be assessed on



<p>10/05/21 – summer holidays</p>	<p><b>DRAMA/FICTION</b></p> <p>Understanding Shakespeare &amp; his world: A brief revision of:</p> <p>Shakespeare as a major playwright</p> <p>Historical context: the Elizabethan era and theatre.</p> <p>An overview of Shakespeare's major plays.</p> <p>TEXT: <i>Twelfth Night</i> – William Shakespeare</p> <p><b>HOME READPROJECTS**</b></p>	<p>framework</p> <p>Plot development worksheets to help with guided reading.</p> <p>Ongoing activities on language, characterization and themes.</p> <p>Performance of key scenes from the play.</p>	<p>6 8</p>	<p>their performance of extracts from the play. They will also need to explain the significance of the extracts chosen.</p> <p>Ongoing activities on plot, characterization and themes.</p>
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Presentation of  
individual reading  
projects

**LANGUAGE:  
ongoing**



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\* Link to 8 key competences:

- 1.Literacy (reading and writing)
- 2.Multilingualism
- 3.Mathematics, Science, Technology and Engineering
- 4.Digital
- 5.Personal, Social and Learning to Learn
- 6.Citizenship
- 7.Entrepreneurship
- 8.Cultural Awareness and Expression

## **\*\*LEARNING OBJECTIVES:**

By the end of the 1st cycle (S2), the student should be able to:

1. read and understand written texts of appropriate lexical demand from a range of fiction and non-fiction sources, including electronic and digital media, identifying obvious linguistic, literary and presentational features and ideas;
2. write coherent texts in varying forms and structures on topics which express individual points of view, or describe personal experiences, impressions and ideas;
3. in speech or writing, present reasons and explanations for opinions and ideas in a variety of forms;
4. listen and respond appropriately to others' spoken or written productions;
5. show some awareness of how language and literature relate to their social, cultural and historical setting;
6. show some awareness of how language changes over time and in different contexts;



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7. begin to choose and use strategies to organise individual learning, applying a range of study skills and tools suggested by the teacher

### Home read project \*\*\*

Students are to choose one (or more) of the following works with a view to a final year presentation (details to be provided by the teacher)

Homecoming – Cynthia Voigt

The Wall – Peter Sis

The hitch-hiker's guide to the galaxy - Douglas Adams

Treasure Island – RL Stevenson

The hobbit – JR Tolkien

Shadow – M Morpurgo

Alice in wonderland

The wizard of Oz

African traditional tales

Journey to the centre of the world/ 80 days around the world – J Verne

Slumdog millionaire – Vikas Swarup





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