



Ecole Internationale Provence-Alpes-Côte d'Azur



## **Forward Planning**

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

**Academic Year: 2020-2021**

**Class: S5**

**Subject: English L1**

**Teacher: Renée Greyling**

**No. Students: 22**

## Curriculum – Long-Term Planning 2020-2021

Date	Learning Objectives	Activities	Resources	Key Competences *	Learning Outcomes / Assessment
01/09/20 – 17/10/20 (up to Toussaints holidays)	<p><i>Learning objectives (please refer to ** below)</i></p> <p><b>Feedback on post lockdown holiday project: poetry and art</b></p>	<p>Designing a long-term community project in the context of the current Corona virus crisis and the effect on the environment:</p>	<p><b>Student and teacher resources</b></p>	1 3 5 6 7 8	<p><b>ASSESSMENT TASKS :</b></p> <p><i>Romeo and Juliet</i></p> <p><i>A view from the bridge :</i></p> <p>Critical appreciation of texts with regard to content and style.</p>
02/11/20-18/12/20 (up to Christmas holidays)	<p><b>CURRICULUM CONTENT:</b></p> <p><b>DRAMA:</b></p> <p><i>Romeo and Juliet</i></p> <p>An in-depth study of the play, with particular reference to :</p> <ul style="list-style-type: none"> <li>- The playwright</li> <li>- Historical and social context</li> <li>- Plot</li> </ul>	<p>Creating a colouring book which includes short stories to make young children aware of the importance of environmental care</p> <p>Ongoing class discussion and analysis of plot, character, theme and language.</p> <p><b>Workshop : IN</b></p>	<p><b>Romeo and Juliet</b></p> <ul style="list-style-type: none"> <li>- William Shakespeare</li> <li>- ISBN-13: 978-1107615403</li> </ul>	1 2 5 8	<p>Focus on theme, characterisation, language and plot</p> <p>Discursive essay writing</p> <p>Creative projects</p> <p>Oral presentations relating to character and theme</p>

- Characterisation
- Themes
- Language and style

## POETRY

On the themes of child-parent relationships, growing up/childhood memories:

- Poem at Thirty-Nine
- Piano
- If
- Do not go gently into that good night

On the themes of love and death:

- La belle dame sans Merci
- My last duchess
- Sonnet 16
- Remember

**SHAKESPEARE'S COMPANY** (*Romeo and Juliet*) Please refer to \*\*\* below

## POETRY

Analysing content and style (including poetic techniques)

The art of writing poetry (project):  
Writing a selection of poems on a particular theme.

Group work: research, and presentation of poems

## IGCSE anthology

1  
2  
3  
4  
5  
8

## POETRY

Critical appreciation of poems, with specific reference to content and style

Discursive essay writing

Creative projects: poetry writing

	<p><b>DRAMA</b></p> <p><i>A View from the Bridge</i> – Arthur Miller</p>			
<p>04/01/21– 19/02/21 (Up to winter holidays)</p>	<p>An in-depth study of the play, with particular reference to :</p> <ul style="list-style-type: none"> <li>◦ The author</li> <li>◦ Context (Historical and Social background)</li> <li>◦ Plot</li> <li>◦ Characterisation</li> <li>◦ Themes</li> <li>◦ Style/ Language and Structure</li> </ul>	<p>Ongoing class discussion and analysis of plot, character, theme and language.</p> <p>Performance of extracts from the play</p>	<p><b>A view from the bridge – Arthur Miller</b></p> <p>ISBN-13: 978-0141189963</p>	<p>1 2 5 6 8</p>
<p>08/03/21 – 23/04/21 (Up to Easter holidays)</p>	<p><b>POETRY</b></p> <p>On the themes of society and justice:</p> <ul style="list-style-type: none"> <li>◦ Half-caste</li> <li>◦ Blessing</li> <li>◦ War photographer</li> <li>◦ Prayer before birth</li> </ul>	<p><b>POETRY</b></p> <p>Analysing content and style (including poetic techniques)</p>	<p><b>IGCSE anthology</b></p>	<p>1 2 3 4 5 8</p>

Poetry to be done on an ongoing basis throughout the year

10/05/21 – summer holidays

**FICTION:**

Project on works of fiction with a view to preparing students for the theme to be studied during their Bac cycle

**POETRY :**

On the themes of loss of innocence and disillusionment :

- ° The Tyger
- ° Half-past two
- ° Hide and Seek
- ° Search for my tongue

The art of poetry writing (project to be continued):  
Writing a selection of poems on a chosen theme.

Group work: research, and presentation of poems

**FICTION:**

Individual projects and presentations on theme.

Detailed assignment/project to be provided by the teacher

**IGCSE anthology**

- 1
- 2
- 3
- 4
- 5
- 8



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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



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## **\*\*Learning objectives for the 2nd cycle (S4-S5)**

By the end of the 2nd cycle the student should be able to:

1. read and understand written texts of increasing lexical demand from a range of fiction and non-fiction sources, including electronic and digital media, responding to and interpreting linguistic, literary and presentational features, ideas and concepts;
2. write coherent texts in an increasing range of forms and structures, and of increasing length and complexity, from impersonal as well as personal viewpoints;
3. in speech or writing, present developed reasons and explanations for opinions and ideas in a variety of forms and in different contexts;
4. listen and respond appropriately to others' spoken or written productions, challenging content or expression when appropriate;
5. show increasing awareness of how language and literature reflect their social, cultural and historical setting;
6. show increasing awareness of how language changes over time and in different contexts;
7. choose and use effective strategies to organise learning, developing individual responsibility for identifying appropriate study skills and tools.

## **SHAKESPEARE WORKSHOP**

\*\*\* This half-day workshop will enable students to develop a greater appreciation and feel for Shakespeare in general and deepen their understanding of key texts on the syllabus. Areas to be covered will include:

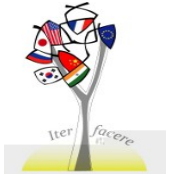
In Will's company : evoking the cultural, historical & political context of Shakespeare's life and times;

In Will's words : exploring of the substance, music and power of Shakespeare's language;

In Will's footsteps : performing Shakespeare as actors & directors.



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Performance of extracts from the play.

Presenting key moments from the play (acting and presentation of themes)

Comparing film and stage productions.