

Forward Planning

Long-Term Semester Planning

Academic Year: 2022-2023

Class: S2

Subject: English L1

Teacher: Renée Greyling

Number of Students: 18

Curriculum – Long-Term Planning 2022-2023

Note: The order in which works are studied may be changed.

Date	Learning Objectives	Activities	Resources	Key Competences*	Learning Outcomes / Assessment
Until Toussaint holidays:	<p><i>Learning objectives (refer to ** below)</i></p> <p>POETRY A revision of:</p> <p>Main poetic terms and techniques</p> <p><u>Unit outcomes:</u> To identify and explain/analyse figurative language and experience/underst and poetry.</p>	<p>POETRY Green is great project : With focus on the environment, journeys and human kindness</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>

Until Christmas holidays: 18/12/21-03/01/22	<p>Objectives:</p> <ul style="list-style-type: none"> Study rhythm, rhyme and narrative through group/class reading of the poems. Identify and analyse a poet's use of figurative language. 	<p>FICTION: POST C20 – novel 1</p> <p><i>Journey to Joburg</i> – Beverley Naidoo</p> <p>Context: Mandela's legacy</p> <p>Historical background (activities to understand the context)</p> <p>Plot development, characterisation and themes in the novel. Focus on the themes of love and kindness.</p> <p><i>Project in conjunction with the Art teacher: Designing a Journey to Joburg mural with key events and quotes from the novel.</i></p>	<p><i>Journey to Joburg</i> – Beverley Naidoo (ISBN-13: 978-0064402378)</p>	<p>1 2 5 6 8</p>	<p>Introduction of <i>Point-Example-Explanation</i> technique – with exercises</p> <p>Focus on Characterisation and themes – various activities (for assessment)</p> <p>Assessment of project linking Art and key moments from the novel.</p>
Until winter holidays	<p>FICTION: POST C20</p> <p><i>Journey to Joburg</i>– Beverley Naidoo Themes: Apartheid, suffering, survival, death, life, family, risk, kindness.</p>				

The Breadwinner –
Deborah Ellis
Themes: Identity,
conflict, survival,
gender, death,
realism, family, risk,
realism, personal
growth, love,
Afghanistan/ Middle
East

Unit outcomes:

Understanding

Cultural, historical
and social context,
creation of
atmosphere,
characterization and
themes.

Unit outcomes:

Exploring

- ° Language
- ° Atmosphere.
- ° Characterisation
- ° Themes.

**FICTION :POST C20
novel 2**

The Breadwinner –
Deborah Ellis

Context:

Malala's legacy

Comparing the
significance of historical
context (followed by a
comparative study
between Journey to
Joburg and The
Breadwinner)

The Breadwinner –
Deborah Ellis
(ISBN 978
1554987658)

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Presentations on key themes
and characters in the novel.

An introduction to literary
analysis (with regular and short
texts to be written using the
Point-Example-Explanation
method).

Until Easter holidays:	<p>DRAMA/FICTION</p> <p>Understanding Shakespeare & 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>DRAMA</p> <p>Presentations of Shakespeare's major plays – following the <i>exposition, conflict, climax and resolution</i> 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><i>Twelfth Night</i> – William Shakespeare <i>Sparknotes</i> (No Fear Shakespeare version) ISBN-13 : 978-1586638511</p>	<p>1 2 3 4 5 6 8</p>	<p>Assessment of presentations on major comedies and tragedies</p> <p>Students to be assessed on 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>
Until end of school year	<p>HOME READPROJECTS** *</p> <p>Presentation of individual reading projects</p>				

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Learning objectives for the 1st cycle (S1-S3)

By the end of the 1st cycle, students should be able to:

- 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;
- write coherent texts in varying forms and structures on topics which express individual points of view, or describe personal experiences, impressions and ideas;
- in speech or writing, present reasons and explanations for opinions and ideas in a variety of forms;
- listen and respond appropriately to others' spoken or written productions;
- show some awareness of how language and literature relate to their social, cultural and historical setting;
- show some awareness of how language changes over time and in different contexts;
- begin to choose and use strategies to organise individual learning, applying a range of study skills and tools suggested by the teacher.