

# **Forward Planning**

## **Long-Term Semester Planning**

**Academic Year: 2022-2023**

**Class: S2 Group 2**

**Subject: English L1**

**Teacher: Anne Wraith**

**No. Students: 16**

## 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><b>POETRY</b> A revision of: Main poetic terms and techniques</p> <p><u>Unit outcomes:</u> To identify and explain/analyse figurative language and experience/understand poetry. Objectives:</p> <ul style="list-style-type: none"> <li>• Study rhythm, rhyme and narrative through group/class reading of the poems.</li> <li>• Identify and analyse a poet's use of figurative language.</li> </ul>	<p><b>POETRY</b> <b>Green is great</b> project : With focus on the environment 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." Focus on the importance of trees in our environment.</p>

Until Christmas holidays:	<p><b>FICTION: POST C20</b></p> <p><i>Journey to Joburg</i> – Beverley Naidoo Themes: Apartheid, suffering, survival, death, life, family, risk, kindness.</p> <p><i>The Breadwinner</i> – Deborah Ellis Themes: Identity, conflict, survival, gender, death, realism, family, risk, realism, personal growth, love, Afghanistan/ Middle East</p>	<p><b>FICTION: POST C20 – novel 1</b></p> <p><i>Journey to Joburg</i> – Beverley Naidoo</p> <p><b>Context:</b> 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>Journey to Joburg</i> – Beverley Naidoo (ISBN-13: 978-0064402378)</p>	<p>1</p> <p>2</p> <p>5</p> <p>6</p> <p>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><u>Unit outcomes:</u> <u>Understanding</u> Cultural, historical and social context, creation of atmosphere, characterization and themes.</p> <p><u>Unit outcomes:</u> Exploring</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><b>FICTION :POST C20 novel 2</b></p>	<p><i>The Breadwinner</i> – Deborah Ellis (ISBN 978</p>	<p>1</p> <p>2</p>	<p>Presentations on key</p>

	<ul style="list-style-type: none"> <li>° Language</li> <li>° Atmosphere.</li> <li>° Characterisation</li> <li>° Themes.</li> </ul>	<p><b><i>The Breadwinner</i></b> – Deborah Ellis</p> <p><b>Context:</b> Malala's legacy</p> <p>Comparing the significance of historical context (followed by a comparative study between Journey to Joburg and The Breadwinner)</p>	1554987658)	5 6 8	<p>themes and characters in the novel.</p> <p>An introduction to literary analysis (with regular and short texts to be written using the <i>Point-Example-Explanation</i> method).</p>
Until Easter holidays:	<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><b>DRAMA</b></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 guid-</p>	<p><b><i>Twelfth Night</i></b> – William Shakespeare <i>Sparknotes</i> (<i>No Fear Shakespeare version</i>) ISBN-13 : 978-1586638511</p>	1 2 3 4 5 6 8	<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 cho-</p>

Until end of school year	Presentation of individual reading projects	ed reading.  Ongoing activities on language, characterization and themes.  Performance of key scenes from the play.			sen.  Ongoing activities on plot, characterization and themes.
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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.