

CURRICULUM SUMMARY – September to October 2010

SUBJECT: English

YEAR GROUP: 7

TEACHER: Miss Sheehan

| Week | Learning objectives   | Activities (in brief)   |
|------|---|---|
| 1    | To practice writing imaginatively and get to know each other  | The Button Project – imaginative and descriptive writing activities based on the life and character of a button and its owner.  |
| 2    | Respond to writer’s viewpoint and purposes. Interpret textual evidence to make judgements about characters.                                 | Reading chapter 1 of <i>King of Shadows</i> .<br>Discussing initial impressions of characters and themes using evidence drawn from the text.<br>Creating and exploring a timeline of Shakespeare’s life.  |
| 3    | Identify possible motives in characters. Describe attitudes shown through the language chosen.  | Reading chapter 2 and recording ideas about further character development.<br>Exploring the difference between UK and USA language.<br>Researching theatres in Shakespeare’s time.  |
| 4    | Identify features of language used to indicate time differences. Use knowledge of other texts and media to plan a story.                    | Reading chapters 3-5.<br>Discussing the theme of time travel in film and literature.<br>Writing an account of a timeslip.<br>Researching and writing a language advice leaflet for first time Shakespeare readers.  |
| 5    | Comment on characters, using reference to specific details. Use role play to explore a situation and the attitudes of different characters. | Reading chapters 6-7.<br>Finding quotations to match growing impressions about characters.<br>Roleplay conversation between ‘modern’ and ‘Elizabethan’ person in reaction to events of Chapters 6 and 7.<br>Researching aspects of life in Elizabethan England. |
| 6    | Explain the reasons why Nat reveals the truth about his family. Show how Cooper builds a sense of tension.                                  | Read chapters 8 and 9.<br>Ranking emotional moments.<br>Exploring three ways tension is created in these chapters.<br>Research other people from Elizabethan England.   |
| 7    | Analyse how the writer changes the reader’s attitudes. Discuss motives and political choices.   | Reading chapter 10.<br>Looking for patterns in the structure that have been used before and exploring why.<br>Researching themes and issues in Shakespearean plays.   |

SUBJECT: English

YEAR GROUP: 8

TEACHER: Miss Sheehan

| Week | Learning objectives  | Activities (in brief)  |
|------|--|--|
| 1    | To be able to notice clues from the author in order to make predictions about the plot and character | Reading opening to <i>Holes</i> . Draw family tree; descriptive writing about school camps to compare with novel; predictions; asking questions about the plot; discussing characterisation. |
| 2    | Change medium from novel to film – opening section.  | Summarise main points, objects, characters & events; draw storyboard / write a screenplay for the opening of the book.   |

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|   | Develop knowledge of characters; write in different forms.   | Read up to end of Chapter 6; hotseating as minor characters; writing Stanley's diary of the 'Worst Day of My Life.'  |
| 3 | Develop understanding of writer's choice of vocabulary.<br>Develop knowledge of character and themes.                              | Learn / revise figures of speech (cf poetry). Ss use to describe their day so far. Class reading to end Chapter 7. Find examples of figures of speech in Chapter 7. Discussion of 'curses'. Read to end Chapter 11. Script an interview.   |
| 4 | Respond to character development.  | Discussion of concepts behind school rules. Reading to end Chapter 16. Find evidence of Stanley's change in character / increasing resilience. Write rule book for Camp Green Lake.  |
| 5 | Writing in different forms; presenting information.  | Describe a person Ss know & like; Add information to sentences using subordinate clauses; Read to end Chapter 21. Describe / draw the characters from Stanley's team.  |
| 6 | Presenting information in different ways / structured sentences.<br>Predict developments.  | Read to end Chapter 26. Writing as Stanley, things he wishes had been different / hopes for his future.<br>Review 'escape' films; plan a method of escape in a chose genre; Read to end Chapter 32; write 'Stanley's Escape' additional chapter.   |
| 7 | Develop understanding of sub-plot in a novel and its significance.<br>Linking characters and expectations; explore likely endings. | Read to end Chapter 37. Discuss subplots in general and Kate Barlow subplot in particular. Examine newspaper conventions. Write Kate Barlow newspaper story.<br>Read to end Chapter 42. Imaginative endings; discuss hopes and expectations, positive and negative endings; write last chapter in 1 <sup>st</sup> or 3 <sup>rd</sup> person narrative.<br>Reading to end of book. The importance of Zero; writing imaginative news articles for a TABLOID. Write a review of the book. |
|   | Linking characters and expectations; explore likely endings.   | Read to end Chapter 42. Imaginative endings; discuss hopes and expectations, positive and negative endings; write last chapter in 1 <sup>st</sup> or 3 <sup>rd</sup> person narrative.<br>Reading to end of book. The importance of Zero; writing imaginative news articles for a TABLOID. Write a review of the book.   |

SUBJECT: English

YEAR GROUP: 9

TEACHER: Ms Sheehan

| Week | Learning objectives   | Activities (in brief)   |
|------|---|---|
| 1-2  | To be able to relate a novel to its context.<br>To explore narrative points of view and the effect on the reader.   | Making predictions about the content of <i>The Curious Incident of the Dog in the Night Time</i> .<br>Reading to chapter 5 and exploring different narrative points of view.<br>Learning about the difference between autism and Asperger's Syndrome. |
| 3-4  | To explore how authors employ characterisation techniques.  | Reading to chapter 53.<br>Close extract analysis of the characters of Christopher and his mother.   |
| 5-6  | To explore the conventions of story telling and how they have been applied to a particular novel.<br>To explore and be able to explain the effect of an author's style. | Discussing conventional sequences of stories and comparing to <i>The Curious Incident of the Dog in the Night Time</i> . Discussing what kind of a book this is.<br>Hotseating character activities.<br>Reading to chapter 107.                       |

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| 7 | To develop skills in comparing and contrasting texts.<br>To explore the use and influence of the literary canon in other writing. | Reading Sherlock Holmes extracts and discussing relevance to <i>The Curious Incident of the Dog in the Night Time</i> .<br>Looking at the use of connectives in the novel as a stylistic device.<br>Reading to chapter 173. |
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SUBJECT: English

YEAR GROUP: Y9

TEACHER: C Riley

| Week | Learning objectives                                      | Activities (in brief)  |
|------|--|--|
| 1    | To understand plot/background of Macbeth                 | Class reading of Macbeth (Tales from Shakespeare. Research into the history of the play                                |
| 2    | To understand the dramatic possibilities of the text     | Practical exploration of the opening scene. Writing a letter based on the wounded captain's speech ~ (Act 1 Sc2)       |
| 3    | To appreciate the use of language in the text            | Group reading of Act 1 Sc 3 (l1-35). Writing Macbeth and Banquo's horoscopes (based on l63-65)                         |
| 4    | To explore the presentation of character                 | Class reading and discussion: Act 1 Sc5. Focus on Lady Macbeth. Review Act 1 –paired work. Creating titles for scenes. |
| 5    | To analyse and understand a soliloquy                    | Act2 Sc1l30-end –Practical activity, Group reading Act2 Sc2 to use as a stimulus for imaginative writing.              |
| 6    | To understand how Macbeth's character is shown to change | Staging the meeting with the murderers (Act3 Sc1) Writing newspaper articles which interview the murders               |
| 7    | To practice writing in Shakespearean style               | Acting Act3 Sc 3. Individual writing of Banquo's dying speech.   |
| 8    | To appreciate the mechanics of staging a play            | Paired work: director's notes on Act 3 Sc4.  |
| 9    | To review progress and understanding of text             | Discussion: Is war justified? Summarising in one sentence of each scene so far studied.                                |
| 10   | To enjoy the poetry of the language                      | Act4 Sc 1l1- 38: Act out the sequence (memorized lines). Cartoon illustrations (l49 – 60)                              |
| 11   | To understand alternative presentations                  | Rewriting the action of Act 4 Sc1 as a reported speech.  |
| 12   | To explore character motivation (Lady Macbeth)           | Class reading Act 5 Sc 1. Creative writing of the document Lady Macbeth has in this scene.                             |
| 13   | To develop media skills                                  | Sequencing/storyboarding part of Act 5 scenes 4-8.   |
| 14   | As week 13 + comparison of texts                         | Viewing extracts of Macbeth filmed and comparing the differences.  |

SUBJECT: English

YEAR GROUP: 10

TEACHER: Miss Sheehan

| Week | Learning objectives   | Activities (in brief)  |
|------|---|--|
| 1-7  | To be able to show detailed knowledge of the content of <i>The Great Gatsby</i> and other unseen texts. | Reading <i>The Great Gatsby</i> by F Scott Fitzgerald.<br>Exploring the text in detail by answering questions on each chapter.<br>Making and developing a journal of characters, themes, symbols and quotations. |

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|  | <p>To understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.</p> <p>To be able to recognise and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects.</p> <p>To develop skills in communicating a sensitive and informed personal response to literary texts.</p> | <p>Exploring the text through drama and role play activities.</p> <p>Completing weekly 'facebook status updates' for characters in the novel.</p> <p>Carrying out research and delivering presentations on 1920s America and the American Dream.</p> <p>Identifying key passages from each chapter and analyzing in depth for the author's use of language, structure, and form to create and shape meanings and effects.</p> <p>Completing a timeline of events as plot develops.</p> <p>Quotation identifying and matching activities.</p> <p>Reading a variety of unseen passages and practicing written responses.</p> |
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SUBJECT: English

YEAR GROUP: Y11

TEACHER: C Riley

| Week | Learning objectives                                  | Activities (in brief)   |
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| 1    | To understand the pre 1914 poetry from the           | Close analysis of poems from Pre 1914 Poetry Bank and the recording of the students |
| 2    | AQA literature anthology                             | Discoveries through discussion, textual annotation, structured reading records,     |
| 3    | To understand how to compare poetry texts            | planned and open note taking (as appropriate)                                       |
| 4    | (as week 4)  | (as weeks 1 – 3)  |
| 5    | To understand how to structure a timed essay         | Reading examples of writing about the poems and discussion of their quality.        |
| 6    | To understand the assessment criteria for literature | Practice essay writing and peer marking using the assessment criteria               |
| 7    | To understand the assessment criteria for English    | Analysis of English papers and individual practice.                                 |

SUBJECT: English A1

YEAR GROUP: IB1

TEACHER: C Riley

| Week | Learning objectives                                   | Activities (in brief)   |
|------|---|---|
| 1    | To understand the techniques required to              | Presentation on nature of the examination, what is tested and how it differs from GCSE  |
| 2    | approach unseen prose commentary for                  | Practical criticism exercises using extracts from a variety of prose  |
| 3    | examination and to practice these skills.             | (as above) + self-assessment  |
| 4    | To understand the importance of the opening of novels | Group analysis of the opening pages of Wide Sargasso Sea.   |
| 5    | To appreciate voice and viewpoint within a novel      | Reading and discussion of the opening of part 2. Group collage making of part 1 or 2 with presentations of the reasons for their choices and how this reflects the novel. |
| 6    | To explore the main themes of Wide Sargasso Sea       | (Activities from previous week carried over as necessary). Reading part 3 and discussion of its effectiveness   |

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| 7 | To consider the literary features of Wide Sargasso Sea | (Activities from previous week carried over as necessary). Choosing presentation themes from the novel and planning presentations. |
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SUBJECT: English A1

YEAR GROUP: IB1

TEACHER: Miss Sheehan

| Week | Learning objectives  | Activities (in brief)  |
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| 1-7  | <p>To develop knowledge and understanding of a <i>The God of Small Things</i>.</p> <p>To develop a valid interpretation of and a critical and original response to <i>The God of Small Things</i>.</p> <p>To be able to identify and analysed the effects of literary features in <i>The God of Small Things</i>.</p> <p>To be able to structure an effective and convincing oral response to a text, using accurate, clear and precise language and appropriate register, and making precise references and integrating them into the response.</p> | <p>Reading <i>The God of Small Things</i>.</p> <p>Compiling character reports and a chronology of events whilst reading.</p> <p>Researching and preparing presentations on the history of India, the caste system in India, divorce in India and later relating this knowledge and understanding to the novel.</p> <p>Exploring how themes, motifs, imagery and symbols have been employed by the author and to what purpose and effect.</p> <p>Exploring the use of language and linguistic features in the novel.</p> <p>Exploring the structure of the novel.</p> <p>Exploring how Roy has made use of the third person narrator.</p> <p>Delivering oral commentaries based on extracts from the novel.</p> <p>Preparing and delivering an individual oral presentation on one aspect of the novel studied in class or independently.</p> |

SUBJECT: English B

YEAR GROUP: IB1

TEACHER: Ursula O'Donoghue

| Week  | Learning objectives  | Activities (in brief)   |
|-------|--|---|
| 1,2   | <p>Become familiar with structure of English B course and exam, and English B reading, writing and speaking tasks.</p> <p>Develop <b>effective study habits</b>, increase awareness of language learning techniques.</p> <p>Learn to read and record vocabulary in <b>phonemic script</b>.</p> <p>Develop awareness of skills and systems involved in learning a language, and of own strengths, <b>weaknesses and priorities</b>.</p> | <p>Quiz and discussion using sample exam papers.</p> <p>Organise English B folders, complete worksheets and discuss effective vocabulary learning.</p> <p>Whole class, group and pair work exercises using phonemic chart.</p> <p>Worksheets, grammar and writing exercises, pairwork discussions, create list of priorities and goals.</p> |
| 3,4,5 | <p>Expand vocabulary: words and phrases related to <b>globalization</b>.</p>   | <p>Noticing exercises, mining texts, brainstorm, recording, recycling, quizzes.</p>   |

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|       | <p>Improve vocabulary acquisition skills.</p> <p>Learn to read and record vocabulary in phonemic script.</p> <p>Use a range of <b>continuous forms</b> correctly in speech and writing.</p> <p>Develop speaking skills: gain awareness of IB assessment criteria and strengths and weaknesses of own spoken English.</p> <p>Develop reading skills: skimming, scanning and guessing vocabulary from context.</p> <p>Develop writing skills: awareness of text types and register.</p> <p>Develop writing skills: gain awareness of IB writing assessment criteria.</p> <p>Develop ability to write accurately and with wide range of language under pressure.</p> | <p>“Mining texts” exercises, learning vocabulary according to new techniques and reporting back.</p> <p>Whole class, group and pair work exercises using phonemic chart.</p> <p>Gap-fill, sentence matching, error correction exercises.</p> <p>Debates (English as a global language, pros and cons of globalization), IB speaking assessment criteria worksheets, self evaluation.</p> <p>Timed IB style reading exercises in class – articles on globalization.</p> <p>Identifying registers of sample texts, writing short texts in given register.</p> <p>Worksheets, writing assignment (informal letter to teacher about language learning style, needs, strengths and weaknesses, views on English as a global language). Evaluate own and others’ writing according to IB criteria.</p> <p>Speed writing exercises weekly.</p> |
| 6,7,8 | <p>Expand vocabulary: words and phrases related to <b>emotions, humour</b>.</p> <p>Develop speaking skills: give an effective, analytical presentation.</p> <p>Use a range of <b>perfect verb forms</b> correctly in speech and writing.</p> <p>Develop reading skills: true/false justification questions, skimming, scanning.</p>   | <p>Noticing exercises, mining texts, brainstorm, recording, recycling, quizzes.</p> <p>Listen to model presentation, deliver presentation on humorous material, evaluate own and others’ speaking.</p> <p>Gap-fill, sentence matching, error correction exercises, monitor own use in speaking and writing exercises.</p> <p>Reading tasks based on articles about laughter and humour.</p>   |

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| <p>Develop listening skills: focus on relevant parts of message, appreciate nuances and irony.</p> <p>Develop writing skills: write an effective <b>music review</b>, check effectively for mistakes.</p> <p>Develop ability to write accurately and with wide range of language under pressure.</p> | <p>Watch comedy DVDs and complete comprehension tasks. Give personal response to comedy with justification.</p> <p>Study model reviews and useful language, writing assignment for homework, check in class.</p> <p>Speed writing exercises weekly.</p> |
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SUBJECT: English A1

YEAR GROUP: IB2

TEACHER: C Riley

| Week | Learning objectives                             | Activities (in brief)   |
|------|---|---|
| 1    | To understand the text of "Death of A Salesman" | Reading Act 1. Discussion of first impressions and predictions<br>Research of the Depression/design of stage using initial directions |
| 2    | (as week 1)                                     | Reading Act 2. Discussion of developments. Recording impressions.   |
| 3    | (as week 1)                                     | Reading Act 3. Discussion of ending. Detailed oral commentary of extract of choice to be agreed between teacher and student.          |
| 4    | (as week 1)                                     | Commentaries to be continues and peer marked.   |
| 5    | To explore themes through symbolism in text     | Paired task revisiting the text and recording how objects are used symbolically.  |
| 6    | To compare tragedy and comedy                   | IB question analysis and planning applied to School for Wives and Death of a Salesman   |
| 7    | To compare characters within examination texts  | Examination practice(timed) and peer marking, compared to teacher marked work.  |

SUBJECT: English B

YEAR GROUP: IB2

TEACHER: Ursula O'Donoghue

| Week  | Learning objectives   | Activities (in brief)   |
|-------|---|---|
| 2,3,4 | <p>Have clear, personal <b>objectives</b> and a plan for how to achieve them.</p> <p>Expand vocabulary: <b>languages and culture</b>, list key differences in American English and British English vocab.</p> | <p>Using end of year exam and report, set three personal targets, and list two study habits that will help achieve them, along with two possible obstacles to avoid.</p> <p>Noticing, brainstorming, recording, and recycling vocabulary. Games and quizzes.<br/>Mining texts on English as a global language, development of English language.<br/>Select a range of words with difficult spelling or pronunciation to master.</p> |

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|     | <p>Recognize main regional varieties of English through accent and vocabulary.</p> <p>Develop reading skills: summarizing texts, answering true/false justification questions, guessing unknown vocabulary from context.</p> <p>Develop speaking skills: turn-taking, interrupting, disagreeing and defending position.</p> <p><b>Report statements and questions</b> correctly in a variety of tenses, with a range of reporting verbs.</p> <p>Write account of <b>interview</b> in appropriate journalistic register.</p> <p>Develop ability to write with wide range of language and high standard of accuracy under pressure.</p> | <p>Listening and reading activities.</p> <p>Reading tasks based on newspaper and book extracts about history of English, English as global language, disappearing languages.</p> <p>Debates and role-plays: advantages and disadvantages of English as a global language</p> <p>Guided discovery grammar explanations, restricted practice activities, use in written work.</p> <p>Study of interview text type and writing assignment: conduct and report on interview with someone living outside their native culture.</p> <p>Speed writing tasks in class</p> |
| 5,6 | <p>Develop writing skills: choose appropriate <b>sentence length</b> in range of contexts.</p> <p>Use a range of formal and informal letter phrases in appropriate contexts.</p> <p>Develop speaking skills: cohesion and analysis in individual presentations, responding competently to challenges.</p> <p>Use <b>articles</b> correctly in speaking and writing.</p> <p>Develop ability to write accurately and with wide range of language under pressure.</p>  | <p>Restricted practice exercises, inserting and removing commas and full stops. Peer and self correction in old writing assignments.</p> <p>Matching beginnings and endings of letters, gap-fills, in-class writing tasks.</p> <p>Individual presentations on chosen current event or controversy. Peer and teacher questioning.</p> <p>Gap-fills, error corrections, accuracy focus in speaking activities, correction of old writing assignments.</p> <p>Speed writing exercises weekly.</p>  |
| 7,8 | <p>Expand vocabulary: travel and tourism.</p> <p>Develop reading skills: guessing vocabulary from</p>   | <p>Noticing, brainstorming, recording and recycling vocabulary, quizzes.</p>  |

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| <p>context, skimming, scanning.</p> <p>Develop speaking skills: defending opinion and turn-taking</p> <p>Use present perfect, past simple and past perfect correctly in speaking and writing.</p> <p>Develop writing skills: write effective for and against essay.</p> <p>Develop ability to write accurately and with wide range of language under pressure.</p> | <p>Timed exam practice reading exercises – texts on all-inclusive resorts, eco-tourism.</p> <p>Role-play: all inclusive resorts vs. local residents association. Debate: is mass tourism sustainable in the 21<sup>st</sup> century?</p> <p>Correct old writing assignments, present use of chosen tense to class, create gap-fill exercises for others.</p> <p>Analyse and evaluate examples of for and against essays. Brainstorm and plan essay in groups, finish individually.</p> <p>Speed writing exercises weekly.</p> |
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