

## Yearly Overview Plan

Term 1	Subject: English	Year Group: 7	
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment</u>
1a) About Me	<p><b>Reading</b> <i>Skills: Autobiographies</i> Students will read a range of extracts from famous autobiographies selected by the teacher. Alongside this, they will develop their analytical skill through close language analysis of words and phrases from the texts.</p> <p><b>Writing</b> <i>Skills: Organisation, form and purpose. Cohesion.</i> Students will develop their language using personal perspective and first-person narration. They will use these skills to complete their own “About me” autobiography.</p> <p><b>S&amp;L</b> <i>Skills: Appropriate spoken styles and registers, varying language and expression.</i> Students will learn to read with expression. They will be taught to modify rhythm, tone, pitch and volume to represent their feelings.</p> <p><b>Stretch and Challenge</b> Higher attaining students will be introduced to analytical terminology contained within the extract. They will be able to apply these high-level terms in their own work.</p>	The unit will cover a range of issues linked to self-expression and people who have lived extraordinary lives.	<p><b><u>Reading Assessment:</u></b> PEA/PEACE assessment. LAP students will respond to the question ‘How does Roald Dahl effectively convey ideas in the extract from ‘Boy’?’</p> <p>HAP students will respond to the question ‘How is language and structure used to build tension in the extract from ‘Boy’?’</p> <p><b><u>Writing Assessment:</u></b> Students to complete a writing piece about themselves in the format chosen by the teacher.</p> <p><b><u>Speaking and Listening:</u></b> Working in pairs, students to conduct a Michael Parkinson style personal interview about their life. HAP can assume the role of a character or person of significance.</p>

<p>1b) The Demon Headmaster Lower sets – Novel Higher sets - Play</p>	<p><b>Reading</b> <i>Skills: Inference and deduction.</i> Students to study the novel ‘The Demon Headmaster’. Students will learn the skill of <i>understanding, interpreting and analysing language.</i></p> <p><b>Writing</b> <i>Skills: Modification of language. Cohesion. Sentence openings.</i> Students will learn how to write in the style of an interview, including the construction of open and closed questions. They will learn how to adapt their language depending on audience and to link ideas fluently so that the conversation/interview flows. They will look at different ways of opening sentences and explore the impact of different styles.</p> <p><b>S&amp;L</b> <i>Skills: Discussion.</i> Students will learn to use their active listening skills in order to respond to the views of others and develop or challenge these ideas effectively. They will also build on their spoken language skills in a group setting. They should share ideas and be prepared to defend their views.</p> <p><b>Stretch and Challenge</b> HAPs will complete flip learning activities to enable them to lead class discussions. They will also research teacher training, questioning pupil engagement and behaviour, they may also look at hypnotherapy, its history and its uses.</p>	<p>Interviews with staff at FPS. Examples of discussions on education in the UAE. Real world links of interviewing techniques and structuring writing.</p>	<p><b>Reading Assessment:</b> Analytical response to use of stage directions or descriptive passages to set the scene and enhance characterisation</p> <p><b>Writing Assessment:</b> Write a detailed creative writing diary entry from one of the protagonists in the novel?</p> <p><b>Speaking and Listening:</b> Recreate the Eddy Hair Show in a drama performance</p>
<b>Term 2</b>	<b>Subject: English</b>	<b>Year Group: 7</b>	
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Methods</u>
<p>2a) Introduction to Shakespeare (extracts)</p>	<p><b>Reading</b> <i>Skills: Textual evidence. Vocabulary.</i> Students will read and analyse a range of extracts from Shakespeare’s plays. They will understand the generalisations, characterisation and themes, and be exposed to unfamiliar vocabulary. They will be taught how to read around a word, decoding words and predicting meaning. They will also be taught how to find links between texts and to explain these in their writing.</p> <p><b>Writing</b> <i>Skills: Range and appropriacy.</i></p>	<p>Students to make connections to themes in the play and explore these in a modern day context.</p>	<p><b>Writing Assessment:</b> Creating a back story for a Shakespearean villain</p> <p><b>Reading Assessment:</b> PEA analysis of extracts, looking at how characters are portrayed</p> <p><b>Speaking and Listening:</b> Students to perform a dramatic monologue or soliloquy</p>

	<p>Students encouraged to craft their own villain from the amalgamation of learning they have developed over the course of the term. They will focus on narrative structure and development of 3D characters.</p> <p><b>S&amp;L</b> <i>Skills: Intonation. Paralinguistics.</i></p> <p>Students will be taught how to modify their tone to create varying inflections and effect. They will also investigate a range of paralinguistic devices and consider how they can apply these to their performance to enhance meaning.</p> <p><b>Stretch and Challenge</b> To consider the following philosophical points:</p> <ol style="list-style-type: none"> <li>1. Power corrupts and absolute power corrupts absolutely.</li> <li>2. All Shakespeare’s characters are driven by jealousy.</li> <li>3. Beauty is in the eye of the beholder</li> </ol>		
<p>2b) Literary Heritage and World Poetry Lower sets – World Poetry Higher sets – Literary Heritage</p>	<p><b>Reading</b> <i>Skills: Comparison. Context. Vocabulary.</i></p> <p>Students will study a range of poems from either around the world, or Literary Heritage texts. They will learn how to analyse the form, structure and language of poetry and take their understanding beyond literal meaning.</p> <p><b>Writing</b> <i>Skills: Planning, drafting, editing and proof-reading.</i></p> <p>Students will learn to apply a range of poetic terminology including hyperbole, onomatopoeia, metaphor, tetrameter, iambic pentameter etc. They will learn a range of poetic forms including narrative, sonnet, pastoral and mock epic and experiment with writing in these styles.</p> <p><b>S&amp;L</b> <i>Skills: Appropriate style and register. Intonation.</i></p> <p>Working individually or in a small group to create a dramatic reading of a short poem (<i>Ozymandias etc.</i>). Students will learn how to perform and ways of adapting their register for different styles and audiences.</p> <p><b>Stretch and Challenge</b> Students will be challenged through a range of unfamiliar poetry, often will difficult to access vocabulary and semantic fields. Students will be engaging with texts that are challenging and require high level critical thinking skills to interpret effectively.</p>	<p>Themes addressed in the poems relate to the real world, as do the poems that students will create themselves.</p>	<p><b>Writing Assessment:</b> Students to create their own poem under the theme of ‘world’</p> <p><b>Reading Assessment:</b> PEA response to an unseen poem. LAPs to an extract</p> <p><b>Speaking and Listening:</b> Presentation of a poem learned by heart, either individual or group</p>

Term 3	Subject: English	Year Group: 7	
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Methods</u>
3a) Introduction to Text Types and non-fiction – Theme Park	<p><b>Reading</b> <i>Skills: Reading for meaning. Purpose and Intention</i> Students to investigate different forms and styles of writing and use this knowledge to create their own.</p> <p><b>Writing</b> <i>Skills: Drafting, editing and proof reading.</i> Students create and draft a letter as a character involved with the new theme park, persuading residents to vote with or against them in the upcoming residents meeting for planning permission. Focus on skills such as spelling, punctuation, paragraphing, word order, vocabulary etc.</p> <p><b>S&amp;L</b> <i>Skills: Presentation. Modification of tone.</i> Students will learn how to make formal presentations and ways of structuring these. They will learn about how to modify their tone to achieve varying effects and they will experiment with different tones and styles to find methods that are successful in conveying their opinions and views.</p> <p><b>Stretch and Challenge</b> To challenge students, they will be encouraged to think critically about the feasibility of the project that they are building. They will present to an audience of parents who will be prepped in advance to post challenging and thoughtful questions to their proposals. They will also have the opportunity to conduct real world market research with to Dubai residents about the location of their theme park.</p>	Business and media styled writing tasks for real world link and theme park located in the UAE.	<p><b>Writing Assessment:</b> Write a letter to the residents for/against building the theme park in their local area.</p> <p><b>Reading Assessment:</b> Analysis of a selection of text types, including advertisements, press releases, persuasive posters &amp; analysing leaflets.</p> <p><b>Speaking and Listening:</b> Delivering group and individual speeches to persuade residents to support the plans for the theme park.</p>
3b) Exam prep	<p><b>Reading</b> Students will prepare for a simplified GCSE style exam paper through a range of reading skills. They will be taught to skim and scan, read around words, break down sentences, identify topic sentences, offer their opinion on texts and analyse language, structure and form.</p> <p><b>Writing</b> Students will review the writing styles that they have covered this year: inform, explain, describe, argue, persuade and evaluate. They will also review sentence structure, text</p>	Texts and images used as source and stimulus material all have real world and/or UAE links.	<b>Reading and writing exam addressing all skills studied across the year.</b>



	organization and punctuation and grammar in preparation for their writing exam.		
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Term 1	Subject: English	Year Group: 8	
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment:</u>
<p>1a and 1b) Hunger Games and dystopian writing</p>	<p><b>The Hunger Games is a long text to cover in Y8. Students will be covering the novel over the whole of term 1 (a and b). This will still require independent reading and comprehension to be set as homework.</b></p> <p><b>2 lessons per week on Hunger Games</b> <b>1 lesson per week on dystopian writing</b> <b>1 literacy/library lesson</b></p> <p><b>Reading</b> <i>Skills: Identifying key points/textual evidence. Inference and deduction</i> Students will read The Hunger Games and analyse content. They will develop their skills of retrieving key information from the text and supporting their ideas with evidence. There will be a focus on close language analysis and how meaning can be inferred and deduced, moving beyond obvious meaning (PEEL/PEACE)</p> <p><b>Writing</b> <i>Skills: Sentence types, sentence lengths and sentence clauses</i> Students will craft dystopian writing pieces which cover the writing skills needed in exam contexts. They should become familiar and confident with the use of Standard English and writing for effect. (see 1-9 framework for discreet skills and linguistic breakdown.)</p> <p><b>S&amp;L</b> <i>Skills: Story Circle</i> Students will deliver their story/descriptions to the class in a group setting. This will be ideal for a library lesson where students can listen to each other's writing process and discuss the merits of various skills in the stories they are reading.</p> <p><b>Stretch and Challenge</b> Students will be introduced to, and taught to apply, terminology such as dystopia, utopia, and hegemony, totalitarian and post-apocalyptic. Real life links with world politics.</p>	<p>Thematic links based on the issues addressed within The Hunger Games: Power &amp; Rebellion; Inequality and Love &amp; Sacrifice</p>	<p><b>Reading</b> Students will complete an analytical essay on a theme in The Hunger Games:</p> <ul style="list-style-type: none"> <li>- Power &amp; Rebellion</li> <li>- Inequality</li> <li>- Love &amp; Sacrifice</li> </ul> <p><b>Writing</b> Students will craft a piece of descriptive or narrative writing based on a dystopian image or a dystopian topic scenario.</p> <p><b>S&amp;L</b> Delivering their own story or description in a story circle session in front of class.</p>

<p>1a and 1b) Hunger Games and introduction to War Horse (introduce 1 lesson a week on war horse and war poetry)</p>	<p><b>1 lesson per week on Hunger Games</b> <b>2 lessons per week on War Horse with war poetry</b> <b>1 lesson per week on library/literacy</b></p> <p><b>Reading</b> <i>Skills: Purpose and intention. Context</i> Student will be taught to interpret the purpose and intention of a range of fiction and non-fiction texts, including the novel/play War Horse, a range of war poetry from different contexts and source information in the form of posters and leaflets. They will understand how to identify why a writer has created a text and how these texts are intended to make the reader think and/or feel. They will also be taught to identify contextual information behind a text and how this impacts its purpose and intention. (PEEL/PEACE)</p> <p><b>Writing</b> <i>Skills: Range and appropriacy of vocabulary. Sentence openings</i> After studying a range of source material, as well as War Poetry and the novel/play 'War Horse', students will be asked to plan and write an <b>argument</b> piece. They will be taught to structure their work carefully, using appropriate language for purpose and a range of engaging and powerful sentence openers.</p> <p><b>S&amp;L</b> <i>Skills: Discussion</i> Students to use their research and essay notes to take part in small group discussion about whether it is right to take animals to war. Students will be taught to use active listening skills, respond to others and develop an idea.</p> <p><b>Stretch and Challenge</b> The range of poetry available for study will involve literary heritage texts for higher achieving students. These students will also be introduced to critical analysis from other writers.</p>	<p>Students will learn about a range of real-life conflict situations through poetry and the novel/play.</p>	<p><b>Reading</b> Analysis of a war poem like Dulce et decorum est with context taken from War Horse</p> <p><b>Writing</b> Students to complete a writing to argue piece, arguing for or against the following statement: Horses are the ideal animal to take into war. Demonstrate an understanding of context.</p> <p><b>S&amp;L</b> Discussion about whether it is right to take animals to war.</p>
<p><b>Term 2</b></p>	<p><b>Subject: English</b></p>	<p><b>Year Group: 8</b></p>	
<p><u>Unit Topic</u></p>	<p><u>Learning Outcomes</u></p>	<p><u>Real World / UAE Application</u></p>	<p><u>Assessment Task:</u></p>

<p>2a) Shakespeare (chosen by teacher – NOT Macbeth)</p>	<p><b>Reading</b>  <i>Skills: Context. Critical response</i>            Students will read and analyse a Shakespeare play as selected by their teacher. They will be taught to understand the context in which the play was written and analyse Shakespearean language. Students will also be taught how to offer a critical response to an author’s work through modelling and exemplar work. (PEEL/PEACE)</p> <p><b>Writing</b>  <i>Skills: Modification of language. Drafting, editing and proof reading.</i>            Students will craft a <b>descriptive</b> creative writing piece. They will be shown how to complete a piece of writing in structured stages, from the initial planning and ideas stage, through the first draft, then the editing and feedback process until they have a final draft that has been proof read and modified throughout the process of reflective crafting. The piece will be written in a familiar form.</p> <p><b>S&amp;L</b>  <i>Skills: Modification of tone and paralinguistics.</i>            Students will perform the piece that they wrote for their writing assessment as a soliloquy. They will develop their knowledge of how to modify their tone to create varying inflections and effect. They will also investigate a range of paralinguistic devices and consider how they can apply these to their performance to enhance meaning.</p> <p><b>Stretch and Challenge</b>            Students can be challenged through the Shakespeare text chosen, as well as the character for which they complete the assessments. Students will be further stretched through complexity of Shakespearean texts and resources available to develop critical thinking skills and critical response.</p>	<p>Shakespearean themes of love, marriage, politics. Power, fate etc. Specific real world links dependent upon the play chosen.</p>	<p><b>Reading</b>            Students will complete an extract analysis essay based on a character’s change/development throughout the play.</p> <p><b>Writing</b>            Students will write a creative piece from the perspective of a Shakespearean character. This will be in the form of a journal or letter.</p> <p><b>S&amp;L</b>            Soliloquy of creative writing piece.</p>
<p>2b) Gothic Literature</p>	<p><b>Reading</b>  <i>Skills: Ways of reading. Comparison</i>            Students will read and analyse a range of texts linked to Gothic Literature. They will understand the codes and conventions and be exposed to unfamiliar vocabulary from different periods of time. They will be taught how to read around a word, decoding words and predicting meaning. They will also be taught how to find links between texts and to explain these in their writing.</p> <p><b>Writing</b>  <i>Skills: Paragraphs. Punctuation.</i>            Students will investigate how punctuation and paragraphing can influence a reader and the impact that it has on meaning. At a basic level, students will understand and apply a range of punctuation, and at a higher level, they will be taught to re-create mood, atmosphere and</p>	<p>Students to make connections to themes in the texts and explore these in a modern day context.</p>	<p><b>Reading</b>            Students will complete a comparative essay on two different Gothic literature extracts.</p> <p><b>Writing</b>            Students will write their own Gothic short story.</p> <p><b>S&amp;L</b>            Students will present on the effectiveness of language in one of the Gothic texts that they have studied.</p>

	<p>meaning through the manipulation of paragraphs and punctuation markers. Their creative writing piece will be focused on <b>description</b>.</p> <p><b>S&amp;L</b> <i>Skills: Appropriate style and register.</i></p> <p>Students will use the analysis that they have done this unit to present analytically. They will be taught how to use formal language, to modify their tone to convey ideas and how to present in an academic manner.</p> <p><b>Stretch and Challenge</b> Higher ability students will complete their analytical essay on Gothic stories from across times and contexts. The language of Gothic literature can be complex and higher attaining students will be challenged to interpret these and use this style in their own writing.</p>		
<b>Term 3</b>	<b>Subject: English</b>	<b>Year Group: 8</b>	
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	Assessment Task
3a) The Writing Process	<p><b>Reading</b> <i>Skills: Purpose and intention. Structure and organization.</i></p> <p>Students will study a range of non-fiction texts including biography, feature articles, travel writing and opinion pieces. They will learn the features and structure of these and analyse how the readers convey their purpose and intention across a range of text types.</p> <p><b>Writing</b> <i>Skills: Organisation, form and purpose. Cohesion</i></p> <p>Students will apply their knowledge of different text types learned in the reading aspect of the course to the creation of their own version of these texts. These will all be typed up onto students' blogs, monitored by the teacher, through Edublogs. The theme is Life in Dubai and all non-fiction text extracts will be linked to this. Students will complete tasks that will use their skills of writing to <b>inform, explain, describe and evaluate</b>.</p> <p><b>S&amp;L</b> <i>Skills: Intonation and emphasis</i></p> <p>Students will learn about how to use intonation and emphasis to make their speech more persuasive. They will adapt tone and register in order to produce a radio advert, to go on their blog, for one of the places that they have written about in their blog.</p> <p><b>Stretch and Challenge</b> Students will be challenged by the complexity of texts that they are asked to study, as well as the complexity of text that they are expected</p>	<p>Students' blogs will be asked around their lives in Dubai. They will complete travel-writing pieces and feature articles about places in the UAE, as well as writing their own biography and updates on their day-to-day lives.</p>	<p><b>Reading</b> Students will complete an analysis of the graphology of a range of non-fiction texts.</p> <p><b>Writing</b> Students will write a range of no-fiction texts including biography, feature article and travel writing.</p> <p><b>S&amp;L</b> Students will produce a radio advert for a place in Dubai featured on their blog.</p>

	to produce. Vocabulary, structural choices and levels of analysis will be developed at varying levels according to the needs of the students.		
3b) Exam Prep	<p><b>Reading</b> Students will prepare for a simplified GCSE style exam paper through a range of reading skills. They will be taught to skim and scan, read around words, break down sentences, identify topic sentences, offer their opinion on texts and analyse language, structure and form.</p> <p><b>Writing</b> Students will review the writing styles that they have covered this year: inform, explain, describe, argue, persuade and evaluate. They will also review sentence structure, text organization, punctuation, and grammar in preparation for their writing exam.</p>	Texts and images used as source and stimulus material all have real world and/or UAE links.	<b>Reading and writing exam addressing all skills studied across the year.</b>

Term 1	Subject: English	Year Group: 9	
Unit Topic	Learning Outcomes	Real World / UAE Application	Assessment Task
1a) Literary Villains (Heritage Texts)	<p><b>Reading skills</b> <i>Skills: Identifying key points/textual evidence. Inference and deduction</i> Students will engage with a range of literary villains, considering what makes them villainous. They will also study real life criminal cases and look at the ways these criminals are reported. As a unit outcome, students will use their knowledge of these traits to create a profile and backstory of their own literary villain.</p> <p><b>Writing</b> <i>Skills: Drafting, editing and proof reading</i></p>	Students will study a range of real life crime stories based on well-known villains, consider their traits, and back stories, making comparisons to the literary villains that we are studying.	<p><b>Writing Assessment</b> Written description of a literary villain.</p> <p><b>Reading Assessment</b> PEA response on writer's craft e.g.: how does X present Y as a villain?</p> <p><b>Speaking Assessment</b></p>

	<p>Students will map out and craft their own villain, using a backstory and an event, and redraft this following peer, self and teacher review.</p> <p><b>S&amp;L skills</b> <i>Skills: Intonation and emphasis</i> Developing voice and interactions to create a believable character; interacting with peers showing ability to listen and respond.</p> <p><b>Stretch and Challenge</b> Text choices for most able will include more difficulty ELH texts from earlier in the period and will include independent research. HAPs will also be asked to lead teaching sessions, feeding back hat they have learned.</p>		<p>Drama activity, acting out the meeting of two literary villains.</p>
1b) Thematic Poetry	<p><b>Reading skills</b> <i>Skills: Comparison. Context. Inference.</i> Students will look at a range of poetry within various themes from various cultures and time periods. Students will be taught the skills to analyse poetry in preparation to write a comparative essay on two poems (one named) from the Edexcel GCSE anthology.</p> <p><b>Writing skills</b> <i>Skills: Organisation, form and purpose. Devices.</i> Students will use the ideas from the texts they have read to create their own poem about conflict, This can be imagined or real, and will showcase some of the techniques they have learned in this unit.</p> <p><b>S&amp;L skills</b> <i>Skills: Presentation</i> Students will use their own research to create an engaging presentation (using technology if they wish) to reveal facts and interesting details about a poet they have studied and researched.</p> <p><b>Stretch and Challenge</b> The range of poetry available for study will involve literary heritage texts for higher achieving students. These students will also be introduced to critical analysis from other writers and to more modern texts highlighting a different type of threat (<i>Out of the Blue, Belfast Confetti</i> etc.).</p>	Life experience and poetry.	<p><b>Reading Assessment</b> Comparison of 2 poems <b>Question:</b> How is power explored in the poem ‘War Photographer’ and one other poem?</p> <p><b>Writing Assessment</b> Write own poem</p> <p><b>Speaking Assessment</b> Recording own video fact file about a poet.</p>
<b>Term 2</b>	<b>Subject: English</b>	<b>Year Group: 9</b>	
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Task:</u>

<p>2b) Of Mice and Men</p>	<p><b>Reading</b>  <i>Skills: Context. Critical response</i>            Students to study Of Mice and Men in preparation for their GCSE Literature exam.            Exploration of context and author; Great Depression, Wall St Crash, itinerant workers etc.</p> <p><b>Writing skills</b>  <i>Skills: Sentence types, sentence lengths and sentence clauses</i>            Pupils will use a range of sentence types to communicate the feelings of Curley’s Wife. The most able will draw on evidence from throughout the text to come up with a detailed extract.</p> <p><b>S&amp;L skills</b>  <i>Skills: Modification of tone and paralinguistics.</i>            Pupils will develop a role and imbibe their performance with a sense of character.</p> <p><b>Stretch and Challenge</b>            Pupils will be expected to lead table discussions and complete flip-learning activities, so they are ready to lead their groups. Shared reading activities will also be completed with the HAPs as lead learners.</p>	<p>Students to make connections to themes in the novella and explore these in a modern-day context.</p>	<p><b><u>Reading Assessment</u></b>            Past Paper Literature examination question (EDEXCEL)</p> <p><b><u>Writing Assessment</u></b>            A diary extract from Curley’s wife or similar.</p> <p><b><u>Speaking Assessment</u></b>            Role play ‘Who is to blame for Lennie’s death?’</p>
<p>2b) Macbeth</p>	<p><b>Reading skills</b>  <i>Skills: Inference and deduction. Textual evidence.</i>            Students to study Shakespeare’s Macbeth in preparation for their GCSE Literature exam.            Focus on Jacobean context and themes of the play, as well as its relevance to life in 2019.            Variety of reading techniques taught, including close reading and word level analysis.            Exploration of text as a play, looking at staging etc.</p> <p><b>Writing skills</b>  <i>Skills: Paragraphs. Punctuation. Modification of language.</i>            Pupils will use their own ideas as well as those from the text to create an imaginary review of the play focusing on its presentation of the relationship between the couple. LAPS can focus on the two scenes, which show detailed interactions. HAPs will be expected to recreate the tone and vocab of a Jacobean audience.</p> <p><b>S&amp;L skills</b>  <i>Skills: Discussion. Register.</i>            Pupils will support their initial ideas with research and be able to defend their own views. HAPs will be able to consider alternate viewpoints and provide evidence for a counter argument.</p>	<p>Students to make connections to themes in the play and explore these in a modern-day context.</p>	<p><b><u>Writing Assessment</u></b>            Write a review from the perspective of a Jacobean audience with regard to how Shakespeare portrays the marriage and relationship of Macbeth and Lady Macbeth.</p> <p><b><u>Reading Assessment</u></b>            Past Paper Literature examination question (AQA/EDEXCEL)</p> <p><b><u>Speaking Assessment</u></b>            How relevant is Shakespeare in 2018?</p>

	<p><b>Stretch and Challenge</b> Most able will be given critical theory to explore and apply and will be expected to conduct research on the supernatural and the Divine Right of Kings. This will enable them to further explore the themes in the play as well as prepare them for the S&amp;L task. They will also be introduced to Aristotle's definition of a tragic hero.</p>		
<b>Term 3</b>	<b>Subject: English</b>	<b>Year Group: 9</b>	
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Task:</u>
3a) Non-fiction – Travel Writing (GCSE prep)	<p><b>Reading</b> <i>Skills: Purpose and intention. Structure and organization.</i> Exploration of a variety of texts from modern day and the literary heritage. Exemplar authors include Bill Bryson, Charles Dickens, GB Shaw, Bear Grylls. Relate texts to their social, historical and cultural context. Explore features of the texts and model conventions. How is Dubai suited to the modern traveler? Use technology in the form of a blog to record your own thoughts and experiences of travel.</p> <p><b>Writing</b> <i>Skills: Range and appropriacy of vocabulary. Sentence openings</i> Students will create their own texts using real or imagined experiences as stimuli.</p> <p><b>S&amp;L</b> <i>Skills: Discussion</i> Students to use their research and essay notes to take part in small group discussion about the benefits of travelling, HAP will discuss technology and its influences on travel (VR etc.). Students will be taught to use active listening skills, respond to others and develop an idea.</p>	<p>Texts and images used as source and stimulus material all have real world and/or UAE links. Discussion of Expo and look at past Expos.</p>	<p><b>Writing Assessment:</b> Write a travel piece from your own experience. <b>Reading Assessment:</b> Close analysis and PEA of an ELH text. <b>Speaking and Listening:</b> HA: With the advances in technology, we have no need to travel. Discussion. LA: What are the benefits of travelling?</p>
3b) Exam Prep	<p><b>Reading</b> Students will prepare for a simplified GCSE style exam paper through a range of reading skills. They will be taught to skim and scan, read around words, break down sentences, identify topic sentences, offer their opinion on texts and analyse language, structure and form.</p> <p><b>Writing</b> Students will review the writing styles that they have covered this year: inform, explain, describe, argue, persuade and evaluate. They will also review sentence structure, text organization, punctuation, and grammar in preparation for their writing exam.</p>	<p>Texts and images used as source and stimulus material all have real world and/or UAE links.</p>	<p><b>Reading and writing exam addressing all skills studied across the year.</b></p>



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THE VILLA

Term 1	Subject: English	Year Group: 10	
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Task</u> <u>Assessment Methods</u>
1a) Macbeth	Second Literature coursework – Macbeth. Students to read the play and analyse in detail focusing on language, form and structure. Literary Criticism. Psychoanalysis and feminist theory.	Students to make connections to themes in the play and explore these in a modern day context.	1)Literature coursework full plan (Macbeth) 2) Literature coursework first draft (Macbeth) <b>‘Macbeth’ coursework.</b> <b>(EDEXCEL IGCSE)</b>
1b) Writing to argue RTAT	Students will be exposed to a range of controversial topics from which they must select one to write an argumentative piece ‘for’ or ‘against’. There will be a range of newspaper, blog, journal and science articles from which students can select.	All stimulus materials are linked to real things in society – whether it be attitudes or inventions. A range of the source material will be centered around the UAE.	3) Language Coursework first draft (Writing to Argue).  <b>Writing to Argue coursework.</b>
Term 2	Subject: English	Year Group: 10	
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Task</u> <u>Assessment Methods</u>
1b) Language and literature (poetry) examination preparation	Student will be introduced to the English Language exam and how to answer each of the questions. In lessons, they will also work on the EdExcel poetry anthology in preparation for the Paper 1 exam.	Texts used in the exam are a range of sources including journals, diaries, newspaper reports and interviews.	Q1, 2 & 3 responses. 1) Essay writing tasks matched to past paper questions.
2b) An Inspector Calls	Literature coursework. A series of analytical tasks to be completed on ‘An Inspector Calls’ characters and themes. Historical study of the early 1900s and discourse about social responsibility. Complete <b>‘Inspector Calls’ coursework.</b>	The text raises issues about social class and social responsibility. There are also a range of historic references such as the Titanic and World War 1. Social responsibility to be linked with UAE and Vision 2021 and ‘United in responsibility’	2) Literature coursework full plan (An Inspector Calls) 3) Literature coursework first draft (An Inspector Calls)  <b>‘Inspector Calls’ coursework.</b>

Term 3	Subject: English	Year Group: 10	
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Task</u> <u>Assessment Methods</u>
3a) Writing to Describe	Students will use a range of stimulus material from a variety of media including art, film and literature to create a piece of <b>descriptive writing coursework.</b>	The stimulus material will be based on current and present-day literature, film and media, including literature from the UAE.	1) Language Coursework first draft (writing to describe) 2) Language coursework first draft (writing to describe)  <b>Writing to Describe coursework.</b>
3b) Re-drafting Language and Literature Coursework  Intro to poetry	Students will use the final term to re-draft all their coursework pieces up to and beyond their target grade.  Begin study of Poetry is time after Ramadan allows.	See notes above on five coursework topics.	3) Coursework re-drafting All coursework re-drafted. 4) Poetry analysis and PEA work.

<b>Term 1</b>	<b>Subject: English Literature and Language</b>	<b>Year Group: 11</b>		
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Task</u>	<u>Assessment Methods</u>
1a) Poetry	Students will read, explore and analyse each poem in the EdExcel Anthology. They will complete a range of tasks linked to PEAL and close analysis, as well as exploring themes and context.	Thematic links between poems and the modern day; use of images as stimulus.	Variety of tasks linked to individual poems, comparisons and past paper questions.	<b>Past Paper question (EDEXCEL IGCSE)</b>
2b) Writing to Narrate	Students will construct a narrative that focuses on story, plot, character and moral. They will be exposed to a variety of writing styles and be asked to emulate one of these in a response to what they have read.	Stimulus materials are all fiction and non-fiction texts from around the world in a range of forms.	4) Writing to Narrate full plan 5) Writing to Narrate first draft  <b>Writing to Narrate coursework.</b>	2b) Writing to Narrate
<b>Term 2</b>	<b>Subject: English Literature and Language</b>	<b>Year Group: 11</b>		
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Task</u>	<u>Assessment Methods</u>
2a) Of Mice and Men	Recap text from study in Y9. Characterisation, themes, context and message. Exploration of essay writing linked to past exam questions.	Exploration of power, status, authority and hierarchy; discussion of money, role of women and disability.	Essay writing tasks matched to past paper questions.	<b>Past Paper question (EDEXCEL IGCSE)</b>
2b) Coursework re-drafting and Language examination preparation	Student will spend this part of the term re-drafting their coursework as home learning in time for the February final submission.	Variety of tasks linked to wider world and issues such as social injustice, power, morality etc.	Q1, 2 & 3 responses.	<b>Final coursework submission Paper 1 practice</b>
<b>Term 3</b>	<b>Subject: English Literature and Language</b>	<b>Year Group: 11</b>		
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>		<u>Assessment Methods</u>
3a) Language exam practice	Student to continue to prepare for the Language IGCSE – dates not released yet but usually early in May.	Texts used in the exam are a range of sources including	Q1, 2 & 3 responses.	<b>IGCSE Language exam</b>

		journals, diaries, newspaper reports and interviews.		
3b) Literature exam practice	Students to work on the Literature paper, practicing the poetry questions and revisiting Of Mice and Men which students studied in Year 10.	Texts used in the exam are a range of sources including journals, diaries, newspaper reports and interviews.	Essay writing tasks matched to past paper questions.	<b>IGCSE Literature exam</b>

<b>Term 1</b>	<b>Subject: English Language</b>	<b>Year Group: 11</b>		
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Task</u>	<u>Assessment Methods</u>
1a) Preparation for the Language exam	Students to study for the IGCSE English Language exam using a range of sources and understanding how to answer each question.	Texts used in the exam are a range of sources including journals, diaries, newspaper reports and interviews.	Q1, 2 & 3 responses.	<b>Q1 Response Q2 Response Q3 Response</b>
1b) Preparation for the Language exam	Students to study for the IGCSE English Language exam using a range of sources and understanding how to answer each question.	Texts used in the exam are a range of sources including journals, diaries, newspaper reports and interviews.	Q1, 2 & 3 responses.	<b>Q1, Q2 and Q3 response</b>
<b>Term 2</b>	<b>Subject: English Language</b>	<b>Year Group: 11</b>		
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>		<u>Assessment Methods</u>
2a) Preparation for the Language exam	Students to continue to work on how to answer the questions in the Language exam. On-going practice and improving.	Texts used in the exam are a range of sources including journals, diaries, newspaper reports and interviews.	Q1, 2 & 3 responses.	<b>Full exam response</b>
2b) Coursework re-drafting	Students to re-draft all three coursework pieces that have been completed so far to ensure that they are at, or above, target grade.	Variety of tasks linked to wider world and issues such as social injustice, power, morality, role of women.	Coursework editing and submission following models.	<b>Final coursework submission</b>
<b>Term 3</b>	<b>Subject: English Language</b>	<b>Year Group: 11</b>		
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Task</u>	<u>Assessment Methods</u>

3a and b) Preparation and Revision for final assessment	Student to continue to practice exam responses in preparation for IGCSE Language exam. Practice individual question and increase understanding of the mark scheme.	Texts used in the exam are a range of sources including journals, diaries, newspaper reports and interviews.	GCSE Examinations <b>(Language GCSE was on 9th May in 2018)</b>	Final IGCSE English Language exam.
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Term 1	Subject: English Language		Year Group: 12	
<u>Unit Topic</u>	<u>Learning Outcomes</u>		<u>Real World / UAE Application</u>	<u>Assessment Methods</u>
1a) Context and identity.	Students to analyse a range of written, spoken or multi-modal data from the 20th and 21st century. Students will be introduced to the rules of language and the terminology that they need to use to in order to write about language in this course. This includes mode, field, function, audience, discourse, pragmatics, graphology, grammar, syntax, lexis and semantics. They will analyse texts independently and collaboratively for these features, considering how these features shape personal identity. Students will study a range of non-fiction sources from the 20 <sup>th</sup> and 21 <sup>st</sup> century and analyse how they show someone's personal identity using the features listed above. Further to this, students will be asked to consider concepts, issues such as social, cultural, and gender factors. Students will be learn to apply theory and analyse theorists' ideas. These will including Crystal, Labov, Trudgill, Zimmerman, Tannen and Bernstein...		Texts used for language study will come from a range of different times and places. All sources are non-fiction texts from the 20 <sup>th</sup> and 21 <sup>st</sup> century. A range of the texts will be UAE based sources to ensure relevance to student lives.	<b>Exam response:</b> Students will complete a comparative exam response on two unseen texts from the 20 <sup>th</sup> and 21 <sup>st</sup> century.
1b) The Creation of Voice	Students to create a range of short texts on different topics and forms. Students will be taught a range of non-fiction codes and conventions in order to enable them to construct their own piece of writing. They will use their knowledge of textual analysis from Unit 1a in order to re-create a source text for an alternative genre, purpose, audience and context. They will learn to use source data effectively in their own writing.		Texts studied are non-fiction texts based on real-world events. All sources are non-fiction texts from the 20 <sup>th</sup> and 21 <sup>st</sup> century. A range of the texts will be UAE based sources to ensure relevance to student lives.	<b>Exam Response:</b> Students to re-write the information from two unseen texts into an alternative genre, with a different purpose, audience and context.

	Student learning will focus on crafting their writing including high-level punctuation and grammar as well as suitable vocabulary and a range of styles.		
<b>Term 2</b>	<b>Subject: English Language</b>	<b>Year Group: 12</b>	
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment</u>
2a) Spoken Language Today.	<p>Students to complete a range of analytical tasks based on how English differs across different contexts. Students will be introduced into phonemics at this stage in the course in preparation for their Unit 2 exam. They will learn about the different sounds in the phonic alphabet and understand how to analyse these sounds, as well as the prescribed manner of writing about them. They will learn about how sounds are created through ideas such as dental fricatives and alveolar sounds, as well as glottal stops and micro pauses.</p> <p>Students will be taught to analyse non-fiction source material for phonology, morphology, graphology, lexis (including code switching and blending), syntax and discourse. They will learn about the versions of English spoken across the world and compare these to Standard English, as well as identifying how global ‘Englishes’ represent regional and cultural identity.</p> <p>Alongside this, they will learn to make links across a range of source material.</p> <p>As part of this unit, students will be expected to develop their knowledge of the theorists that were taught in Unit 1. This theoretical knowledge will be added to through the introduction of language development models including Kushru, Schneider and MacArthur, as well as demonstrating an awareness of Pidgins and Creoles and how languages form.</p>	All texts analysed are from a source booklet that uses transcripts from different regions and cultures around the world. All sources are non-fiction texts from the 21 <sup>st</sup> century. A range of the texts will be UAE based sources to ensure relevance to student lives.	<b>Exam response:</b> Students will complete a Unit 2, Section A response.
2b) Written Language 19 <sup>th</sup> - 21 <sup>st</sup> century.	Students will study a range of language frameworks, including Standard English, and complete a range of written and verbal discussions. Students will learn about the development of English over the last three decades and how English has become a global language. This	All texts analysed are from a source booklet that uses transcripts from different regions and cultures around the world. All sources are non-fiction texts from the 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup>	<b>Mock AS exams:</b> Full mock exam schedule – Unit 1 and Unit 2.

	<p>section explores wider issues of global English and students must consider:</p> <ul style="list-style-type: none"> <li>- the context in which the language may be used</li> <li>- the influence of other languages on 21st century English</li> <li>- the role of English as an international language.</li> </ul> <p>Students will learn how to apply a range of theorists to this question response and to discuss the development of English across time and place. Students will be taught about cultural heritage and identity and how language is a means of displaying</p>	<p>century. A range of the texts will be UAE based sources to ensure relevance to student lives.</p>	
<b>Term 3</b>	<b>Subject: English Language</b>	<b>Year Group: 12</b>	
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Methods</u>
3a and b) Practice papers for paper 1 and Paper 2.	<p>Students will spend this term looking at previous exam papers, exemplar responses, mark schemes to ensure that they are fully aware of the expectations for their AS exams. They will complete a range of past papers and be given detailed feedback to develop their responses. Students will revise, develop and analyse theory ensuring that they are confident and able to apply a range of theory to all units.</p>	<p>Texts studied are non-fiction texts based on real-world events. All texts analysed are from a source booklet that uses transcripts from different regions and cultures around the world. Sources are non-fiction texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century. A range of the texts will be UAE based sources to ensure relevance to student lives</p>	<p><b>AS exam, (14 and 16<sup>th</sup> May in 2018).</b></p>

<b>Term 1</b>		<b>Subject: English Literature</b>		<b>Year Group: 12</b>	
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Task</u>	<u>Assessment Methods</u>	
1a) <i>The Kite Runner</i>	Students to complete a series of analytical tasks on <i>The Kite Runner</i> . These will be on character/theme/context.	Real world applications in the study of themes of friendship, betrayal and conflict.	<b>Essay response</b> – timed conditions	<b>Essay response</b>	
1b) Post 2000 poetry	Students to complete a series of short and extended comparative tasks on the prescribed poems from the anthology.	Themes in poetry all linked to real life emotion – many links made to encourage empathy and understanding.	<b>Comparative poetry essay</b>	<b>Essay response</b>	
<b>Term 2</b>		<b>Subject: English Literature</b>		<b>Year Group: 12</b>	
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>		<u>Assessment Methods</u>	
2a) Post 1900 Drama study - <i>Death of a Salesman</i>	Students to complete a range of analytical tasks on the play including characterisation/dramatic devices/themes etc.	Themes of betrayal, the American Dream, abandonment and money.	<b>Essay/exam</b> question on Othello (T)	<b>Essay response</b>	
2b) Pre 1900 Drama Study - <i>Othello</i>	Students to complete a range of analytical tasks on the play including characterisation/dramatic devices/themes etc.	Themes of prejudice, jealousy, sexuality, honour and power.	<b>Mock AS exams</b>	<b>Exam</b>	
<b>Term 3</b>		<b>Subject: English Literature</b>		<b>Year Group: 12</b>	
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Task</u>	<u>Assessment Methods</u>	
3a and 3b) Practice papers for Paper 1 and 2.	Students to revise all the topics from this year and practice question responses and understanding the mark scheme.	See notes above.	Range of past paper questions.	<b>AS exams</b>	

Term 1		Subject: English Language		Year Group: 13			
Unit Topic		Learning Outcomes		Real World / UAE Application		Assessment Methods	
1a) Crafting Language		Students to write a series of creative writing pieces using source information and applying their writing skills in a variety of forms. Students will be expected to complete a creative writing piece that uses the source material given for a specific topic. They must use all four sources that they are given and re-create them with a new genre, purpose, audience and context. Students will develop the skills from Unit 1 and extend the styles of writing with which they are familiar. Students will learn how to apply source material effectively as at least 50% of their piece needs to be a re-interpretation of source material.		The source material is always based on non-fiction texts. Texts in the source booklet are all based on the same theme and come from a range of writing forms including newspaper articles, diaries and letters. Recommended reading material will include UAE sources.		<b>Exam response</b> - recrafting source material into a feature article about the Titanic.	
1b) Commentary		Students to reflect on the texts that they have created in 1a and write a commentary of the language choices that they have made. Students will learn how to be reflective about their work in order to write a commentary on their creative writing piece for section A. They will learn to discuss their lexis, semantics, and discourse, syntax and grammar choices and to justify why they made these decisions and evaluate how successful they were. Further to this, they must be able to justify how they have re-shaped the source material to meet their new genre, audience and purpose and comment on the influence of contextual factors.		Texts in the source booklet are all based on the same theme and come from a range of writing forms including newspaper articles, diaries and letters. Source material is always based on non-fiction texts. Texts in the source booklet are all based on the same theme and come from a range of writing forms including newspaper articles, diaries and letters. Recommended reading material will include UAE sources.		<b>Exam response</b> - writing a commentary about how they crafted their creative task for Section A.	
Term 2		Subject: English Language		Year Group: 13			
Unit Topic		Learning Outcomes		Real World / UAE Application		Assessment Methods	
2a) Investigating Language		Pre-released material for this unit will be available in January 2019. Students will be provided with a range of sources in Section A and will be taught to analyse this for discourse, pragmatics, lexis, syntax, grammar and graphology.		Research project is linked to 4 real world topics: Global English; Child Language Development; Language and Power and Language and Technology. Research project is Language and Power and is based on 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> century language. The pre-release materials are released in		Mock A2 exams	

		January but have previously ranged from the language of charities to language in political speeches. Recommended reading material will include UAE sources.	
2b) Extended response	Student will complete 5 extended responses to the topic that they have researched in 2a.	Research project is Language and Power and is based on 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> century language. The pre-release materials are released in January but have previously ranged from the language of charities to language in political speeches. Recommended reading material will include UAE sources.	<b>Exam response:</b> Paper 4, Section B response
<b>Term 3</b>	<b>Subject: English Language</b>	<b>Year Group: 13</b>	
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Methods</u>
3a and 3b) Practice papers for Paper 3 and Paper 4	<p>For Unit 3, students will practice re-writing source material into a range of alternative genres for different purposes, audiences and contexts. These will be drafted and re-drafted to create a range of effects. Alongside this, students will reflect on this creative writing and learn a clear, concise and fluent structure and style for their commentary.</p> <p>For Unit 4, students to continue to analyse sources from the source booklet and working on their own research projects, as well as practicing a series of exam responses linked to their sub-topic of study within language and power.</p>	<p>Texts in the source booklet for Paper 3 are all based on the same theme and come from a range of writing forms including newspaper articles, diaries and letters.</p> <p>The research project for Paper 4 is linked to 4 real world topics: Global English; Child Language Development; Language and Power and Language and Technology.</p>	<b>A2 exams (6<sup>th</sup> and 8<sup>th</sup> June in 2018)</b>

<b>Term 1</b>	<b>Subject: English Literature</b>	<b>Year Group: 13</b>		
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Task</u>	<u>Assessment Methods</u>

1a) <i>Wuthering Heights and Beloved</i>	Students to complete a range of analytical and comparative tasks on the novels studied.	Overarching theme is 'Women and Society.' Other themes explored include prejudice, social class, violence, religion, ambition and greed.	<b>Comparative Essay</b> (Great Expectations and The Colour Purple) (EX)	<b>Essay response</b>
1b) Pre 1900 poetry	Students to study poetry from a prescribed list (metaphysical poetry/Romantic Poetry). Students to complete a range of comparative analysis tasks.	Themes explored in romantic/metaphysical poetry include religion, reality and perception, fate and consciousness.	<b>Paper 4, Section B</b> response	<b>Essay response</b>
<b>Term 2</b>	<b>Subject: English Literature</b>	<b>Year Group: 13</b>		
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Task</u>	<u>Assessment Methods</u>
2a) Post 1900 unseen poetry and pre 1900 poetry	Student to study a wide range of Post -1900 poetry and learn how to analyse unseen texts. Complete a variety of analysis tasks on unseen poetry.	A range of themes will be explored through post 1900 poetry including science and nature, love and relationships, conflict and peace, feminism and masculinity and modernism and post modernism.	<b>Mock AS exams</b>	<b>Exam response</b>
2b) <i>Hamlet</i>	Analytical tasks on themes/characters and ideas presented in Hamlet.	Themes explored include death, corruption, self-discovery and knowledge.	<b>Exam response</b>	<b>Exam response</b>
<b>Term 3</b>	<b>Subject: English Literature</b>	<b>Year Group: 13</b>		
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>		<u>Assessment Methods</u>
3a and 3b) Revision	Students to revise all the topics from this year and practice question responses and understanding the mark scheme.	See notes above.	<b>Exam response</b>	<b>AS exams</b>