



ARAB UNITY SCHOOL

CURRICULUM OVERVIEW

YEAR -9

2019 – 2020

A guide for Parents and Students

SUBJECT: English Year 9

Overview of the year: This unit plans show a steady, yet progressive, 'building block' approach, ensuring that pupils are introduced to the higher order thinking and analytical skills required for EFL at IGCSE. Independent Reading is greatly encouraged to reinforce and build upon the content that is taught in class and, indeed, just for pleasure! This, coupled with the push on Writing, needs to become more public and transparent and the department is actively trying to make English more high profile, challenging and enjoyable, whilst also providing a platform for improved cross-curricular Literacy to help students enter KS4 wholly prepared.

<p>TERM ONE</p> <p>Main topic, skills and content:</p> <p>1.Other Cultures Short Stories</p> <p>'Humanity, the gist' 'The Necklace' 'The Missing Mail'</p>	<p>Read texts from outside their own culture to have a better understanding of the global community</p>	<p><u>BYOD & SECRET SKILLS</u></p> <p>Research facts about the cultural heritage and landmarks of their own countries and introduce them to the class by creating online brochures.</p>	<p>ASSESSMENTS:</p> <p>1.Narrative Writing based on visual prompts-related to different culture</p>
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	<p>Make critical comparisons across and understand increasingly challenging texts (stories from different cultures)</p> <p>Learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</p> <p>Know the purpose, audience (from different culture) for and context of the writing and draw on this knowledge to support comprehension</p>	<p><u>Reading sites for extension</u></p> <p>Storybird: www.storybird.com</p> <p>Magickeys: http://www.magickeys.com/books/</p> <p>Classic books: http://www.read.gov/books/</p>	<p>2. Read and analyze the effect of language on reader from the extract provided for reading (from the anthology)</p> <p>Curricular test- Unit 1 Date: 20-24th October</p>
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2.Travel Writing

Introduction to transactional writing for IGCSE paper 1

‘TRAVEL’ by R L Stevenson

Explore the genre of travel writing & will be able to identify the techniques of descriptive writing

Use information gained in prior learning (Other Cultures Short Stories) and apply it to their own writing. Study a variety of types and styles of travel writing enabling them to recognize author’s use of style, technique, and rhetorical devices to enhance meaning

Read a variety of literary non-fiction and non-fiction texts to enable students to analyze media texts (particularly the medium of documentary) in order to evaluate the validity and reliability of information presented

Develop their own ability in writing, speaking and listening to integrate diverse information into a coherent and comprehensive account

Create a Travel vlog/blog on any place they visited during the weekend.

Useful site for reference

<http://palinstravels.co.uk/static-12>

<https://www.bbc.co.uk/teach/class-clips-video/english-literature-ks3--ks4-what-makes-travel-writing-engaging/z6q7f4j>

Compare and contrast three forms of travel writing.

Write a travel blog/journal using the features of travel writing

Winter exam

Units: All units covered in Term 1.

Date: 17-21 November

<p>TERM TWO</p> <p>Main topic, skills and content:</p> <p><u>3.My Wishes</u> Monkey’s Paw and Sheikh Mohammed’s Nabati poem ‘My Wishes’</p>	<p>Analyse the short story from the point of view of theme</p> <p>Identify the conventions of formal speeches and be able to use these in their own formal speeches</p> <p>Explore the differences between formal speech and writing</p> <p>Identify and comment upon purpose and audience and the effects upon audience through tone, register and use of literary devices</p> <p>Develop their knowledge about UAE</p> <p>SPAG: Simple, compound & complex sentences</p> <p>Punctuation : colon & semicolon</p>	<p><u>BYOD</u></p> <p>Research on the origin, features and purpose of Nabati poetry</p> <p>https://sheikhmohammed.ae/en-us/nabatipoetry</p> <p>https://sheikhmohammed.ae/en-us/poetry?Category=Latest+Poems</p>	<p><u>ASSESSMENTS:</u></p> <p>1. Write a formal speech based on the prompts provided. (a reading extract will be provided to gather ideas for writing a speech)</p>

<p><u>4.Mystery</u></p> <p>‘The Speckled Band ‘; Persuasive Writing; News report; Debate</p>	<p>Study the short story focusing on theme and characterisation</p> <p>Complete transactional writing based upon text</p> <p>Have structured debate based upon theme</p> <p>Justify their opinions relating to text / film using PEE</p> <p>Use transactional writing conventions gained in prior knowledge, applying them to text / film</p>	<p>Research into Victorian London to learn about the emergence of detective fiction as a new genre</p> <p>https://www.bbc.co.uk/bitesize/topics/</p> <p>Discuss the reasons for its popularity.</p> <p><u>Online quiz</u> https://www.ereadingworksheets.com/genre/genre-activities/genre-quiz.</p>	<p>1.Read an extract from a mystery story and write a newspaper report on the incident.</p> <p>Curricular test: Topic: UNIT 3 Feb 9-13</p>
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<p>TERM THREE</p> <p>Main topic, skills and content:</p> <p>War Poetry Pre-1914 and contemporary</p> <p>‘The Charge of the Light Brigade’ &</p> <p>‘Anthem for Doomed Youth’</p>	<p>Read a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary and seminal world literature</p> <p>Recognise a range of poetic and prosaic conventions and understand how these have been used and their effects</p> <p>Make critical comparisons across texts and eras</p> <p>Analyse how the theme of war is conveyed, its effect upon them as the reader and to justify their responses using the PEE method</p> <p>Analyse texts that are thematically linked, commenting upon the similarities and differences, related to use of literary devices, structure and choice of vocabulary for effect</p>	<p>BYOD: Students will analyse the poems and comment on the writer's word choice and will post their answers on the PADLET wall which will be visible to all that will allow them to be reflective learners in further learning process.</p> <p>Padlet (formerly Wallwisher): www.padlet.com</p> <p>Useful sites</p> <p>https://www.bbc.co.uk/bitesize/topics/zmbj382</p> <p>https://www.poetry4kids.com/lessons/poetry-writing-lessons/</p>	<p>ASSESSMENTS:</p> <p>.</p> <p>1. Write a diary entry from the soldier's perspective.</p> <p>2. Read and compare two different texts on the war poetry.</p>
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<p>Unit -6 Non-fiction Text</p>	<p>Reading and analysing the language and layout of non-fiction texts</p> <p>Reading and comparing a variety of non- fiction texts</p> <p>Writing their own non-fiction texts- recounts, report, procedures, explanations, discussion texts</p>	<p>BYOD</p> <p>Students will write blogs online with all features of non-fictional texts and will read their fellow students' blogs and comment about them in class discussion.</p> <p>General sites</p> <p>http://www.manythings.org/voa</p> <p>http://www.bbc.co.uk/newsround/</p>	<p>Write a report based on given prompt (Introduction to IGCSE Report writing)</p> <p>Final exam: All the topics (Dates: May 31-4th June)</p>
<p><u>GRAMMAR</u></p> <p>English Club: www.englishclub.com/grammar/index.htm</p> <p><u>WRITING & READING</u></p> <p>Bookr : http://www.pimpampum.net/bookr/ Glogster : www.glogster.com/ Cambridge Write and Improve: https://sat.ilexir.co.uk/</p> <p><u>VOCABULARY</u></p> <p>Quizlet: https://quizlet.com/ Qzr: www.qzr.com</p>			

There are more-

<http://www.easyworldofenglish.com>

https://elt.oup.com/learning_resources

<https://www.englishclub.com>

<http://dreamreader.net>

<https://www.gcflearnfree.org>

<https://www.bbc.co.uk/education/topics/z2b2tyc>