



ARAB UNITY SCHOOL

CURRICULUM OVERVIEW

YEAR -9

2021 – 2022

A guide for Parents and Students

SUBJECT: English Year 9

Overview of the year: This overview shows a steady, yet progressive, 'building block' approach, ensuring that pupils are introduced to the higher order thinking and analytical skills required for 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>Unit1.Describing: Developing depth and detail.</p> <p>1.Analysing Language/Effects of Language 2.Use of language and structure for various effects</p>	<p>To read with an awareness of genre, To identify and begin to analyze structural features and their effects. To analyze and explore what we learn about a character's feelings towards a place or experience from the writer's choice of language.</p> <p>To write an atmospheric description of setting, choosing language and techniques carefully. To introduce a character into that setting from which readers can make inference. To use a variety of structural features.</p>	<p>ASSESSMENTS:</p> <p>Descriptive writing: Place, People and feeling.</p> <p>Elements and features of descriptive writing</p>
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<p style="text-align: center;">Speaking /Listening Opportunities</p> <p>Group Discussion, Presentation of own writings / Ted Talks on the topics similar to those in reading comprehension and writing tasks</p> <p style="text-align: center;">SPaG</p> <p>Type of sentence, Common error, Ellipses and dashes</p> <p style="text-align: center;">Literature</p> <p style="text-align: center;">Julius Caesar by William Shakespeare, Act 1- Scene 1,2 &3</p>	<p>To contribute to a group discussion and shared task purposefully and collaboratively</p> <p>Students will be able to differentiate between the four different types of sentences. Students will be able to write the four different types of sentences.</p> <p>Students will gain knowledge and understanding of the drama Julius Caesar</p> <p>Students will gain knowledge and understanding of the elements of drama.</p> <p>Students will gain an appreciation for the life and works of Williams Shakespeare</p>	<p>Giving an Informal talk/describing in detail/ Ted talks</p> <p>Use different sentence structure in descriptive writing</p>
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<p>Unit 2</p> <p>Entertaining: Memorable moments</p> <p>LISTENING/SPEAKING</p> <p>SPaG colon/semicolon/ subject verb agreement</p> <p>Literature</p>	<p>1.To respond to a text with understanding and insight 2. To explore typical features of entertaining texts 3. analyse writer's use of language 4. To analyse the way a writer uses language to appeal to their audience.</p> <p>1. To structure an account of a memorable experience in different ways and for different effects. 2. To combine the writing skills learned to create an entertaining text.</p> <p>1. To prepare and deliver an informal talk on a memorable experience 2. To ensure your talk is entertaining for a specific audience.</p> <p>1.Explain when to use a semicolon demonstrate the correct use of semicolons in a variety of sentences correct errors in semicolon usage 2. Explain the rules for subject-verb agreement identify and correct errors in subject-verb agreement Analyze multiple texts and text types to construct a history of Rome that will serve as the background for reading and performing Julius Caesar.</p> <p>Analyze the text and</p>	<p>Blog entry: Recounting memorable moments/responding to and entertaining article</p> <p>Write a well-structured film review using appropriate vocabulary.</p> <p>Using future forms in speaking: What do you think films will be like in 2100?</p>
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<p>Julius Caesar by William Shakespeare, Act 2- Scene 1,2,3&4</p>	<p>performances of Julius Caesar to inform interpretations of character motivations.</p>	<p>Write a soliloquy (where the character speaks their innermost thoughts.</p> <p>Provide students with a model/scaffold for writing analytical paragraphs to answer this question. How does Shakespeare represent power in this extract?</p>
<p>TERM TWO</p> <p>Main topic, skills and content:</p> <p>Unit 3 Arguing: Presenting a point of view</p> <p>Speaking /Listening Opportunities Giving an Informal talk/</p> <p>SPaG Direct and Indirect, Transitive, and Intransitive verbs. Connectives /modal verbs. Adverbs</p>	<p>1.Analysing ways to appeal audience /Organising ideas for effect 2.Analysing writer's use of language to entertain.</p> <p>1. To plan, deliver and evaluate an individual presentation effectively 2. To listen and respond appropriately to questions.</p> <p>Students will give and receive instructions using modals. Students will differentiate between the modals used for possibility, obligation, and necessity by identifying these types of modals in the language around them. Students will demonstrate an ability to reason deductively using modal forms.</p>	<p>ASSESSMENTS:</p> <p>1. Reading Comprehension</p> <p>2. Argumentative writing. Responding to an opinion article.</p> <p>Presenting and responding to a controversial issue.</p>

<p>Literature Julius Caesar ' by William Shakespeare, Act 2- Scene 1,2 ,3&4</p> <p>Unit 4 Exploring and interpreting poet's work Poem- 1. People Equal by James Berry 2.Boxer man by James Berry</p> <p>Speaking /Listening Opportunities</p> <p>SPaG</p> <p>Literature Julius Caesar ' by William Shakespeare, Act 4- Scene 1,2 &3</p>	<p>Summarize key plot points in Julius Caesar Analyze characters in Julius Caesar determine how characters develop in Julius Caesar</p> <p>1.Exploring poetic tone and voice 2. Exploring poet's use of language and structure.</p> <p>1. To present your own ideas about a poem .2. To evaluate your presentations and those of your peers.</p> <p>Identify six poetic devices: alliteration, metaphor, onomatopoeia, personification, rhyme, and simile Determine the purpose of poetic devices as either emphasizing meaning or the sound of words</p> <p>To know how Shakespeare builds tension in Act4 2 Scenes 1,2 and 3. 2. To recognize a variety of literary techniques and apply these to the latter three scenes in Act 2.</p>	<p>Character sketches/ Analysis</p> <p>Presenting your own ideas_ Poetry analysis and Composition</p> <p>Poetry competition _Writing /Reciting poem</p> <p>Literary /poetic devices</p> <p>How has Ceaser's character changed since Act 1 and Act 2? 1. To read and interpret the ideas and analyse the characters from an extract from Shakespearean play.</p>
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<p>TERM THREE</p> <p>Main topic, skills and content:</p> <p>Unit 5: Introduction to ESL/EFL Cambridge Syllabus</p>		<p>ASSESSMENTS:</p>
EFL		
<p>Reading Comprehension Reading Short stories:</p> <ol style="list-style-type: none"> 1. Last Leaf 2. Build a fire <p>Explicit and implicit meaning</p> <p>Summary Writing Reading and Identifying writers' effect</p> <p>Informal Letter /Narrative writing</p>	<p>R1 demonstrate understanding of explicit meanings R2 demonstrate understanding of implicit meanings and attitudes R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text R4 demonstrate understanding of how writers achieve effects and influence readers R5 select and use information for specific purposes.</p> <p>W1 articulate experience and express what is thought, felt and imagined W2 organise and structure ideas and opinions for deliberate effect W3 use a range of vocabulary and sentence structures appropriate to context W4 use register appropriate to context W5 make accurate use of spelling, punctuation and grammar.</p>	<p>Reading Comprehension</p> <p>Summary Writing</p> <p>Informal Letter</p> <p>Narrative writing</p>

<p>TERM THREE</p> <p>Main topic, skills, and content:</p> <p>[Redacted]</p> <p>Exercise 1&2 Reading Comprehension Multiple Matching</p> <p>Exercise 3- Note making</p> <p>Exercise 4- Summary Writing</p> <p>Exercise 5- Informal email</p> <p>Exercise 6 Review Writing,</p>	<p>[Redacted]</p> <p>ESL</p> <p>R1 identify and select relevant information R2 understand ideas, opinions and attitudes R3 show understanding of the connections between ideas, opinions and attitudes R4 understand what is implied but not directly stated, e.g. gist, writer’s purpose, intention and feelings</p> <p>W1 communicate information/ideas/opinions clearly, accurately and effectively W2 organise ideas into coherent paragraphs using a range of appropriate linking devices W3 use a range of grammatical structures and vocabulary accurately and effectively W4 show control of punctuation and spelling W5 use appropriate register and style/format for the given purpose and audience</p>	<p>ASSESSMENTS:</p> <p>[Redacted]</p> <p>1. Reading Comprehension 2. Multiple matching</p> <p>3. Note making</p> <p>4. Summary Writing</p> <p>5. Informal email</p> <p>6. Review Writing,</p>
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