	ST. MARY'S Catholic High School											
	Y	EAR 4 LON	G TERM PLA	N with CUR	RICULUM ST	ANDARDS (20	16-2017)					
GRADE 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK7	WEEK 8				
	Gr.4/1	Gr.4/2	Gr.4/3 -	Gr.4/4	Gr.4/5	Gr.4/6	Gr4/7	Gr4/8				
	Fiction - Christophe's story  • Listen to and discuss wide range of text types; Draw inferences and justify with evidence; Make predictions; Discuss books that are read to them and those they read themselves; Ask questions to improve understanding.	range of text types; Draw	Fiction - Christophe's story • Listen to and discuss wide range of text types; Draw inferences and justify with evidence; Identify and summarise main ideas.	Fiction - Christophe's story <ul> <li>Listen to and discuss wide range of text types; Draw inferences and justify with evidence; Identify and summarise main ideas; Consider and evaluate different viewpoints.</li> </ul>	<ul> <li>Fiction - Christophe's story</li> <li>Discuss writing similar to that which they are planning to write; Discuss and record ideas; Use rich vocabulary, oral rehearsal and increase range of sentence structures.</li> <li>Check that text makes sense and is in context; Discuss writing similar to that which they are planning to write; Discuss and record ideas; Read aloud own writing</li> </ul>	with evidence; Articulate and justify answers; Speculate, hypothesise, imagine and explore ideas	Discuss books that are read to them and those they read	Fiction - Christophe's story				

Gr4/9	Gr4/10	Gr4/11	Gr4/12	Gr4/13	Gr4/14	Gr4/15	Gr4/16
Fiction - Christophe's story	Poetry - Creating Images	Poetry - Creating Images	Poetry - Creating Images	Poetry - Creating Images	Poetry - Creating Images	Fiction-The Spiderwick Chronicles	Fiction-The Spiderwick Chronicles
capture reader's interest; Discuss books that are read to them and those they read themselves; Give well- structured descriptions, explanations and narratives.	inferences and justify with evidence; Consider and evaluate different viewpoints. ♦Draw inferences and justify with evidence. ♦Discuss writing similar to that which	that capture reader's interest; Check that text makes sense and is in context; Ask questions to improve understanding; Draw inferences and justify with evidence; Consider and evaluate different viewpoints. ♦ Draw inferences and justify with evidence. ♦ Discuss writing similar to that which they are planning to write;	that capture reader's interest; Check that text makes sense and is in context; Identify and summarise main ideas; Consider and evaluate different viewpoints.	that capture reader's interest; Check that text makes sense and is in context; Identify and summarise main ideas; Consider and evaluate different viewpoints.	that capture reader's interest; Check that text makes sense and is in context; Give well-structured descriptions, explanations and narratives. ◆Draw	<ul> <li>Ask questions to improve understanding; Draw inferences and justify with evidence; Make predictions.</li> <li>Identify and summarise main ideas; Draw inferences and justify with evidence; Make predictions</li> </ul>	<ul> <li>Ask questions to improve understanding; Draw inferences and justify with evidence; Make predictions.</li> <li>Identify and summarise main ideas; Draw inferences and justify with evidence; Make predictions</li> </ul>

<b>GRADE 4</b>	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
		with evidence, Make	Gr4/19 Fiction - The Spiderwick Chronicles Identify and summarise main ideas; Draw inferences and justify with evidence;	with evidence; Make	wide range of books; Ask	•	that capture reader's	Gr4/24 Poetry - Exploring Poetic Form ● ● Discuss words/phrases that capture reader's interest; Recognise different
Term 2	and justify with evidence; Make predictions. $\blacklozenge$ Discuss words/phrases that capture reader's interest; $\blacklozenge$ Use dictionaries; Check that text makes sense and is in context; Identify how language, structure and presentation contribute to meaning.		and justify with evidence; Make predictions. Discuss writing similar to that which they are planning to write Ouse possessive apostrophe with singular and plural nouns	•Use fronted adverbials; Use	understanding; Discuss books that are read to them and those they read themselves	presentation contribute to meaning. <ul> <li>Recognise different forms of poetry.</li> <li>Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures</li> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Discuss books that are read to them and those they read themselves.</li> <li>Read aloud poems and play scripts.</li> </ul>	<ul> <li>language, structure and presentation contribute to meaning. ●Read aloud poems and play scripts.</li> <li>♦Recognise different forms of poetry; Identify how language, structure and presentation contribute to meaning; ●Discuss books that are read to them and those they read themselves.</li> <li>Discuss writing similar to that which they are planning to write; Draft and write, using oral rehearsal, rich</li> </ul>	oral rehearsal, rich vocabulary and increasing

G4/25	G4/26	G4/27	G4/28	G4/29	G4/30	G4/31	Gr4/32
Fiction - The Iron Man	Fiction - The Iron Man	Fiction - The Iron Man	Fiction - The Iron Man	Poetry - Exploring Poetic	Poetry - Exploring Poetic	Poetry - Exploring Poetic	REVISION
				Language	Language	Language	
	♦Understand what they read,	-	Draw inferences and justify	♦ ♦ Check that text makes	♦ Recognise different forms	♦ Recognise different forms	♦Identify and summarise
to reading and understanding		rehearsal, rich vocabulary and		sense and is in context;	of poetry; Identify how	of poetry; Identify how	main ideas; Draw inferences
-	independently; Identify how		•Understand what they read,		language, structure and	language, structure and	and justify with evidence;
and discuss wide range of		structures; Evaluate and edit;	-	structure and presentation	presentation contribute to	presentation contribute to	Discuss words/phrases that
text types; Ask questions to		Assess own and others'	independently;	contribute to meaning.	meaning.	meaning.	capture reader's interest;
	meaning; Make predictions	writing; Propose changes to		♦ Read aloud poems and play			Check that text makes sense
Make predictions. •Discuss		improve consistency		scripts;			and is in context; Identify
	to reading and understanding	-					how language, structure and
	of what they read; Increase familiarity with wide range of	word structure •Use and					presentation contribute to meaning.
-	books; Discuss words/phrases	I					inearing.
	that capture reader's interest						
read, in books they can read	-						
independently; Draw	justify with evidence; Identify						
inferences and justify with	how language, structure and						
evidence; Identify how	presentation contribute to						
language, structure and	meaning						
presentation contribute to							
meaning ♦Use and							
punctuate direct speech							
♦Use and punctuate direct							
speech; Draw inferences and							
justify with evidence							

	YEAR	5 ENGLISH L	ITERATURE I	LONG TERM	PLAN with 0	CURRICULUM	STANDARD	S
GRADE 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	G5/U1/PY1(3) Poetry: Poet's Voices	G5/U1/PY1(3) Poetry: Poet's Voices	G5/U1/PY1(3) Poetry: Poet's Voices	G5/U2/PR1(3) Friend or Foe Chapter1-2	G5/U2/PR1(3) Friend or Foe Chapter 3-4	G5/U2/PR1(3) Friend or Foe Chapter5	G5/U2/PR1(3) Friend or Foe 6	G5/U2/PR1(3) Friend or Foe 7
Term 1	Provide reasoned justifications for views;Articulate and justify answers;Identify and summarise main ideas; Ask questions to improve understanding; Draw inferences;Ask relevant questions;Speculate, hypothesise, imagine and explore ideas.	Ask questions to improve understanding of what has been read;Ask relevant questions ;Articulate and justify answers;Listen to and discuss wide range of text types; Listen and respond appropriately; Consider and evaluate different viewpoints;Discuss impact of authors' use of language on reader; Participate actively in conversations.	Ask questions to improve understanding of what has been read and discussed;Ask relevant questions ;Articulate and justify answers;Listen to and discuss wide range of text types; Listen and respond appropriately; Consider and evaluate different viewpoints;Discuss impact of authors' use of language on reader; Participate actively in discussions. Post Test	Identify and summarise main ideas;Ask relevant questions; Articulate and justify answers;Provide reasoned justifications for views;Give well-structured descriptions and explanations; Speculate, hypothesise, imagine and explore ideas.	Provide reasoned justifications for views;Speculate, hypothesise, imagine and explore ideas; Consider and evaluate different viewpoints; Articulate and justify answers; Participate actively in conversations.	presentations/debates); Provide reasoned justifications for views; Articulate and justify	Explain/discuss understanding of what has been read (include presentations/debates); Provide reasoned justifications for views; Articulate and justify answers; Consider and evaluate different viewpoints.	Explain/discuss understanding of what has been read and analyzed.Participate actively in conversations; Consider and evaluate different viewpoints.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	G5/U2/PR1(3)	G5/U2/PR1(3)	G5/U3/PY2 (3)	G5/U3/PY2 (3)	) G5/U3/PR2(3)	) G5/U3/PR2(3)	G5/U3/PR1-2(3	) G5/U3/PR2(3)
-	Friend or Foe Chapter 8	Friend or Foe Depth Focus 1-2		Tell Me A Story		ranges in No Man's Land Chapte	chs 1 to 3 of Oranges in No Ma	
	Explain/discuss	Provide reasoned	Read aloud poems and play	Draw inferences; Predict	Ask questions to improve	Check that text makes sense		Check that text makes sense
	understanding of what has been read (include	and develop initial ideas;	scripts; Check that text makes sense and is in	from details stated and implied; Articulate and justify	understanding; Draw inferences; Predict from	and is in context; Draw inferences; Predict from		and is in context; Draw inferences; Predict from
	presentations/debates);	Listen and respond	context;Speculate,	answers ;Check that text	details stated and implied;	details stated and	Explore development of	details stated and
	Participate actively in	appropriately; Articulate and	hypothesise, imagine and	makes sense and is in	Consider and evaluate	implied;Speculate,	characters;characters' reactions to	implied;Speculate,
H	conversations; Consider and	justify	explore ideas; Consider and	context; Identify	different viewpoints.	hypothesise, imagine and	events/situations; interaction	hypothesise, imagine and
Term	evaluate different viewpoints.	answers;Explain/discuss	evaluate different	audience/purpose of writing		explore ideas.	between characters; themes	explore ideas.Ask questions
F		understanding of what has	viewpoints;Identify how	and select appropriate form;			in the novels; importance of	to improve understanding;
		been read (include presentations/debates);	language, structure and presentation contribute to	Consider and evaluate different viewpoints; Ask			the opening and ending ;	Draw inferences; Consider and evaluate different
		Provide reasoned	meaning; Discuss impact of	questions to improve			settings in the novel; plot	viewpoints.
		justifications for	authors' use of language on	understanding.			development; writer's point of view;	
		views;Articulate and justify	reader; Give well-structured				sympathizing/empathizing	
		answers. Post Test	descriptions, explanations				with a character; narrator's	
			and justifications.				views	

GRADE 5	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	G5/U3/PR2(3)	G5/U3/PR2(3)	G5/U3/PR2(3)	G5/U3/PR2(3)	G5/U3/PR2(3)	G5/U3/PR2(3)	G5/U3/PR2(3)	G5/U3/PR2(3)
	•	· ·	nges in No Man's Land Chapter	•	•		Compare and Perform	Compare and Perform
	Draw inferences; Identify	Draw inferences; Identify	Ask questions to improve	Draw inferences; Identify	Draw inferences; Listen and	Draw inferences; Predict	Check that text makes sense	Read aloud poems and play
	how language, structure and	how language, structure and	understanding; Draw	how language, structure and	respond appropriately;	from details stated and	and is in context; Identify	scripts; Identify how
	presentation contribute to	presentation contribute to	inferences; Identify and	presentation contribute to	Speculate, hypothesise,	implied; Discuss books read ;	how language, structure and	language, structure and
	meaning; Discuss impact of	meaning; Discuss impact of	summarise main ideas; Listen	meaning; Discuss impact of	imagine and explore ideas.	Consider and evaluate	presentation contribute to	presentation contribute to
	authors' use of language on	authors' use of language on	and respond appropriately.	authors' use of language on		different viewpoints. Post	meaning; Participate actively	meaning; Participate actively
n 2	reader; Listen and respond appropriately; Articulate and	reader; Listen and respond appropriately; Articulate and		reader; Listen and respond		Test	in conversations; Participate in discussions, presentations,	in conversations; Participate in discussions, presentations,
Term	justify answers.	justify answers using		appropriately.			performances, role play,	performances, role play,
	justily answers.	appropriate evidence from					improvisations and debates	improvisations and debates.
		the text.					···· p· • · · · · · · · · · · · · · · ·	
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	G5/U3/PR2(3) Compare and Perform	G5/U5/PR3(3) Greek Myths	G5/U5/PR3(3) Greek Myths	G5/U5/PR3(3) Greek Myths	G5/U5/PR3(3) Greek Myths	G5/U5/PR3(3) Greek Myths	G5/U1-6/PR1-3 PY1-3(3) REVISION	G5/U1-6/PR1-3 PY1-3(3) REVISION
	Read aloud poems and play	Increase familiarity with wide	Draw inferences; Predict	Identify and summarise main	Draw inferences;	Identify and summarise main	Read, understand and record	Discuss Greek myths;Use
	scripts; Identify how	range of books; Identify	from details stated and	ideas; Ask questions to	Explain/discuss	ideas; Identify how language,	first impressions ;Draw	inference;Debate
	language, structure and	themes and conventions;	implied; Identify themes and	improve understanding;	understanding of what they	structure and presentation	inferences ;Explore the	views;Summarise
	presentation contribute to	Draw inferences; Articulate	conventions; Make	Make comparisons within	have read, including	contribute to meaning;	author's use of	myths;Compare themes in
	meaning; Participate actively	and justify answers.	comparisons within and	and across books; Identify	presentations/debates;	Discuss impact of authors'	language;Summarise the	myths;Recognise and discuss
	in conversations; Participate			themes and conventions; Give	Participate actively in	use of language on reader;	story; Make predictions; Ask	the themes of myths;Explore
	in discussions, presentations, performances, role play,		of authors' use of language on reader; Participate actively		conversations; Articulate and justify answers.	Make comparisons within and across books;Participate	questions to improve	author's language. FINAL EXAMINATION
	improvisations and		in conversations.		justily answers.	in discussions, presentations,	and characters' reaction.	EXAMINATION
	debates.Post Test					performances, role play,	Explore themes.Discuss use	
						improvisations and debates;	of powerful language.FINAL	
						Ask relevant questions;	EXAMINATION	
						Consider and evaluate		
5						different viewpoints.		
Term								
F								

	YEAR 6 LONG TERM PLAN with CURRICULUM STANDARDS											
YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8				
	G6/U1/PY 1 (3) POETRY UNIT6.1 POWERFUL LANGUAGE	G6/U1/PY 1 (3) POETRY UNIT6.1 POWERFUL LANGUAGE	G6/U1/PY 1 (3) POETRY UNIT6.1 POWERFUL LANGUAGE	G6/U1/ PR1 (3) FICTION UNIT6.1 EYE OF THE WOLF	G6/U1/ PR1 (3) FICTION UNIT6.1 EYE OF THE WOLF	G6/U1/ PR1 (3) FICTION UNIT6.1 EYE OF THE WOLF	G6/U1/ PR1 (3) FICTION UNIT6.1 EYE OF THE WOLF	G6/U1/ PR1 (3) FICTION UNIT6.1 EYE OF THE WOLF				
Term 1	ideas; Discuss impact of authors' use of language on reader; Provide reasoned justifications for their view:Explore a range of poems about the natural world;Identify poetic	and is in context; Explore the language of the poem in more detail:Inference and prediction;Images and metaphors in poetry;Interpreting questions set;Linking point with	Discuss mood and language:Explore mood of the poem;Writing own free verse nature poems;Use feedback to edit and improve their poems.	Provide reasoned justifications for their views:Identify features of a novel;Discuss and summarise main ideas;Ask questions about the text;Find evidence from across text to	understanding of what they have read:Find evidence from across text to support opinions;Linking point with evidence & explanation(PEE);Exploring the author's use of language and	Identify and summarise main ideas:Character viewpoint – and how point of view affects our view of events;Explore characters' thoughts and feelings;POST TEST-1	Maintain positive attitudes to reading and understanding of what they read: Exploring themes within the story- storytelling and the role of humans	Discuss books that are read to them and those they read themselves: Asking questions about the text;Exploring plot structure;Discuss books that they read				
	G6/U1/ PR1 (3)	G6/U2/PR2(3)	G6/U2/PR2(3)	G6/U2/PR2(3)	G6/U2/PR2(3)	G6/U2/PR2(3)	REVISION	G6/U2/PR2(3)				
Term 1			ION UNIT6.2 FANTASTIC,FUNNY,FRIGHTEN <u>Water,Water,Water! Thank</u> <u>Goodness</u> :Identify and <u>summarise main</u> ideas;Explain/discuss their understanding of what they have read;Summarize main ideas; <u>Note details</u>	<u>The Balaclava Story:</u> Draw inferences;Explore characters' thoughts, feelings, motives;Make inferences;	<u>The Balaclava Story</u> :Draw inferences; Explain/discuss their understanding of what they have read;Identify themes & narrative features.POST TEST 1	understanding;Monitor understanding;Ask questions about the text	FICTION/POETRY Read and respond to selected poems; Explore poetic devices; poets' viewpoints and authors' craft;Summarise main ideas in stories;articulate & justify answers;predict from details stated & implied ; explore	ION UNIT6.2 FANTASTIC,FUNNY,FRIGHTEN <u>Nule</u> : Draw inferences;Articulate and justify answers;Identify how language, structure & presentation contributes to meaning.				
YEAR 6	WEEK 1 G6/U2/PR2(3)	WEEK 2 G6/U2/PR2(3)	WEEK 3 G6/U2/PR2(3)	WEEK 4 G6/U2/PR2(3)	WEEK 5 G6/U2/PR2(3)	WEEK 6 G6/U3/PY 2(3)	WEEK 7 G6/U3/PY 2(3)	WEEK 8 G6/U4/PR 3 (3)				
Term 2	Moving House : Explain/discuss their understanding of what they have read ; Consider and evaluate different viewpoints;Discuss impact of author's use of language on	ION UNIT6.2 FANTASTIC, FUNNY, FRIGHTEN Nule : Draw inferences; Articulate and justify answers; Identify how language, structure & presentation contributes to meaning.	ION UNIT6.2 FANTASTIC, FUNNY, FRIGHTEN <u>Peacemaker:</u> Draw inferences; Predict from details stated and implied; discuss their understanding of what they have read; Make predictions; Explore characters' thoughts, feelings, motives	ION UNIT6.2 FANTASTIC, FUNNY, FRIGHTER Identify themes and conventions; Make comparisons within and across books; Identify genre conventions; Compare style in different genres; compare story structures. POST TEST 2	Check that text makes sense and is in context;Discuss the feelings and views presented in the poem; Identify how words are used in	is in context; Ask questions to improve understanding; Model literal comprehension, inference and deduction; Devise questions and answers about the views expressed;	POETRY UNIT6.2 POETIC VOICE Check that text makes sense and is in context; ; Identify how language, structure and presentation contribute to meaning; Discuss the experiences, feelings and thoughts presented in the poem Identify how words are used in the poem to express these.Prepare, present and evaluate a performance of a poem POST TEST	FICTION UNIT 6.3 SALAMANDER DREAM Predict from details stated and implied; Draw inferences; Consider how authors develop characters/setting when writing narratives;Make predictions Draw inferences; Describe settings/characters/atmosphere ;Make comparisons within a book				

	G6/U4/PR 3 (3)	G6/U4/PR 3 (3)	G6/U5/PR 4 (3)	G6/U5/PR 4 (3)	G6/U5/PR 4 (3)	G6/U5/PR 4 (3)	
	FICTION UNIT 6.3 SALAMANDER DREAM	FICTION UNIT 6.3 SALAMANDER DREAM	LIVE 6.2 A MIDSUMMER NIGHT'S DREAM	LIVE 6.2 A MIDSUMMER NIGHT'S DREAM	LIVE 6.2 A MIDSUMMER NIGHT'S DREAM	LIVE 6.2 A MIDSUMMER NIGHT'S DREAM	
		Identify how language, structure	Listen to and discuss a wide			Read aloud play	
		and presentation contribute to	range of text types; Predict from			scripts;Rehearse text for	
		meaning;Identify themes and	details stated and implied;			performance;Understand how	
		conventions; Note and develop	Identify and summarise main			actors work with a cue	
		initial ideas; Explore how setting	ideas;Introduce the first part of			script;Perform a play	
		can create mood;Discuss	the story;Introduce the end of				
		conclusion	the story;Introduce the play				
		Use prediction and inference					
		POST TEST	Understand the first scene				
5							
Term 2							
Te					Drew information Identify and		
	Explain/discuss their				Draw inferences; Identify and summarise main ideas: Discuss		
	understanding of what they have			Draw inferences; Identify and	impact of authors' use of		
	read; Provide reasoned			summarise main ideas: Discuss			
	justifications for their			impact of authors' use of	language on reader;Explain/discuss their		
	views;Identify how language,			language on reader;Create	understanding of what they have		
	structure and presentation			freeze frames to help	read; Understand the end of the		
	contribute to meaning			understand the plot &	play		
	Explore character; Discuss the			character;Understand what	Focus on how characters have		
	concepts of reality and			makes the scene	changed throughout the		
	imagination;			funny;Understand the couples	play;Understand the structure of		
				quarrel;	the plot		
							-

	G6/U4/PR 3 (3)	G6/U4/PR 3 (3)	G6/U5/PR 4 (3)	G6/U5/PR 4 (3)	G6/U5/PR 4 (3)	G6/U5/PR 4 (3)	REVISION	REVISION
	FICTION UNIT 6.3 SALAMANDER DREAM		LIVE 6.2 A MIDSUMMER NIGHT'S DREAM	LIVE 6.2 A MIDSUMMER NIGHT'S DREAM	LIVE 6.2 A MIDSUMMER NIGHT'S DREAM			
Term 2		Identify how language, structure and presentation contribute to meaning;Identify themes and conventions; Note and develop initial ideas; Explore how setting can create mood;Discuss conclusion Use prediction and inference POST TEST	range of text types; Predict from details stated and implied; Identify and summarise main		Draw inferences; Identify and	Read aloud play scripts;Rehearse text for performance;Understand how actors work with a cue script;Perform a play	Read and respond to prose; Explore the contents; authors' viewpoints and authors' craft	Read and respond to selected poems; Explore poetic devices; poets' viewpoints and authors' craft;Summarise main ideas;articulate & justify answers;predict from details stated & implied ; explore author's use of language to describe characters & setting
	Explain/discuss their				summarise main ideas: Discuss			
	understanding of what they have read; Provide reasoned			Draw inferences; Identify and summarise main ideas: Discuss	impact of authors' use of language on			
	justifications for their			impact of authors' use of	reader;Explain/discuss their			
	views;Identify how language, structure and presentation			language on reader;Create	understanding of what they have			
	contribute to meaning			freeze frames to help understand the plot &	read; Understand the end of the play			
	Explore character;Discuss the			character;Understand what	Focus on how characters have			
	concepts of reality and imagination;			makes the scene funny;Understand the couples	changed throughout the play;Understand the structure of			
	iniugination,			quarrel;	the plot			
		YEAR 7	LONG TERI	M PLAN wit	h CURRICULU	M STANDAR	RDS	
GRAD	27 WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Prose	Prose	Prose	Prose	Prose	Poetry	Poetry	Poetry
							Finding Ways Into Poetry	Finding Ways Into Poetry
	Adopt active reading		Adopt active reading	Adopt active reading		Read and respond to	Read and respond to	Read and respond to
	approaches to engage with and make sense of			approaches to engage with and make sense of	approaches to engage with and make sense of	poems. Show awareness of how	poems. Show awareness of how	poems. Show awareness of how
	text.Explore setting and		text.Explore setting and	text.Explore setting and		poet's use of language		poet's use of language
	development of character		development of character	development of character		conveys themes and	conveys themes and	conveys themes and
	and plot. Identify the main		· ·	and plot. Identify the main	and plot. Identify the main			purpose.
	points or ideas in a text	points or ideas in a text	points or ideas in a text	points or ideas in a text	points or ideas in a text	Identify themes and show	Identify themes and show	Identify themes and show
	and how they are	•	and how they are	and how they are		awareness of poet's	awareness of poet's	awareness of poet's
л 1	sequenced and developed		I ' '	sequenced and developed		purpose.	purpose.	purpose.
Term	by the writer.Understand and respond to ideas,		by the writer.Understand and respond to ideas,	by the writer.Understand and respond to ideas,			Explore imagery, figurative language and other poetic	Explore imagery, figurative language and other poetic
	viewpoints, themes and		viewpoints, themes and	viewpoints, themes and		devices.	devices.	devices.
	purposes in text. Explore	-	purposes in text	purposes in text		Express and justify	Express and justify	Express and justify
	narrative structure	Explore narrative structure	Explore narrative structure	Explore narrative structure	Explore narrative structure	opinions and preferences	opinions and preferences	opinions and preferences
	Interpret writer's purpose.	Interpret writer's purpose.	Interpret writer's purpose.	Interpret writer's purpose.	Interpret writer's purpose.	with reference to poems.	with reference to poems.	with reference to poems.
	Interpret	Interpret	Interpret	Interpret	Interpret		(HOMEWORK)	(CLASSWORK)
	characters.Express	·	characters.Express	characters.Express	characters.Express			
	personal response to the text and support with		personal response to the text and support with	personal response to the text and support with	personal response to the text and support with			
		text and support with						
		textual references	Itextual references	Itextual references				•
	textual references. (HOMEWORK)	textual references. (CLASSWORK)	textual references. (HOMEWORK)	textual references. (CLASSWORK)	textual references. (MID - WEEK POST - TEST)			
	textual references.							

	Poetry	Drama/ Plays	Drama/ Plays	Drama/ Plays	Drama/ Plays	Drama/ Plays		Revision		Poetry
	1	First Day	First Day	School Play	School Play					Form and Structure
		Explore the title.	Reinforce understanding	Explore the title.	Reinforce understanding of	Review develo	pment of	Answers ques		Read and respond to a
	•	•	of the setting, characters,	Familiarise with key drama	-	characters, plo	•	, pertinently, d		range of poems.
	•		events, ideas, issues,	terms. Establish an	events, ideas, issues,	themes, issues		relevant evide	-	Identify key ideas and
	poet's use of language	understanding of the	relationships, structural	understanding of the	relationships, structural	playwright's p	laywright's purpose in the reasons.Rea		and	themes and show
		setting, characters, events,	and language features of	setting, characters, events,	and language features of	plays (First Da	-			awareness of poet's
	-	ideas, issues, relationships,			the text. Role play to	Play).	-	timed		purpose.
Term 1	Identify themes and show	structural and language	explore how characters,	structural and language	explore how characters,			conditions.Un	derstand the	Explore imagery, figurative
Terr		features of the text. Role	ideas, issues, conflicts, and	features of the text. Role	ideas, issues, conflicts, and					language other poetic
	purpose.	play to explore how	relationships can be	play to explore how	relationships can be			points.Show ι	understanding	devices.
	Explore imagery, figurative	characters, ideas, issues,	presented. Explore	characters, ideas, issues,	presented. Explore			of writer's ma	in	Make relevant notes.
	language and other poetic	conflicts, and relationships	viewpoints, themes , plot	conflicts, and relationships	viewpoints, themes , plot			ideas,viewpoi	nts and	Develop skills to interpret
	devices.	can be presented. Explore	and playwright's purposes	can be presented. Explore	and playwright's purposes			purpose.Explo	ore	questions and write
	Express and justify	viewpoints, themes , plot	in the play. Express and	viewpoints, themes , plot	in the play. Express and			imagery,figura	ative	relevant answers.
	opinions and preferences	and playwright's purposes	justify opinions and	and playwright's purposes	justify opinions and			language and	other poetic	Comment on the form and
	with reference to poems.	in the play. Express and	preferences with reference	in the play. Express and	preferences with reference			devices with e	evidence.	structure of the poem and
	(MID - WEEK POST - TEST)	justify opinions and	to the development of	justify opinions and	to the development of					explain how it links to the
GRADE 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6		WEEK 7		WEEK 8
	Poetry	Poetry	Prose	Prose	Prose		Prose		Prose	Prose
	Exploring form and structur Explore how poet's use of	Exploring form and structur Explore how poet's use of		Adopt active reading	Adopt active reading		Adopt active i	reading	Adopt active	Adopt active reading
		· ·			approaches to engage with		•	o engage with	-	approaches to engage with
					and make sense of		and make sen			and make sense of
	• • •	• • •	text.Explore setting and	text.Explore setting and	text.Explore setting and		text.Explore s			text.Explore setting and
	•••		development of character		development of character		development	U	00	development of character
	• •	•	and plot. Identify the main		and plot. Identify the main		-	tify the main		and plot. Identify the main
			points or ideas in a text	points or ideas in a text	points or ideas in a text		points or idea	-		points or ideas in a text
			•		and how they are		and how they			and how they are
	· ·	preferences with reference	•	sequenced and developed	sequenced and developed		, sequenced an		-	sequenced and developed
Term 2	to poems.	to poems.	by the writer.Understand	by the writer.Understand	by the writer.Understand		by the writer.	Understand	development	by the writer.Understand
Ψ		(CLASS WORK)	and respond to ideas,	and respond to ideas,	and respond to ideas,		and respond t	o ideas,	of character	and respond to ideas,
			viewpoints, themes and	viewpoints, themes and	viewpoints, themes and		viewpoints, th	nemes and	and plot.	viewpoints, themes and
			purposes in text	purposes in text	purposes in text		purposes in te	ext	Identify the	purposes in text
			Explore narrative structure	Explore narrative structure	Explore narrative structure		Explore narra	tive structure	main points	Explore narrative structure
			Interpret writer's purpose.	Interpret writer's purpose.	Interpret writer's purpose.		Interpret writ	er's purpose.	or ideas in a	Interpret writer's purpose.
			Interpret	Interpret	Interpret		Interpret		text and how	Interpret
			characters.Express	characters.Express	characters.Express		characters.Ex		-	characters.Express
			personal response to the	personal response to the	personal response to the		personal resp		-	personal response to the
			text and support with	text and support with	text and support with		text and supp			text and support with
			textual references.	textual references.	textual references.		textual refere			textual references.
			(HOMEWORK)	(CLASSWORK)					by the	
									writer.Under	
									stand and	
									respond to	
									ideas,	

Poetry	Drama/ Plays	Drama/ Plays	Drama/ Plays	Drama/ Plays	Drama/ Plays	Revision	Revision
Exploring form and structur	Good Friends	Good Friends	School Trip	School Trip			
Explore how poet's use of	Explore the title. Establish	Reinforce understanding	Explore the title.	Reinforce understanding of	Review development of	Answers questions	Answers questions
form and structure,	an understanding of the	of the setting, characters,	Familiarise with key drama	the setting, characters,	characters, plot, events,	pertinently, drawing on	pertinently, drawing on
imagery, figurative	setting, characters, events,	events, ideas, issues,	terms. Establish an	events, ideas, issues,	themes, issues and	relevant evidence or	relevant evidence or
language and other poetic	ideas, issues, relationships,	relationships, structural	understanding of the	relationships, structural	playwright's purpose in the	reasons.Read and	reasons.Read and
devices express themes,	structural and language	and language features of	setting, characters, events,	and language features of	plays (Good Friends and	understand the texts in	understand the texts in
viewpoints and purpose.	features of the text. Role	the text. Role play to	ideas, issues, relationships,	the text. Role play to	School Trip).	timed	timed
Express and justify	play to explore how	explore how characters,	structural and language	explore how characters,		conditions.Understand the	conditions.Understand t
personal opinions and	characters, ideas, issues,	ideas, issues, conflicts, and	features of the text. Role	ideas, issues, conflicts, and		questions using the bullet	questions using the bul
preferences with reference	conflicts, and relationships	relationships can be	play to explore how	relationships can be		points.Show understanding	points.Show understand
to poems.	can be presented. Explore	presented. Explore	characters, ideas, issues,	presented. Explore		of writer's main	of writer's main
(POST - TEST)	viewpoints, themes , plot	viewpoints, themes , plot	conflicts, and relationships	viewpoints, themes , plot		ideas, view points and	ideas, view points and
	and playwright's purposes	and playwright's purposes	can be presented. Explore	and playwright's purposes		purpose.Explore	purpose.Explore
	in the play. Express and	in the play. Express and	viewpoints, themes , plot	in the play. Express and		imagery,figurative	imagery,figurative
	justify opinions and	justify opinions and	and playwright's purposes	justify opinions and		language and other poetic	language and other poe
	preferences with reference	preferences with reference	in the play. Express and	preferences with reference		devices with evidence.	devices with evidence.
	to the development of	to the development of	justify opinions and	to the development of			
	plot, characters and events	plot, characters and events	preferences with reference	plot, characters and events			
	in the play.	in the play.	to the development of	in the play.			
	(HOMEWORK)		plot, characters and events	(POST - TEST)			
			in the play. (CLASSWORK)				

Term 2

## YEAR 8 LONG TERM PLAN with CURRICULUM STANDARDS

	TEAR & LONG TERIVI PLAN WITH CORRICOLOIVI STANDARDS												
Terr	m 1	W1	W2	W3	W4	W5	W6	W7	W8				
		PROSE	<u>PROSE</u>	PROSE	<u>PROSE</u>	KESPEARE - THE MERCHAN	SPEARE - THE MERCHA		SHAKESPE ARE - THE MERCHAN				
		Introduction to John Steinbeck;	<b>The Pearl - Ch. 1, 2</b>	The Pearl - Ch. 1 to 3	The Pearl - Ch. 1 to 3	Act 1, sc.1	Act 1, sc.1,2,3 settings;	Act 1; Act 2 sc1, 2, 3 Understand the different	Act 1; Act 2 sc 4, 5,6				
	Y8	Relate text to the socio- cultural historical context Interpret events and main ideas Interpret characters' actions, thoughts and feelings Develop an informed personal response HW =critical summary of ch.1	Relate main events to the social cultural historical context Interpret events and main ideas interpret characters' actions, thoughts and feelings Analyse writer's use of language and narrative style Develop an informed personal response	Relate main events to the social cultural historical context Interpret events and main ideas Interpret characters' actions, thoughts and feelings Interpret themes and writer's viewpoints Analyse writer's use of language and narrative style HW= could focus on the main themes in chs 1 to3	Relate main events to the socio-cultural historical context Explore plot development Explore character development Analyse writer's use of language, form and structure Assessment / Post Module test	Explore the features of comedy and the social cultural historical context Develop vocabulary, linguistic and literary terminology related to drama Understand the setting; Interpret the main events, characters' actions and reactions HW: Write a brief summary of Act 1,sc 1	interpret the main events, characters' actions and reactions Analyse use of language and dramatic devices Explore conflicts that set the action; interpret the dramatic purpose. Develop an informed	settings; interpret the main events, characters' actions and reactions Analyse use of language and dramatic devices Explore conflicts that set the action; interpret the dramatic purpose. Explore characters, events and the evident thematic	Understand the different settings; Interpret the main events, characters' actions and reactions Analyse use of language and dramatic devices Explore				

NB         Ard 2 se7,8,9         Ard 1 2 and Ard 3 sed         Romantic Poetry         Romantic Poetry         Poens from Literary heritage         Poens from Literary heritage         Poens from Literary heritage           Interpret the main events.         Interpret the main events.         Research and presentation of Poetry across the ages/ characters' actions and dramatic devices         Research and presentation of Poetry across the ages/ characters' actions and dramatic devices         Interpret the main ideas in the social cultural cultural of the Romantic Age in poetry         Interpret the main devents         Research and presentation index station of the context undexstand and apply         Interpret the main ideas in relation to the context undexstand and apply         Interpret the main ideas in the social cultural cultural and trendstation to the context undexstand and apply         Interpret the main ideas in the social cultural cultural and trendstation to the context undexstand and apply         Petablish familiarity with the social cultural cultural and tis relevance to the poetry         Petablish familiarity with the social cultural cultural and tis relevance to the poetry         Petablish familiarity with the social cultural cultural and tis relevance to the poetry         Petablish familiarity with the social cultural cultural and tis relevance to the poetry         Petablish familiarity with the social cultural cultural and tis relevance to the poetry         Petablish familiarity with the social cultural cultural and tis relevance to the poetry         Petablish familiarity with the social cultural cultural and tis relevance to the poetry         Petablish familiarity with the social cultural cultural and tis relevance to the			W9	W10	W11					
Ard 2 sc72,8 9         Ard 1,2 and Ard 3 sc1         Komunite Poetry         Romantic Poetry         Romanti Poetry         Romantic Poetry         Romant	Т	erm 1				W12	W13	W14	W15	W16
No         Act 2 art, 5 art, 4 art, 3 ard, 3 ar			KESPEARE - THE MERCHANT	KESPEARE - THE MERCHANT	OETRY since 1789	DETRY since 1789	OETRY since 1789	ETRY since 1789	ETRY since 1789	REVISION
<ul> <li>k k k k k k k k k k k k k k k k k k k</li></ul>						· · · · · ·	•			Revision Chs 1 - 3;
Y8         characters' actions and characters' actions and preactions         characters' actions and characters' actions and preactions         characters' actions         cha			Interpret the main events,	interpret the main events,	Research and presentation	Interpret the main ideas in				
Name         reactions         Establish familiarity with be social cultural context of the social cultural context of the social cultural context of the Romanic Age in poetry         Readilyse familiarity with be social cultural context and dramatic devices         Analyse use of language and dramatic devices         Stablish familiarity with be social cultural context and its relevance to the poetry         Extablish familiarity with the social cultural context and its relevance to the poetry         Extablish familiarity with the social cultural context and its relevance to the poetry         Extablish familiarity with the social cultural context and its relevance to the poetry         Extablish familiarity with the social cultural context and its relevance to the poetry         Extablish familiarity with the social cultural context and its relevance to the poetry         Extablish familiarity with the social cultural context and its relevance to the poetry         Extablish familiarity with the social cultural context and its relevance to the poetry         Extablish familiarity with the social cultural context and its relevance to the poetry         Extablish familiarity with the social cultural context and its relevance to the poetry         Extablish familiarity with the social cultural context         Extablish fa			characters' actions and	characters' actions and					t the social cultural context and its relevance to the poems Interpret the main ideas in relation to the context Understand and apply linguistic and literary terminology related to	
Name         Analyse use of language         Analyse use of language         Analyse use of language         Analyse use of language         of the Romanic Age in poetry         Analyse poet's use of language and iterary         Analyse use of language         Inderstand and apply         Inderstand and app			reactions	reactions						Revise main events and
1     and dramatic devices     and dramatic devices     and iteranutic     iteration to the context     Interpret the main ideas     Interpret the main			Analyse use of language	Analyse use of language		poetry	Establish familiarity with			its relation to the socio- cultural
Y8     Explore conflicts that set     imigratic and inference the main ideas in trepret the main ideas in trelation to the context. The main ideas in trepret the mai			and dramatic devices	and dramatic devices		language and literary	and its relevance to the poems Interpret the main ideas in relation to the context	Establish familiarity with the social cultural context to and its relevance to the poems Interpret the main ideas in relation to the context Understand and apply linguistic and literary terminology related to		historical context
Y8       the action; interpret the action; inter			Explore conflicts that set	Explore conflicts that set		-				Revise key ideas of the main events;
Image: series of the series		¥8	the action; interpret the	the action; interpret the			linguistic and literary terminology related to			significance of the events Revise main
Explore characters, eventsExplore characters, eventsrelation to the contextDevelop an informedDevelop an informedDevelop an informedrelation to the contextrelation to the cont			dramatic purpose.	dramatic purpose.			Analyse poet's use of language and literary devices to express ideas, themes and viewpoints			themes and writer's viewpoints
and the evident thematic       and the evident thematic       language       personal response       form and structure to       inguistic and interary       terminology related to       poetry			Explore characters, events	-		Develop an informed				Analyse writer's use of language,
Image: series			and the evident thematic	and the evident thematic			develop and present main			form, structure and
HW: The dramatic       Explore the development of plot and character       ideas of one of the poems ideas of one of the poems plot and character       ideas of one of the poems ideas to the tile, the opening and concluding lines of the poem       Analyse the poem/s.       and viewpoints and viewpoints       and viewpoints ideas       and viewpoints       and viewpoi			aspects			-	personal response	language and literary	Analyse poet's use of language and literary	style Practice interpretation
relevance of minor characters; sub-plots. test h b b characters; sub-plots. h b b characters b character						viewpoints, use of language	Analyza the norm/a	and viewpoints and viewpoints	and viewpoints Explore poet's use of	and response to exam style questions;
characters; sub-plots.       test       Assessment/post module       opening and concluding lines of the poem       Express your viewpoints about the poem.       Develop an informed personal response       Develop an informed personal response         characters; sub-plots.       test       test       test       about the poem.       Assessment: Critical       Develop an informed personal response				-	key ideas to the title, the	-		develop and present main	develop and present main	time management.
test Tissessment. entreur Tissessment. entreur				Assessment/ post module				Develop an informed personal response	Develop an informed personal response	
			characters; sub-plots.	test		about the poem.				

T	Ferm 2	W1	W2	W3	W4	W5	W6	W7	W8
									SHAKESPEAR
									<u>E - THE</u>
		22.005	22.005	22.005	22.005	DRAMA: SHAKESPEARE -	DRAMA: SHAKESPEARE -	DRAMA: SHAKESPEARE -	MERCHANT
		PROSE	PROSE	PROSE	<u>PROSE</u>	THE MERCHANT OF VENICE	THE MERCHANT OF VENICE	THE MERCHANT OF VENICE	OF VENICE
									<u>Act 4 Sc.1 -</u>
								Act 1, Act 2, Act 3 sc. 5	The Trial
		<u>The Pearl - Ch. 1 - 4</u> Relate main events to the	The Pearl - Ch. 1 - 5	The Pearl - Ch. 1 - 6 Relate main events to the	<u>The Pearl - Ch. 1 - 6</u> Critical review of the	Act 1, Act 2, Act 3 sc.2	Act 1, Act 2, Act 3 sc.3,4 ,5 Interpret the main events,	(cont.d)	Scene Understand
	Y8	socio-cultural historical	socio-cultural historical	socio-cultural historical	novella.	characters' actions and	characters' actions and	characters' actions and	the socio-
		context	context	context	Practice Exam style	reactions	reactions	reactions	cultural
		Interpret events and	Explore plot development	Interpret the significance	questions, use of formal	Analyse use of language	Analyse use of language	Analyse use of language	setting
		main ideas	Explore characterisation	of key events	analytical language,	and dramatic devices	and dramatic devices	and dramatic devices	Interpret the
		Interpret characters'	Interpret themes and	Trace the development of	appropriate vocabulary	Explore conflicts that set	Explore conflicts that set	Explore conflicts that set	main
		actions, thoughts and	writer's viewpoints	main characters	Assessment / Post Module	the action; interpret the	the action; interpret the	the action; interpret the	events,
		feelings	Analyse writer's use of	Interpret themes and	Test	dramatic purpose.	dramatic purpose.	dramatic purpose.	characters'
		Interpret themes and	language and narrative	writer's viewpoints		Explore characters, events		Explore characters, events	actions and
		writer's viewpoints	style	Analyse writer's use of		and the evident thematic	and the evident thematic	and the evident thematic	reactions
Te									
	erm 2	W9	W10	W11	W12	W13	W14	W15	W16
	erm 2	KESPEARE - THE MERCHAN	POETRY since 1789	OETRY since 1789	DETRY since 1789	DETRY since 1789	OETRY since 1789	<u>REVISION</u>	<b>REVISION</b>
	ērm 2	KESPEARE - THE MERCHAN	POETRY since 1789 Poems from Literary heritage	DETRY since 1789 aporary PoetryContemporary	DETRY since 1789 Contemporary Poetry	DETRY since 1789	OETRY since 1789 Leview of Poetry since 1789	<u>REVISION</u>	REVISION REVISION
	erm 2	KESPEARE - THE MERCHANT Act 4 Sc.1 - The Trial Scene	<u>POETRY</u> since 1789 Poems from Literary heritage Establish familiarity with	DETRY since 1789 eporary PoetryContemporary Establish familiarity with	OETRY since 1789 Contemporary Poetry Establish familiarity with	DETRY since 1789 Contemporary Poetry	DETRY since 1789 Review of Poetry since 1789 Establish familiarity with	<u>REVISION</u>	<u>REVISION</u> <u>REVISION</u> Revise main
	erm 2	KESPEARE - THE MERCHANT Act 4 Sc.1 - The Trial Scene Interpret the main events,	<u>POETRY since 1789</u> <u>Poems from Literary heritage</u> Establish familiarity with the social cultural context	DETRY since 1789 eporary PoetryContemporary Establish familiarity with the social cultural context	<u>OETRY since 1789</u> <u>Contemporary Poetry</u> Establish familiarity with the social cultural context	<u>DETRY since 1789</u> <u>Contemporary Poetry</u> Establish familiarity with	DETRY since 1789 Leview of Poetry since 1789 Establish familiarity with the social cultural context	<u>REVISION</u>	<u>REVISION</u> REVISION Revise main events,
	erm 2	KESPEARE - THE MERCHANT Act 4 Sc.1 - The Trial Scene Interpret the main events, characters' actions and	<u>POETRY since 1789</u> <u>Poems from Literary heritage</u> Establish familiarity with the social cultural context and its relevance to the	DETRY since 1789 oporary PoetryContemporary Establish familiarity with the social cultural context and its relevance to the	<u>OETRY since 1789</u> <u>Contemporary Poetry</u> Establish familiarity with the social cultural context and its relevance to the	DETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context	DETRY since 1789 Seview of Poetry since 1789 Establish familiarity with the social cultural context and its relevance to the	<u>REVISION</u>	<u>REVISION</u> <u>REVISION</u> Revise main events, settings and
	erm 2	KESPEARE - THE MERCHANT Act 4 Sc.1 - The Trial Scene Interpret the main events, characters' actions and reactions	<u>POETRY since 1789</u> <u>Poems from Literary heritage</u> Establish familiarity with the social cultural context and its relevance to the poems	DETRY since 1789 eporary PoetryContemporary Establish familiarity with the social cultural context and its relevance to the poems	<u>OETRY since 1789</u> <u>Contemporary Poetry</u> Establish familiarity with the social cultural context and its relevance to the poems	DETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the	DETRY since 1789 <u>eview of Poetry since 1789</u> Establish familiarity with the social cultural context and its relevance to the poems	<u>REVISION</u> <u>REVISION</u>	<u>REVISION</u> <u>REVISION</u> Revise main events, settings and its relation
	erm 2	KESPEARE - THE MERCHANT Act 4 Sc.1 - The Trial Scene Interpret the main events, characters' actions and reactions	<u>POETRY since 1789</u> <u>Poems from Literary heritage</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in	DETRY since 1789 oporary PoetryContemporary Establish familiarity with the social cultural context and its relevance to the	<u>OETRY since 1789</u> <u>Contemporary Poetry</u> Establish familiarity with the social cultural context and its relevance to the poems	DETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the	DETRY since 1789 Leview of Poetry since 1789 Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in	<u>REVISION</u> <u>REVISION</u>	<u>REVISION</u> <u>REVISION</u> Revise main events, settings and
	erm 2	KESPEARE - THE MERCHANT Act 4 Sc.1 - The Trial Scene Interpret the main events, characters' actions and reactions Explore the development	<u>POETRY since 1789</u> <u>Poems from Literary heritage</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in	DETRY since 1789 eporary PoetryContemporary Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in	<u>OETRY since 1789</u> <u>Contemporary Poetry</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in	DETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the poems	DETRY since 1789 Leview of Poetry since 1789 Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in	<u>REVISION</u> <u>REVISION</u>	REVISION REVISION Revise main events, settings and its relation to the socio-
	erm 2	KESPEARE - THE MERCHANT Act 4 Sc.1 - The Trial Scene Interpret the main events, characters' actions and reactions Explore the development of plot , character ,themes	<u>POETRY since 1789</u> <u>Poems from Literary heritage</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context	DETRY since 1789 eporary PoetryContemporary Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context	<u>OETRY since 1789</u> <u>Contemporary Poetry</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context	DETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in	DETRY since 1789 seview of Poetry since 1789 Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context	<u>REVISION</u> <u>REVISION</u>	REVISION REVISION Revise main events, settings and its relation to the socio- cultural
	erm 2	KESPEARE - THE MERCHANT Act 4 Sc.1 - The Trial Scene Interpret the main events, characters' actions and reactions Explore the development of plot , character ,themes whole play -Act 1 to 5	<u>POETRY since 1789</u> <u>Poems from Literary heritage</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply	DETRY since 1789 eporary PoetryContemporary Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply	<u>OETRY since 1789</u> <u>Contemporary Poetry</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply	DETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary	DETRY since 1789 Leview of Poetry since 1789 Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply	Revise main events and its relation to the socio-	REVISION REVISION Revise main events, settings and its relation to the socio- cultural historical
	<sup>-</sup> erm 2	KESPEARE - THE MERCHANT Act 4 Sc.1 - The Trial Scene Interpret the main events, characters' actions and reactions Explore the development of plot , character ,themes whole play -Act 1 to 5 Interpret the dramatic purpose; Shakespeare's viewpoints	<u>POETRY since 1789</u> <u>Poems from Literary heritage</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry	DETRY since 1789 eporary PoetryContemporary Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry	<u>OETRY since 1789</u> <u>Contemporary Poetry</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry	DETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to	DETRY since 1789 teview of Poetry since 1789 Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry	Revise main events and its relation to the socio- cultural historical context	REVISION REVISION Revise main events, settings and its relation to the socio- cultural historical context Revise the key ideas
		KESPEARE - THE MERCHANT Act 4 Sc.1 - The Trial Scene Interpret the main events, characters' actions and reactions Explore the development of plot , character ,themes whole play -Act 1 to 5 Interpret the dramatic purpose; Shakespeare's viewpoints Explore characterisation,	<u>POETRY since 1789</u> <u>Poems from Literary heritage</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poet s' use of	DETRY since 1789 eporary PoetryContemporary Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of	<u>OETRY since 1789</u> <u>Contemporary Poetry</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of	DETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry	DETRY since 1789 Leview of Poetry since 1789 Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of	Revise main events and its relation to the socio- cultural historical context Revise the key ideas of	REVISION REVISION Revise main events, settings and its relation to the socio- cultural historical context Revise the key ideas of the main
		KESPEARE - THE MERCHANT Act 4 Sc.1 - The Trial Scene Interpret the main events, characters' actions and reactions Explore the development of plot , character ,themes whole play -Act 1 to 5 Interpret the dramatic purpose; Shakespeare's viewpoints Explore characterisation, events and the evident	<u>POETRY since 1789</u> <u>Poems from Literary heritage</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poet s' use of language and literary	DETRY since 1789 eporary PoetryContemporary Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary	<u>OETRY since 1789</u> <u>Contemporary Poetry</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary	DETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of	DETRY since 1789 teview of Poetry since 1789 Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary	Revise main events and its relation to the socio- cultural historical context Revise the key ideas of the main events;	REVISION REVISION Revise main events, settings and its relation to the socio- cultural historical context Revise the key ideas of the main events;
		KESPEARE - THE MERCHANT Act 4 Sc.1 - The Trial Scene Interpret the main events, characters' actions and reactions Explore the development of plot , character ,themes whole play -Act 1 to 5 Interpret the dramatic purpose; Shakespeare's viewpoints Explore characterisation, events and the evident thematic aspects	<u>POETRY since 1789</u> <u>Poems from Literary heritage</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poet s' use of language and literary devices to express ideas	DETRY since 1789 eporary PoetryContemporary Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas,	<u>DETRY since 1789</u> <u>Contemporary Poetry</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas,	DETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary	DETRY since 1789 Leview of Poetry since 1789 Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas,	Revise main events and its relation to the socio- cultural historical context Revise the key ideas of the main events; significance of the events	REVISION REVISION Revise main events, settings and its relation to the socio- cultural historical context Revise the key ideas of the main events; significance
		KESPEARE - THE MERCHANT Act 4 Sc.1 - The Trial Scene Interpret the main events, characters' actions and reactions Explore the development of plot , character ,themes whole play -Act 1 to 5 Interpret the dramatic purpose; Shakespeare's viewpoints Explore characterisation, events and the evident thematic aspects Analyse Shakespeare's use	<u>POETRY since 1789</u> <u>Poems from Literary heritage</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poet s' use of language and literary devices to express ideas and viewpoints	DETRY since 1789 eporary PoetryContemporary Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints	<u>OETRY since 1789</u> <u>Contemporary Poetry</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints	DETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas,	DETRY since 1789 teview of Poetry since 1789 Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints	Revise main events and its relation to the socio- cultural historical context Revise the key ideas of the main events; significance of the events Comment on	REVISION REVISION Revise main events, settings and its relation to the socio- cultural historical context Revise the key ideas of the main events; significance of the events
		KESPEARE - THE MERCHANT Act 4 Sc.1 - The Trial Scene Interpret the main events, characters' actions and reactions Explore the development of plot , character ,themes whole play -Act 1 to 5 Interpret the dramatic purpose; Shakespeare's viewpoints Explore characterisation, events and the evident thematic aspects Analyse Shakespeare's use of language and dramatic	<u>POETRY since 1789</u> <u>Poems from Literary heritage</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poet s' use of language and literary devices to express ideas and viewpoints Compare poets' use of	DETRY since 1789 eporary PoetryContemporary Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of	<u>DETRY since 1789</u> <u>Contemporary Poetry</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of	DETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints	DETRY since 1789 Leview of Poetry since 1789 Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of	Revise main events and its relation to the socio- cultural historical context Revise the key ideas of the main events; significance of the events Comment on characterisation	REVISION REVISION Revise main events, settings and its relation to the socio- cultural historical context Revise the key ideas of the main events; significance of the events Comment
		KESPEARE - THE MERCHANT Act 4 Sc.1 - The Trial Scene Interpret the main events, characters' actions and reactions Explore the development of plot , character ,themes whole play -Act 1 to 5 Interpret the dramatic purpose; Shakespeare's viewpoints Explore characterisation, events and the evident thematic aspects Analyse Shakespeare's use	<u>POETRY since 1789</u> <u>Poems from Literary heritage</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poet s' use of language and literary devices to express ideas and viewpoints	DETRY since 1789 eporary PoetryContemporary Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of form and structure to	<u>OETRY since 1789</u> <u>Contemporary Poetry</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints	DETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas,	DETRY since 1789 teview of Poetry since 1789 Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of form and structure to	Revise main events and its relation to the socio- cultural historical context Revise the key ideas of the main events; significance of the events Comment on characterisation Interpret themes and	REVISION REVISION Revise main events, settings and its relation to the socio- cultural historical context Revise the key ideas of the main events; significance of the events
		KESPEARE - THE MERCHANT Act 4 Sc.1 - The Trial Scene Interpret the main events, characters' actions and reactions Explore the development of plot , character ,themes whole play -Act 1 to 5 Interpret the dramatic purpose; Shakespeare's viewpoints Explore characterisation, events and the evident thematic aspects Analyse Shakespeare's use of language and dramatic style	<u>POETRY since 1789</u> <u>Poems from Literary heritage</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poet s' use of language and literary devices to express ideas and viewpoints Compare poets' use of form and structure to	DETRY since 1789 eporary PoetryContemporary Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of	DETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of form and structure to	DETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of	DETRY since 1789 Leview of Poetry since 1789 Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of form and structure to develop and present main	Revise main events and its relation to the socio- cultural historical context Revise the key ideas of the main events; significance of the events Comment on characterisation	REVISION REVISION Revise main events, settings and its relation to the socio- cultural historical context Revise the key ideas of the main events; significance of the events Comment on
		KESPEARE - THE MERCHANT Act 4 Sc.1 - The Trial Scene Interpret the main events, characters' actions and reactions Explore the development of plot , character ,themes whole play -Act 1 to 5 Interpret the dramatic purpose; Shakespeare's viewpoints Explore characterisation, events and the evident thematic aspects Analyse Shakespeare's use of language and dramatic style Assessment: Context	<u>POETRY since 1789</u> <u>Poems from Literary heritage</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poet s' use of language and literary devices to express ideas and viewpoints Compare poets' use of form and structure to develop and present main	DETRY since 1789 eporary PoetryContemporary Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of form and structure to develop and present	DETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of form and structure to develop and present main	DETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of form and structure to	DETRY since 1789 Leview of Poetry since 1789 Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of form and structure to develop and present main	Revise main events and its relation to the socio- cultural historical context Revise the key ideas of the main events; significance of the events Comment on characterisation Interpret themes and writer's viewpoints	REVISION REVISION Revise main events, settings and its relation to the socio- cultural historical context Revise the key ideas of the main events; significance of the events Comment on characterisat
		KESPEARE - THE MERCHANTAct 4 Sc.1 - The Trial SceneInterpret the main events, characters' actions and reactionsExplore the developmentof plot , character , themes whole play -Act 1 to 5 Interpret the dramatic purpose; Shakespeare's viewpointsExplore characterisation, events and the evident thematic aspectsAnalyse Shakespeare's use of language and dramatic styleAssessment: Context question and essay	<u>POETRY since 1789</u> <u>Poems from Literary heritage</u> Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poet s' use of language and literary devices to express ideas and viewpoints Compare poets' use of form and structure to develop and present main ideas	DETRY since 1789 eporary PoetryContemporary Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of form and structure to develop and present main ideas	DETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of form and structure to develop and present main ideas	DETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of form and structure to develop and present main	DETRY since 1789 teview of Poetry since 1789 Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of form and structure to develop and present main ideas	Revise main events and its relation to the socio- cultural historical context Revise the key ideas of the main events; significance of the events Comment on characterisation Interpret themes and writer's viewpoints Review writer's use of	REVISION REVISION Revise main events, settings and its relation to the socio- cultural historical context Revise the key ideas of the main events; significance of the events Comment on characterisat ion

		YEAR 9	LONG TERI	M PLAN with	n CURRICULU	M STANDAR	DS	
GRADE 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	<b>G9U1Pr(D).1</b> Intro to Shakespearean tragedy	<b>G9U2Pr(D).2</b> Macbeth Act 1, Scenes 1 -3	G9U3Pr(D).3 Macbeth Act 1, Scenes 4 -5	<b>G9U4Pr(D).4</b> Macbeth Act 1, Scenes 6 -7	<b>G9U5Pr (D)5</b> Macbeth Act 2, Scenes 1 -4	<b>G9U6Pr(N).1</b> Frankenstein (Introduction and background) Preface and	<b>G9U7Pr(N).2</b> Frankenstein 1 - 4	<b>G9U8Pr(N).3</b> Frankenstein 5 - 8
Term 1	To explore the features of tragedy and the social historical and political background	To understand the setting and the main conflict that sets the action	To explore character traits and the evident thematic aspects	To interpret the playwright's craft in developing the plot, characters and themes.	To interpret the playwright's choice of scenes and minor characters	To introduce setting and explore the socio/cultural, historical/political background to the text	To explore understanding of the ralationships between text and the context in which it is written.	To explore and analyse plot,characters and themes and analyse the language, form and structure used by the writer to create meanings and effects.
	G9U9Pr(N).4	G9U10Py 1	G9U11Py 2	G9U12Py 3	G9U13Py 4	G9U14Py 5	G9U15R1	G9U16R2
	Frankenstein 9 - 12	A Child to his Sick Grandfather /	Love's Dog / A Poison Tree	Cousin Kate / Poppies	Unseen poems - Comparison	Unseen poems - Comparison	Prose(Revision)	Drama and Poetry(Revision)
Term 1	To explore and analyse plot, characters and themes.	analyse and evaluate how language, structure, form and presentation contribute to quality and impact; use linguistic and literary terminology for such valuation	To explore the poets' use of language devices and style to convey their purpose	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To read, understand and respond to text while maintianing a critical style and develop an informed personal response	To read, understand and respond to text while maintianing a critical style and develop an informed personal response
GRADE 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	G9U17Pr (D)6	G9U18Pr (D)7	G9U19Pr (D)8	G9U20Pr (D)9	G9U21Pr (D)10	G9U22Pr(N)5	G9U23Pr(N)6	G9U24Pr(N)7
	Macbeth Act 3, Scenes 1 -3	Macbeth Act 3, Scenes 4 -6	Macbeth Act 4, Scenes 1 -3	Macbeth Act 5, Scenes 1 -3	Macbeth Act 5, Scenes 4 -7	Frankenstein 13 - 16	Frankenstein 17 - 20	Frankenstein 21 - 24
Term 2	To analyse and integrate the plot with characters and themes	To interpret the playwright's craft in developing the plot characters and themes.	To interpret the playwright's craft in developing the plot characters and themes.	To interpret the playwright's craft in developing the plot characters and themes.	To interpret the playwright's craft in developing the plot characters and themes.	To explore and analyse plot,characters, themes and the writer's use of language to convey meanings and create effect	To explore and analyse plot,characters, themes and the writer's use of language to convey meanings and create effect	To explore and analyse plot,characters, themes and the writer's use of language to convey meanings and create effect
	G9U25Pr(N)8	G9U26Py6	G9U27Py7	G9U28Py8	G9U29Py9	G9U30Py10	G9U31R3	G9U32R4
	Frankenstein Plot / Characters / Themes	To Autumn / London	Where the Picnic Was / Postcard from a Travel Snob	Unseen Poems - Comparison	Unseen poems - Comparison	Unseen poems - Comparison	Prose(Revision)	Drama and Poetry(Revision)
Term 2	To explore and analyse plot,characters, themes and the writer's use of language to convey meanings and create effect	analyse and evaluate how language, structure, form and presentation contribute to quality and impact; use linguistic and literary terminology for such valuation	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To read, understand and respond to text while maintianing a critical style and develop an informed personal response	To read, understand and respond to text while maintianing a critical style and develop an informed personal response

	YEAR 10 LONG TERM PLAN with CURRICULUM STANDARDS										
YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8			
	Reading-Drama	Reading-Drama	Reading-Drama	Reading-Drama	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Poetry (Unseen + Seen Relationships- Contemporary)			
	Intro to Shakespeare and Shakespearean Tragedy (4)	Romeo & Juliet-Act 1 Sc 1(4)	Romeo & Juliet-Act 1 Sc 2,3, 4{4}	Romeo & Juliet-Act 1 Sc 5(4)	Introduction to DJAMH and Chaper 1 (4)	DJAMH Chapter 1 (Contd.) and Chapter 2 (4)	DJAMH Chapter 3 (4)	Unseen poetry Comparative study & Nettles (4)			
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj			
Term 1	To explore the features of tragedy & the social historical background	To understand the setting and the main conflict that sets the action	To explore character traits & the evident thematic aspects	Comment on play wright's style & explore characters and themes	To be able to identify the language, literary devices, writer's craft and structure in an unseen text. To introduce setting& the socio-cultural background;to explore characters & themes	To explore characters,analyse themes & comment on style	To explore character traits, analyse themes&comment on aspects of style	To explore writers' use of language and literary devices & style to convey their purpose			
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16			
	Reading - Poetry (Relationships- Romantic)	Reading - Poetry (Relationships- Literary Heritage )	Reading - Poetry (Relationships - Contemporary)	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Drama	Reading-Drama & Revision			
	La belle dame Sans Merci & She Walks in Beauty (4)	My Last Duchess & How do I Love Thee (4)	First Date & Valentine (4)	An Inspector Calls- Introduction & Act I (Pages 1- 10) (4)	An Inspector Calls- Act I (Pages 11-19) (4)	An Inspector Calls- Act I (Pages 20-26) (4)	Romeo & Juliet-Act 2 Sc 1&2 ( till lines 141) (4)	Romeo & Juliet-Act 2 (lines 142-189) & Sc 3(4)			
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj			
Term 1	To explore writers' use of language and literary devices & style to convey their purpose	To examine the poetic devices used to enhance the meaning & convey the writers' attitude	To examine the use of Lang & poetic techniques	To explore the social historical background and to understand the setting and the main conflict that sets the action	To examine the use of Lang & poetic techniques	To examine the use of Lang & poetic techniques	To read with insight and engagement, understanding the writer's use of linguistic and structural devices.	To read with insight and engagement, understanding the writer's use of linguistic and structural devices.			
YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK7	WEEK 8			
	Reading-Drama	Reading-Drama	Reading-Drama	Reading-Drama	Reading-Drama	Reading-Drama	Reading - Prose	Reading - Prose			
12	Romeo & Juliet-Act 2 Sc 4 (4) Learning Obj	Romeo & Juliet-Act 2 Sc 5 & 6 (4) Learning Obj	Romeo & Juliet-Act 3 Sc 1 (4) Learning Obj	Learning Obj	Romeo & Juliet-Act 3 Sc 3- lines 108-175 & sc 4 (4) Learning Obj	Romeo & Juliet-Act 3 Sc 5 (4) Learning Obj	DJAMH Chapter 4&5 (4) Learning Obj	DJAMH Chapter 6 (4) Learning Obj			
Term	To trace the devt. Of characters, themes & plot.	craft at creating characters & develop the plot & themes	To explore the devt of plot & character	To analyse & integrate the plot with characters & dramatic devices used	To continue to examine & analyse the devt. of plot & characters.	To explore & trace the conflict devt through the 3 acts	To explore character traits, analyse themes&comment on aspects of style	To explore characters, analyse themes & comment on style			

	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading - Poetry (Conflict- Romantic & Contemporary) (4)	Reading - Poetry (Conflict- Literary Heritage)(4)	Reading - Poetry (Conflict- Contemporary) (4)	Reading - Poetry (Time & Place- Romantic & Contemporary) (4)	Reading - Poetry (Time & Place- Contemporary) (4)	Reading - Poetry (Time & Place- Literary Heritage)(4)	Reading-Drama	Reading-Drama & Revision
	The Destruction & War Photographer	The Man He Killed & Exposure	Half caste & The Glass Game	London & First Flight	Presents from & Hurricane Hits England	I Started Early & Home Thoughts	An Inspector Calls- Act II (Pages 27- 36) (4)	An Inspector Calls- Act II (Pages 37- 49) (4)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
m 2	To examine the poetic	To explore writers' use of	To examine the poetic	To explore writers' use of	To examine the poetic	To explore writers' use of	To read with insight and	To examine the use of Lang &
Term	devices used to enhance the meaning & convey the writers' attitude	lang devices & style to convey their purpose.	devices used to enhance the meaning & convey the writers' attitude	lang devices & style to convey their purpose.	devices used to enhance the meaning & convey the writers' attitude	lang devices & style to convey their purpose.	engagement, understanding the writer's use of linguistic and structural devices.	poetic techniques
	YEA	R 11 LITERAT	URE LONG TE	RM PLAN wit	th CURRICULU	M STANDARD	OS 2016-2017	
GRADE 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading-Poetry	Reading - Poetry	Reading - Poetry	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Prose	Reading - Prose
	Any Two 20th /21st century	War Phototgrapher (4)	Tyger (4)	Romeo and Juliet- Recap of Acts		Romeo and Juliet-Act 4 Scenes	Roll of Thunder My Cry - Recap	
	unseen poems (4) Learning Obj	Learning Obj	Learning Obj	1-3 (4) Learning Obj	1,2 (4) Learning Obj	3,4, 5 (4) Learning Obj	of chs. 1 to 6 {4} Learning Obj	chapter 7{4} Learning Obj
1	To understand and analyse	To understand and analyse	To understand and analyse	To integrate and interpret the	To examine the use of dramatic	To interpret the playwright's	To integrate and interpret the	To explore the development
Term	writers' use of linguistic and	writers' use of language,	writers' use of language,	- · ·	devices/language used to reveal	craft in developing the plot,	plot, characters, themes and the	and show critical appreciation
-	structural devices to enhance	structure and form	structure and form	writer's craft and give a personal	characters, themes and plot.	characters and themes.	writer's craft and give a personal	of the plot,characters and themes.
	their ideas and perspectives.	and how these are used to create literary effects	and how these are used to create literary effects	response.			response.	
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading - Prose	Reading - Prose	Reading - Poetry	Reading - Poetry	Reading - Poetry	Reading - Poetry	Reading - Prose	Drama/ ROTHMC/ Poetry
	Roll of Thunder My Cry - chapters 8 and 9 {4}	Roll of Thunder My Cry - chapter 10 {4}	A Mother In a Refugee Camp {4)	Do not go gentle into that good night	My last Duchess (4)	Sonnet 116 (4)	Any Two 20th /21st century unseen passages (4)	Review Study
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To integrate and interpret the	To explore the development	To understand and analyse the	To understand and analyse the	To understand and analyse the	To understand and analyse the	To understand and analyse	To explore characters, themes,
	plot, characters, themes and the		purpose and attitudes of the	purpose and attitudes of the	purpose and attitudes of the	purpose and attitudes of the	writers' use of linguistic and	incidents and writer's craft
	writer's craft and give a personal response.	the plot, characters and themes.	writers.	writers.	writers.	writers.	structural devices to enhance their ideas and perspectives.	through use of literary and linguistic devices. To compare
								mood, tone, structure and use of
								poetic devices
T -								
Term								
F								

GRADE 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading - Drama	Reading - Drama	Reading - Poetry	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Drama	Reading - Poetry
	Romeo and Juliet -Act 5 Scenes	Romeo and Juliet-Act 5 Scene 3	If and Once Upon A Time (4)	Roll of Thunder My Cry -	Roll of Thunder My Cry -	Roll of Thunder My Cry -	Romeo and Juliet -Acts 1-5 (4)	Poetry comparisons (4)
	1,2 (4)	(4)		chapter 11 {4}	chapter 12 {4}	chapters 1-12 {4}		
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
m 2	To interpret the playwright's	To integrate and interpret the	To understand and analyse	To integrate and interpret the	To integrate and interpret the	To review and analyse the	To review and analyse the	To explore the use of poetic
Term	craft in developing the plot,	plot, characters, themes and the	writers' use of language,	conflict through the text and	conflict through the text,	writer's use of characterization/	writer's use of characterization/	devices and make effective
·	characters and themes.	writer's craft and give a personal	structure and form	give an informed personal	comment on the writer's	theme/plot/setting for literary	theme/plot/setting for literary	connections between particular
		response.	and how these are used to create literary effects	response.	purpose/craft and give an informed personal response.	effect and show critical	effect and show critical appreciation of the writer's craft.	techniques used by the writer and presentation of
			create interary effects		finormed personal response.	appreciation of the writer's craft.	appreciation of the writer's clart.	ideas, themes and settings
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading - Poetry/Prose							
	Unseen poem and prose(2+2)							
	Learning Obj							
n 2	To understand and analyse							
Term	writers' use of linguistic and							
	structural devices to enhance							
	their ideas and perspectives.							