**English Department: BGE Curriculum Outline**

**S2 Model**

*Note: we deliver our course by looking at a different genre of text each term. Availability of texts may mean some swapping of the order described here.*

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| August – October  | October - December | January - April  | April - June |
| Learning and Teaching Focus: **Prose Study** In this unit, pupils will study Roald Dahl short stories, ‘Lamb to the Slaughter’ and ‘The Landlady’. We will develop our knowledge of plot, characterisation, setting, theme and structure with these texts. **Homework Activity 1:** Discursive Essay on Gaming | Learning and Teaching Focus **Drama Study:** Pupils will study a play.We will learn about techniques used in drama: stage directions, atmosphere, plot, climax, theme, setting and characterisation.  | Learning and Teaching Focus **Teacher’s Choice** The teacher will choose an area that they would like to teach that is appropriate to the class.**Homework Activity 2:** Writer’s Craft task: Continue a story in the same style as the original writer uses.  | Learning and Teaching Focus **Media Study** Pupils will study an appropriate media text. Focus on: plot, character, setting, theme, camera work, editing, sound production and mise-en-scene. **Homework Activity 3:** Prepare for a group discussion on a topic connected to our class work. | Learning and Teaching Focus **Poetry Study** In this unit, pupils will study a selection of suitable poems. We will develop our understanding of rhyme, word choice, sentence structure, imagery and theme. **Homework Activity 4:** Participate in our Readathon. | Learning and Teaching Focus **Close Reading Skills**An introduction to RUAE skills: In Your Own Words questions, word choice, sentence structure and imagery.  | Learning and Teaching Focus **Preparing for National Qualifications**Developing our skills and banking evidence of attainment at National Qualification level. **Homework Activity 5:** S2 Review. |
| Assessment evidence:* All pupils will complete a critical essay on one of the Dahl stories.
* Creative writing inspired by the Dahl stories.
* Discursive Essay on Gaming
* Group Discussions
 | Assessment evidence:* All pupils will complete a critical essay on their class play.
* Other assessable writing tasks, inspired by the class play.
* Solo Talk
 | Assessment evidence:* Group Discussions
* Imaginative writing: Writer’s Craft task.
	+ Close Reading Assessments.
 | Assessment evidence:* Imaginative Writing: task inspired by the class media text. .
* Critical Essay on the media text studied in class.
* Group Discussion
 | Assessment evidence:* Critical Essay on poetry.
* Imaginative Writing: Poetry
 | Assessment evidence:* + Close Reading Assessments.
	+ Solo Talk.
 | Assessment evidence:* S2 Review: Functional Writing
* JFK Unit.
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| Key Skills Numeracy* Pupils will look for patterns in their research to support arguments.
* Accuracy and attention to detail.
* Checking over work to highlight errors

Health and Wellbeing * Pupils will reflect on their own and others’ work.
* Pupils will reflect on their own and others’ work and evaluate it against shared criteria
* They will recognise improvement and achievement and use this to progress further.

Literacy * They will acknowledge that others have the right to have a different opinion.
* Pupils will write fluently with an understanding of spelling, punctuation and grammar.
* They will review and correct writing to ensure it makes sense and meets its purpose.
* Pupils will find and organise information to take notes.

Digital Literacy * When redrafting, pupils will make appropriate choices about how to present their digital text. Fonts, bullet points, headings etc.
* Pupils will use reliable and appropriate sources.
 | Key Skills**Literacy** * Pupils will write fluently with an understanding of spelling, punctuation and grammar.
* They will review and correct writing to ensure it makes sense and meets its purpose.
* Pupils will explore the techniques that writers use in different genres.

**Numeracy*** Accuracy and attention to detail.
* Checking over work to highlight errors.

**Health and Wellbeing*** Pupils will reflect on their own and others’ work.
* They will evaluate it against shared criteria.
* They will recognise improvement and achievement and use this to progress further.
 | Key SkillsLiteracy * Pupils will write fluently with an understanding of

spelling, punctuation and grammar. * They will review and correct writing to ensure it makes sense and meets its purpose.

**Literacy** * Pupils will explore the techniques that writers use in different genres.
* Pupils will use what they have learned to create a poem.
* Pupils will use appropriate structure, interesting characters and/or settings which come to life.
* Pupils will create a short text using appropriate punctuation and varied sentence structures in a way that makes sense to their reader
 | Key SkillsNumeracy* Accuracy and attention to detail.
* Checking over work to highlight errors.

Literacy * Pupils will write fluently with an understanding of

spelling, punctuation and grammar. * They will review and correct writing to ensure it makes sense and meets its purpose.

Health and Wellbeing* Pupils will reflect on their own and others’ work.
* They will evaluate it against shared criteria
 | Key SkillsLiteracy * They will acknowledge that others have the right to have a different opinion.
* Pupils will write fluently with an understanding of spelling, punctuation and grammar.
* They will review and correct writing to ensure it makes sense and meets its purpose.
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Health and Wellbeing* They will recognise improvement and achievement and use this to progress further.
 | Key SkillsLiteracy * Pupils will explore the techniques that writers use in different genres.

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* Pupils will reflect on their own and others’ work and evaluate it against shared criteria
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* Pupils will create a short text using appropriate punctuation and varied sentence structures in a way that makes sense to their reader.

Health and Wellbeing* They will recognise improvement and achievement and use this to progress further.
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| **Skills for learning, work and life****Skills for learning, work and life****Numeracy*** Pupils will use their numeracy skills to analyse information
* Pupils will break down data to develop their analysing skills.

**Thinking skills across learning*** Pupils will develop their evaluating skills to make informed judgements about the topic.

**Working with others*** Group tasks will help pupils to become good team learners. They will learn how to draw from the strengths of the group.
* Pupils will put themselves in other people’s shoes, to hear them accurately and help their own learning.
* Pupils will take responsibility for their contribution to group tasks.

**Leadership*** Pupils will learn to value the views and contributions of others in their group
* Pupils will learn to be good listeners and know the members of their group or team well.

 | Skills for learning, work and life* Tasks throughout this unit will provide opportunities for pupils to build their describing and summarising skills.

LeadershipPupils will identify, discuss and reflect on their own evidence of learning.**Leadership*** Pupils will learn to value the views and contributions of others in their group
* Pupils will learn to be good listeners and know the members of their group or team well.

**Enterprise and employability**Pupils will develop self-awareness, optimism and learn to have an open mindset. | Skills for learning, work and life* Pupils will use critical thinking. They will use what they have learned to answer an essay question.

Roles and Responsibilities* Pupils will conduct research into the chosen topic.

Working with others* Pupils will put themselves in other people’s shoes, to hear them accurately and enrich their own learning perspectives.

Leadership* Pupils will learn to be good listeners and know the members of their group or team well.

 | Skills for learning, work and life* They will be able to recall information about character, plot, setting and theme.
* They will be able to locate techniques from the text to provide context for their analysis.

Working with others* Pupils will develop their ability to assert their own views

**Enterprise and employability**Pupils will develop self-awareness, optimism and learn to have an open mindset. | Skills for learning, work and lifeThinking skills across learning* Pupils will develop their evaluating skills to make informed judgements.

Working with others* Pupils will develop their ability to assert their own views

**Leadership*** Pupils will learn to value the views and contributions of others in their group
* Pupils will learn to be good listeners and know the members of their group or team well.
 | Skills for learning, work and lifePersonal Learning Planning* Pupils will use appropriate language for self-evaluation
* Pupils will identify, discuss and reflect on their own evidence of learning.

**Working with others*** Group tasks will help pupils to become good team learners. They will learn how to draw from the strengths of the group.
* Pupils will put themselves in other people’s shoes, to hear them accurately and help their own learning.
* Pupils will take responsibility for their contribution to group tasks.
 | Skills for learning, work and life* Pupils will develop their creation skills to produce a piece of creative writing using aspects of another culture.

**Personal learning planning and career management*** Pupils will use appropriate language for self-evaluation
* Pupils will identify, discuss and reflect on their own evidence of learning.

**Enterprise and employability**Pupils will develop self-awareness, optimism and learn to have an open mindset. |