



	Term 1		Term 2		Term 3
<b>MYP 1 (Year 7)</b>	Unit Title(s): The Bad Beginning	Unit Title(s): Powerful Poetry	Unit Title(s): Shocking Shakespeare	Unit Title(s): Digging Deeper for Justice	Unit Title(s): Willy Wonka and the Ethical Chocolate Factory
	Global Context: Orientation in Space and Time	Global Context: Personal and Cultural expression	Global Context: Identities and Relationships	Global Context: Fairness and Development	Global Context: Globalisation and sustainability
	Key Concept: Perspective	Key Concept: Identity	Key Concept: Connections	Key Concept: Relationships	Key Concept: Global interactions
	Topics covered: Personal writing, Summary writing, Paragraphing and Sequencing ideas. Diary writing, Empathetic writing and nuances of characterisation and its impact on perspective and narrative and Reflection.	Topics covered: Figurative language, Scansion, Cultural symbols, Analysis, Haiku, Limericks and Free Verse and Reflection.	Topics covered: Context, Characterisation, Role Play, Dramatic devices, Reflection and Writing Empathetically.	Topics covered: First Impressions, Analysis, Setting, Key Characters, Plot, Formal and Informal Language. Writing for a purpose and Persuasive Devices.	Topics covered: Advertising, Oral commentaries, Ethical discussions and analysis. Project-based learning groups.
<b>MYP 2 (Year 8)</b>	Unit Title(s): Are you Afraid of the Dark?	Unit Title(s): Refrain from the Norm...	Unit Title(s): All's Fair in Love and War	Unit Title(s): Grab Your Passport!	Unit Title(s): You are what you read!
	Global Context: Orientation in time and space	Global Context: Personal and Cultural expression	Global Context: Identities and Relationships	Global Context: Globalisation and Sustainability	Global Context: Scientific and Technical Innovation
	Key Concept: Perspective	Key Concept: Creativity	Key Concept: Time, Place and Space	Key Concept: Communication	Key Concept: Change
	Topics covered: Brainstorming, Common elements of horror stories Narrative concepts of famous horror stories	Topics covered: Rhythm, Syllables, Meter, Symbolism, Discussion, Creative Writing, Analytical Paragraphs, Poetic	Topics covered: Context of World War I, Characterization, Reading, Sources of real life WWI accounts, Discussion, Analysis of	Topics covered: Introduction to Travel Writing, Mind Maps, Personal Writing, First, Person, SPAG,	Topics covered: We will examine examples of news reports both written and oral to explore how effects and bias

	Tense, Descriptive Writing, Narrative Writing, Film trailer creation ,Figurative language, The gothic genre, Storyboarding, Analysis of extracts, Reflection	Structures, Unseen poetry and Ballads, Research and Create your own ballad	quotations, Structure of essays, Characterization, Perspectives, Characters and development of relationships, First person narrative/Third person narrative	Reading, Blog, Travel Diary - example Bill Bryson, Travel company websites, Persuasive devices, Presentational Features, Brochures, Group Planning, Presentations - Create a holiday destination, Superlatives, Advertising, Compare and Contrast	are created visually and textually, Read extracts, Brainstorming, An FAQ of do's and don't's is given and reinforced, Peer assessment, Reflection
<b>MYP 3 (Year 9)</b>	Unit Title(s): The Best Laid Plans	Unit Title(s): Who's For the Game	Unit Title(s): In Fair Verona...	Unit Title(s): #SocialMedia	Unit Title(s): The Gothic
	Global Context: Orientation in time and space	Global Context: Fairness and Development	Global Context: Identities & Relationships	Global Context: Scientific and Technical Innovation	Global Context: Personal and Cultural Expression
	Key Concept: Systems Development	Key Concept: Perspective Communication	Key Concept: Relationships Identity	Key Concept: Creativity Communication	Key Concept: Aesthetics Perspective
	Topics covered: Context - Dust Bowl, Great Depression & life in Depression-era California, Characterisation, Animal imagery, Setting analysis, Foreshadowing, Charting character relationships, Character profiles, Actions/dialogue, Themes,	Topics covered: Context - First World War, historical facts, images and first-hand accounts. Owen's <i>Dulce Et Decorum Est.</i> , Analysis of powerful adjectives in poetry - impact of words on tone. Sassoon's <i>Suicide</i>	Topics covered: Context - Shakespearean values and language. Act 1 Scene 1 - central conflict of the play, recurring themes & Shakespearean language devices. Act 1 Scene 5 - iambic pentameter & other syntactical devices,	Topics covered: Definitions - What is social media and how has it affected our lives? The dangers of social media - audience, presentational/persuasive devices, Logos, attention-	Topics covered: Introduction to Gothic Genre, Research Gothic Elements, Create visual displays for the classroom as a resource for future lessons. Examples of gothic devices from popular culture and

	"Zooming in" - how to analyse a character in a single paragraph, impact of syntax and word choice on author's meaning	<i>in the Trenches</i> . Purpose - why do we write? Impact of audience & purpose on lexical choices. Pope's <i>Who's For the Game?</i> Re-contextualization - applying conflict poetry conventions to another conflict and era - teachers and students research and develop their own personal understanding of conflict poetry.	religious imagery, Balcony scene & Mercutio's death, contrast of tone & purpose - semantic fields of hate and love. Contextual values - themes of pride and violence, tonal ambiguity.	grabbing colour and language, the art of presentations. Create and present original social media platform, Unit reflection	literature, Gallery walk, Extract study from <i>The Castle of Ortranto</i> . Analyse the author's use of emotive language, Key terminology, Gothic Horror writing, Peer Assessment, Unreliable Narrator, Author manipulation, Perspective Narrative technique
<b>MYP 4 (Year 10)</b>	Unit Title(s): Fire, blood and anguish	Unit Title(s): Poetry from other Cultures	Unit Title(s): Remember, Remember Big Brother is Watching You.	Unit Title(s): A man is not truly one, but two.	Unit Title(s): Are You Ready?
	Global Context: Fairness and Development	Global Context: Personal and Cultural Expression	Global Context: Orientation in time and space	Global Context: Identity and Relationships	Global Context: Use Global Context from previous year E-Assessment
	Key Concept: Perspective	Key Concept: Aesthetics Form	Key Concept: Systems	Key Concept: Change	Key Concept: Communication
	Topics covered: De Bono activity on West End Production, England in 1912, Pyramid of Capitalist System, Life of JB Priestley, Terminology, Stage Directions, Character Dynamics, First Impressions, Mr. Birling's Interrogation, Inspector's interaction with	Topics covered: Poetry Conventions, Style, structure, rhyme, rhythm. <b><i>Nothing's Changed?</i></b> Exploring apartheid South Africa, District 6 and the surrounding	Topics covered: Totalitarianism, what does a dystopian world look like? Group Work– Role of the government, Learning Walk on Guy Fawkes. Mise En Scene, analysis of linguistic choice, Creative writing skills, Descriptive devices.	Topics covered: Book cover predictions, Human Nature, Experiments, Nature vs Supernatural, Duality of man, Theme, Characterisation and figurative	Topics covered: How to tackle an unseen text, Comprehension skills, Inference skills, Mise-en-scene features, Compare and Contrast, Structuring a comparative essay, Analysis of quotations

	<p>Sheila, Focus on Gerald and Eric, How are the men presented in the play? Character Grids, Dramatic Devices / Dramaturgy, Exits &amp; Entrances, Dramatic Irony, Foreshadowing, Focus on Act 3, Who was the Inspector? Interpretations. Analysis on Inspector's message</p>	<p>context of the area, tone and style of the poem? What does it help us understand about the poet? Reader response - what feelings does the poem evoke within the reader? <i>Still I Rise</i> Exploring segregation in the US during the 1950/1960 era Martin Luther King, Birmingham, Sit-ins, Bus Boycotts. Tone and style of the poem? What does it help us understand about the poet? Compare and Contrasting. Research group project.</p>	<p>Using visual stimulus (e-assessment question 2 style) to create your own dystopian world, Learning Walk on totalitarian/fascist leaders. Symbolism. Propaganda devices, Rhetoric language.</p>	<p>language, Sequencing, Connotations, Pathetic fallacy, Descriptive Writing, Personification, Comprehension, Synonyms; improving vocabulary</p>	<p>and examples from a multimedia text. How to use Show not Tell effectively, Figurative and structural devices, Making effective word choices, Engaging openings, Using punctuation and sentence types for effect, Effective planning, Organizational features, Persuasive devices, How to argue for and against, How to use a range of punctuation effectively, Spelling skills; Homophones Word Classes; Nouns and pronouns, Verbs, Adjectives and adverb, Sentence structures (simple, compound, complex), Active and passive voice, Language devices, Reading Skills</p>
<b>MYP 5 (Year 11)</b>	<p>Unit Title(s): Comprehend This...</p>	<p>Unit Title(s): A Picture Paints a thousand words</p>	<p>Unit Title(s): Room 101</p>	<p>Unit Title(s): Are you Ready?</p>	<p>Unit Title(s): Keep Calm &amp; Revise English</p>
	<p>Global Context: Identities &amp; Relationships &amp; Fairness and Development</p>	<p>Global Context: Orientation in Space and Time &amp; Personal and Cultural Expression</p>	<p>Global Context: TBD in November when Global Context 2020 is released</p>	<p>Global Context: All global contexts should be applied throughout both units, with the exception of question 3, which should be a direct link to the</p>	

				prescribed global context.
	Key Concept: Connections Systems	Key Concept: Aesthetics Form	Key Concept: Perspectives Communities	Key Concept: Teachers should cover all key concepts within various tasks.
	Topics covered: Captioning, dialogue tags, annotation, perspective sectioning, Writing a response letter, 'drawing' the layout, drawing or filming the content, voice over readings etc, Ex Libris game, Examining elements of setting, Changing the narrative perspective, Enacting the scene, changing perspectives, storyboarding. Annotating verbs and adjectives, enacting the scene, drawing uses of figurative language	Topics covered: Biography and autobiography, Essays, Letters, Narrative non-fiction and informational text, Screenplays: film, television programmes and drama series. Speeches, Oral traditions and Graphic novel	Topics covered: Understanding how the prescribed Global Context relates to the English exam. Mind mapping possible debatable and conceptual lines of inquiry. Text Types - Letters & Articles and Blogs. Purpose: Writing to Argue, Text Types – Speeches, Purpose - Writing to Persuade, Text Types - Blogs and Journals, Reports and Leaflets. Writing to inform and argue	Topics covered: How to tackle an unseen text, Comprehension skills, Inference skills, Mise-en-scene features, Compare and Contrast, Structuring a comparative essay, Analysis of quotations and examples from a multimedia text. How to use Show not Tell effectively, Figurative and structural devices, Making effective word choices, Engaging openings, Using punctuation and sentence types for effect, Effective planning, Organizational features, Persuasive devices, How to argue for and against, How to use a range of punctuation effectively, Spelling skills; Homophones Word Classes; Nouns and pronouns, Verbs, Adjectives and adverb, Sentence structures (simple, compound, complex), Active and passive voice, Language devices, Reading Skills. Reflection and Revision.