

## Collège Curriculum and Assessments, 2019 - 2020

Year group	Term 1	Term 2	Term 3
6ème	<p>EMC Unit on narrative with short stories: Route 1 + Route 2 in 'Literary Shorts' classroom resource</p> <ul style="list-style-type: none"> <li>- What is a story</li> <li>- Why do we tell stories</li> <li>- Thinking about what happens as you read</li> <li>- Three stories: 'The Third-floor Bedroom'; 'The Paradise Carpet'; 'Resigned' and the work on each of the three stories in part D</li> </ul>	<p><i>The Girl of Ink and Stars</i> - class reader and study of full novel</p> <p>Myths and legends - short topic-based and linked to class reader</p>	<p><i>Comedy of Errors</i> textual study with in-depth focus on Acts 1 - 3</p> <p>EMC poetry unit</p> <ul style="list-style-type: none"> <li>- first three units from yellow book</li> <li>- haikus</li> <li>- limericks</li> </ul>
6ème assessments	<ul style="list-style-type: none"> <li>● Language timeline</li> <li>● S and L: Reading in Role whole class debate</li> <li>● Extended writing: using letters to tell a story</li> </ul>	<ul style="list-style-type: none"> <li>● Descriptive writing: creating setting</li> <li>● Passage-based essay on novel CH18.</li> <li>● Individual S + L: mythological me presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Creative writing: mistaken identity based on CoE</li> <li>● Poetry anthology and commentary</li> <li>● S and L drama piece: devised comic theatre</li> </ul>
5ème	<p><i>Holes</i></p> <p>Advertising Project</p>	<p><i>Midsummer Night's Dream</i></p>	<p>EMC poetry: units 4 - 6</p> <p>Unit 3 in Red teachers' book: Suspense and tension: 'The Gulf' and 'The Open Window'</p>

5ème assessments	<ul style="list-style-type: none"> <li>Literature essay: How does Stanley change throughout the novel?</li> <li>Language: Short story featuring a flashback</li> <li>S+L: How should juvenile offenders be punished? Group presentation of agreed proposal</li> </ul>	<ul style="list-style-type: none"> <li>S+L (Individual) Presentation and analysis of Christmas advert</li> <li>Literature: Director's notes for Act 2 scenes 1 and 2, Act 3 scene 1 of <i>A Midsummer Night's Dream</i></li> <li>Literature essay: "The course of true love never did run smooth" - focused work on extracts from Acts 2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>Language: writing a story of tension and suspense with two trails, after study of "The Open Window", using skeleton outline (or similar alternative)</li> <li>Poetry: Poets Speaking Out: write a protest poem and detailed explanation of why it is so effective in conveying your message</li> <li>S+L Pair role-play: Use of Different Registers</li> </ul>
4ème	<p><i>An Inspector Calls</i></p> <p>WW1 Poetry</p> <p>Non-fiction texts from green book - Homelessness and Poverty (tie-in to <i>An Inspector Calls</i>)</p>	<p><i>Romeo and Juliet</i></p> <p>Unit 5 Short story anthology: narrative voice 'Resigned', 'Dog, Cat and Baby'</p>	<p><i>Plastic Pollution</i>: research and devise survey to explore attitudes and behaviour regarding plastic pollution at Collège VH</p> <p><i>Of Mice and Men</i></p> <p><i>EMC - Units 7- 9</i> in yellow poetry books</p>
4ème assessments	<ul style="list-style-type: none"> <li>Literature essay: Inspector Calls: theme essay on social responsibility</li> <li>Empathic response to WW1 literature – "Disabled"</li> <li>S+L Individual: YouTube video to promote own choice of Wider Reading novel</li> </ul>	<ul style="list-style-type: none"> <li>Literature essay: Who is most to blame for the deaths of Romeo and Juliet?</li> <li>Short story with a focus on narrative voice</li> <li>S+L: Pair presentation: narrative voice from anthology free choice</li> </ul>	<ul style="list-style-type: none"> <li>Language: report on results of survey and leaflet about plastic pollution</li> <li>Literature essay – Poetry Unit 7: comparing two poems chosen by the class</li> <li>S+L Group: Inquiry into the deaths of Lennie and Curley's Wife</li> </ul>