


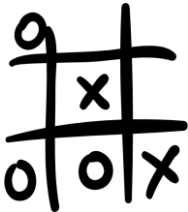


| SOL and intent | Texts | Outline – some of the things you will covering or doing during this unit | Possible assessment tasks |
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| <p><u>The Gothic</u></p> <p>Through this unit, students acquire an understanding and appreciation for Gothic literature.</p>  | <p>Extracts from texts such as:</p> <ul style="list-style-type: none"> • Dracula • Frankenstein • The Woman in Black • Coraline • Great Expectations | <ul style="list-style-type: none"> • Exploration of the conventions of the Gothic genre • Exploration and analysis of beliefs, themes and ideas in Gothic texts • Exploration of why a genre that is so frightening is so popular now and in the Victorian era • Continued develop of analytical and academic writing skills • Opportunities to write in the Gothic style | <p>Creative writing options:</p> <ul style="list-style-type: none"> • Writing a piece of writing in a Gothic style from a stimulus picture • Rewriting of a traditional fairy tale in a Gothic style • Rewriting a section of text making it Gothic in its style |
| <p><u>Poetry - WW1 and its Aftermath</u></p> <p>Through this unit, students acquire an understanding and appreciation for poetry written in response to experiences of World War and its impact on individual and society.</p>  | <p>Study of poets such as:</p> <ul style="list-style-type: none"> • Wilfred Owen • Ivor Gurney • Margaret Postgate-Hall • Vera Brittain | <ul style="list-style-type: none"> • Close analysis of poems - language and structure • Exploring the work of a poet in context – Wilfred Owen • Exploring the themes and big ideas of each poem in relation to context • Consideration of the poet’s possible intended message or purpose, including their attitudes towards war • Exploration of ‘voice’ and ‘tone’ in poetry • Exploring Caroline society in context • Exploration of attitudes and perceptions towards different members of society • Analysis of contextual factors that influence attitudes such as the impact of propaganda | <p>Academic essay:</p> <p>Comparing how Wilfred Owen presents his attitudes towards war in two poems from the collection</p> |

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| | | <ul style="list-style-type: none"> Exploring how the poetry reflected attitudes and ideas of the time and how texts influence our view of a particular conflict, event or period | |
| <p><u>Shakespearean Tragedy</u></p> <p>Through this unit, students to build on and deepen their understanding of Shakespeare's stagecraft and contribution to Literature as well as the different contexts for Elizabethan and Jacobean Theatre.</p>  | <p>Macbeth – William Shakespeare</p> | <ul style="list-style-type: none"> Revisit key content from Y7 study - the nature of tragedy and historical context of Greek, Roman and Renaissance Deepen knowledge of English Renaissance and its concerns Exploration common themes within Shakespeare's tragedies Exploration of roles within society of the time Close analysis of extracts from play Continued develop of skills: analysis of language, structure and form Exploration of the Shakespeare's possible intended message / purpose linked to context (Social, historical, political, style and genre) Developing an appreciation of Shakespeare's stagecraft | <p>Academic essay:</p> <p>Analysis and exploration of the significance of a particular scene / extract from the play.</p> |
| <p><u>Modern drama</u></p> <p>Through English, students acquire an understanding of different cultures, contexts and audiences in which they demonstrate an inquisitive, critical and</p> | <p>Noughts and Crosses – Malorie Blackman</p> <p>Non-fiction texts on themes of prejudice and discrimination</p> <p>Transcripts of speeches from the Civil Rights Movement</p> | <ul style="list-style-type: none"> Exploration of the twentieth/twenty-first century context - prejudice and discrimination Scrutiny of important political ideas and global perspectives. | <p>Creative writing:</p> <p>Converting a scene from the play into prose. Or Writing a prose section of the novel in drama</p> |

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| <p>reflective attitude towards the world.</p>  | | <ul style="list-style-type: none"> • Exploration of consequences of prejudice and conflict in countries other than our own • Address and explore attitudes towards Identity across different cultures • Exploration authorial intent in poetry and prose • Comparison of characters voice and exploring of character development through non-linear structure • Close analysis of extracts • Continued development of skills: analysis of language and structure • Comparison of prose and drama versions of the text • Exploration and analysis of speeches on the topic of prejudice and discrimination | |
| <p><u>Author Study</u></p> <p>Through reading of a novel, students acquire an understanding of different cultures, contexts and audiences in which they demonstrate an inquisitive, critical and reflective attitude towards the world. Pupils to explore the approach and style adopted by a particular writer.</p> | <p>The Lie Tree – Francis Hardinge</p> | <ul style="list-style-type: none"> • Focus on what makes effective narrative writing • Exploration of style and genre and how it is created • Exploring more complex narrative structures • Analysis of effect on the audience / reader • Exploration of the influence of context on the choices and styles chosen by a writer • Developing quotation drills exploring alternative interpretations. | <p>Two academic essays: Tasks on an extract from the novel with a thematic focus.</p> <p>For example: To what extent does Hardinge present the Lie Tree as dangerous?</p> |



- Developing use of own opinion to determine how effective a writer has been with their description