
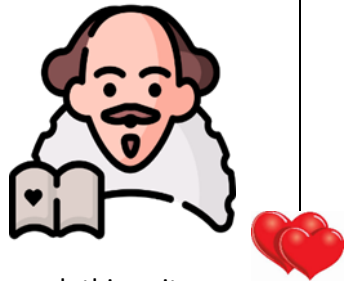


SOL and intent	Texts	Outline – some of the things you will be covering or doing during this unit	Possible assessment tasks
<p><b>Modern Drama</b></p> <p>Through reading drama, students develop a further understanding of contexts and audiences in which they demonstrate an inquisitive, critical and reflective attitude towards the world and the issues and conflicts within it.</p> <p>Unit to also prepare pupils for the GCSE study of modern drama.</p>	<p>Blood Brothers – Willy Russell</p> 	<ul style="list-style-type: none"> <li>• Revisit and deepen understanding of the conventions of tragedies</li> <li>• Explore character and character development in depth</li> <li>• Introduce further analysis of dramatic concepts and structures ready for GCSE course</li> <li>• Exploration of themes and symbolism in the play such as social class and nature or nurture</li> <li>• Develop pupils' awareness and authorial intent and purpose</li> <li>• Exploration of the significance of context and social commentary in literature</li> <li>• Further development of analytical and academic technique</li> </ul>	<p>Formal academic essay based on character.</p> <p>An extract from play will be provided; from this pupils will analyse and comment on character presentation and development.</p> <p>For example: How is Mrs Lyons' state of mind presented here and elsewhere in the play?</p>
<p><b>Presentation of Women in Literature</b></p> <p>Through looking at representation of female characters in Literature. Pupils to explore archetypes in Literature from a range of texts over a significant period of time. Aim to also expose pupils to literary criticism to develop their reading of texts.</p>	<p><b>Study of a range of possible texts:</b></p> <ul style="list-style-type: none"> <li>• Speeches: Emma Watson, Emmeline Pankhurst. Malala Yousefzai</li> <li>• Hunger Games – Catching Fire – Suzanne Collins</li> <li>• Dracula – Bram Stoker</li> <li>• Poetry, newspaper articles and songs</li> <li>• The Lion, and Witch and the Wardrobe – CS Lewis</li> </ul>	<ul style="list-style-type: none"> <li>• Explore attitudes towards gender in both fiction and non-fiction texts</li> <li>• The return to and deepen understanding of character archetypes in different genres</li> <li>• Develop a scholarly approach to reading, incorporating reading from a perspective of literary theory</li> <li>• Collate and explore how common themes and ideas are addressed across text types</li> </ul>	<p>English Language Paper 2 Q4 comparative response.</p> <p><i>'Compare how women are presented across two texts'</i></p>



- The Return of the King – JRR Tolkien
- Handmaid’s Tale – Margaret Atwood
- The Amber Spyglass – Philip Pullman
- Diary of Anne Frank – Anne Frank
- To the Lighthouse – Virginia Woolf
- Alice in Wonderland – Lewis Carroll

**Shakespearean Comedy**



Through this unit, students will build on their understanding of Shakespeare’s stagecraft and the different contexts linked to Elizabethan theatre.



***Much Ado About Nothing* – William Shakespeare**


- Exploring the play’s literal subject matter and ‘big ideas’
- Exploring a range of relevant contexts that affect the way(s) we interpret the play and Shakespeare’s message(s)
- Investigating Shakespeare’s methods, and how aspects of language, form and structure convey meaning
- Learning key quotations
- Learning how to structure an essay
- Learning how to write concisely and to time

Exam style response about character and/or a theme

‘Starting with the extract, explore how Shakespeare presents...’

- Write about the extract
- Write about the play as a whole’

<p>There will be a more developed focus on the effects of language and structure, to build up the skills required for GCSE.</p>			
<p><b>Setting and places in literature</b></p> <p>Students will explore settings and their significance in a range of literature and non-fiction.</p> 	<p><b>Students study a range of texts from:</b></p> <ul style="list-style-type: none"> <li>• Bill Bryson – Notes from a Small Island</li> <li>• Charles Dickens</li> <li>• Presents from my Aunts in Pakistan - Moniza Alvi</li> <li>• Blessing - Imtiaz Dharker</li> <li>• Nothing’s Changed – Tatamkhulu Afrika</li> <li>• Belfast Confetti – Ciaran Carson</li> <li>• In Romney Marsh – John Davidson</li> <li>• Non-fiction articles and extracts about places</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring a range of fiction writing, describing settings and places where students can appreciate writers’ craft.</li> <li>• Non-fiction texts comparing places and setting across various centuries.</li> <li>• Poems which explore setting and the personal connection writers have with certain places</li> </ul>	<p>Comparison of two texts looking at non-fiction articles which describe place.</p>
<p><b>Modern fiction</b></p> <p>Through exploring this novel, students will read inquisitively, critically and reflectively about a young person’s experience of dealing with grief.</p>	<p><b><i>A Monster Calls</i> – Patrick Ness</b></p> 	<ul style="list-style-type: none"> <li>• Exploring the text’s literal subject matter and ‘big ideas’: how to deal with death, grief and loneliness etc.</li> <li>• Exploring a range of relevant contexts that affect the way(s) we interpret the text and writer’s message(s)</li> <li>• Investigating writers’ methods, and how aspects of language, form and structure convey meaning</li> </ul>	<p>A range of formative English Language paper 1 assessments: Q2 Language, Q3 Structure and Q4 Evaluation</p> <p>A Literature theme/question based final</p>

<p>Unit to help prepare pupils for the GCSE study of modern text.</p>		<ul style="list-style-type: none"> <li>• Learning key quotations</li> <li>• Learning how to structure an essay</li> <li>• Learning how to write concisely and to time</li> </ul>	<p>assessment on the whole text:</p> <p><i>How is the theme of ... OR character presented in the novel?</i></p>
<p><b>Communication in the modern world</b></p> <p>In this unit pupils will explore how ideas and thoughts are conveyed through the spoken word. They will study how language is used and develop their own writing in response.</p>			<p>Spoken language presentation to an audience on a theme, concept or issue</p>