






SOL and intent	Texts	Outline – some of the things you will covering or doing during this unit	Possible assessment tasks
<p>Greek Myths and Legends</p> <p>Through Global Myths and Legends, students acquire an understanding of different cultures, contexts, and audiences. They explore and understand the nature of myths and legends in literature and society and create their own myths to reflect their understanding.</p> 	<ul style="list-style-type: none"> • The Creation of the World • Perseus and Medusa • The Labours of Heracles: The Nemean Lion • Prometheus and the Divine Fire • King Midas’ Golden Touch • A Competition with a God: Arachne and Athena • Theseus and the Minotaur • Persephone and the Chariot • Two poems by Nikita Gill • Pandora’s Jar • Malala Yousafzai Speech at United Nations Youth Assembly 2013 	<ul style="list-style-type: none"> • Discovering the central themes and ideas in famous Greek myths • Exploring what character archetypes are • What makes an engaging narrative and how to write one at whole text, sentence and word level • Exploring allegories • Understanding what narrative perspective is • How to use quotations in analytical writing • Developing how to summarise key information in a narrative • Learning about the concepts and approaches in rhetorical writing • Taking part in a debate after exploring the concept of democracy 	<p>Creative writing: Writing or rewriting of a Greek Myth.</p>
<p>Pre-20th Century Drama</p> <p>Through this unit, students acquire an understanding of Shakespeare’s stagecraft</p>	<ul style="list-style-type: none"> • <i>The Tempest</i> – William Shakespeare 	<ul style="list-style-type: none"> • Exploring context and Elizabethan ideas and beliefs through the play 	<p>Formal analytical writing: Exploration of the presentation of Caliban in a particular scene and across the play.</p>

<p>and contribution to Literature.</p> 		<ul style="list-style-type: none"> • Reading texts from a particular perspective: colonialism • Developing understanding of characters and their development across a text • Exploring themes such as power and control, love and betrayal • Understand genre and conventions of drama • Further developing understanding of how to construct a formal piece of academic writing 	<p>Formative assessment: drama-based exploration of character.</p>
<p>Slam Poetry and the Spoken Word</p> <p>Through this unit, students acquire an understanding and appreciation for post-1914 Poetry. Pupils explore views on the world from different writers and voices.</p>	<p>Performance poets and modern poetry</p> 	<ul style="list-style-type: none"> • Reading of a range of modern performance poems and modern poetry • Learning about poetic methods and techniques • Experimenting with poetic methods in writing of poetry • Developing ability to respond to unseen poetry • Closely analysing poems' language and structure • Understanding the themes and big ideas of each poem • Understanding of texts and their context 	<p>Writing a piece of original poetry and performing to an audience.</p>

		<ul style="list-style-type: none"> • Considering the poet's possible intended message/purpose • Exploring of 'voice' and 'tone' in poetry 	
<p>Non-fiction reading and writing: Awe and Wonder.</p> <p>Through this unit pupils will read a range of non-fiction from writers from different background expressing their view or describing the natural world.</p>	<p>There will be a range of non-fiction texts about the natural world. Texts by writers and commentators such as:</p> <ul style="list-style-type: none"> • Wendell Berry • Hannah Bourne-Taylor • Nicola Chester • Mya-Rose Craig • Jim Crumley • Miriam Darlington • Cal Flyn • Dave Goulson • Kathleen Jamie • Aldo Leopold • John Lewis-Stempel • Robert Macfarlane • Dara McAnulty • George Monbiot • Aimee Nezhukumatathil • Fred Pearce • Gavin Pretor-Pinney • Jini Reddy • Katherine Rundell • Carl Safina • Helen Scales • Anita Sethi • Marianne Taylor 	<ul style="list-style-type: none"> • Developing an understanding of the conventions of non-fiction • Exploring debates and issues surrounding the natural world • Continue to develop understanding of how language is used to convey meaning and ideas in non-fiction writing 	<p>Non-fiction writing: Creating a writing piece describing or exploring a feature or an issue related to the natural world.</p>

	<ul style="list-style-type: none"> • Isabella Tree • Robin Wall Kimmerer • Peter Wohlleben • Rosamund Young 		
<p>Faster Reading Project</p> <p>To allow pupils to read entire texts with a teenage protagonist to develop comprehension skills and enjoyment of reading fiction.</p> 	<ul style="list-style-type: none"> • The Prince of Mist – Luis Zafron • The Hunger Games – Suzzanne Collins 	<ul style="list-style-type: none"> • Completing the reading of consecutive whole texts • Focus on understanding new vocabulary • Plotting development of characters and ideas • Developing reading strategies that develop independence and greater engagement with narrative 	<ul style="list-style-type: none"> • Reading quizzes on chapters and whole text • Presentation on character or theme from texts • NGRT test
<p>Modern Drama</p> <p>To introduce students to the study of drama and explore the text as a performance text which explores social issues.</p> 	<ul style="list-style-type: none"> • <i>Refugee Boy</i> – Benjamin Zephaniah 	<ul style="list-style-type: none"> • Study of plot, characters and themes of the play • Close analysis of extracts • Analysis of language, structure and form • Consideration of the author's possible intended message / purpose and impact on audience • Explore character types linking to previous unit • Exploration of themes in drama 	<ul style="list-style-type: none"> • Academic essay on themes and ideas presented in a scene and across the text. • Writing and production of a dramatic monologue

		<ul style="list-style-type: none">• Comparative work between prose and drama versions of narrative	
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