

## English 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>  <u><b>Character and Voice</b></u>	<u><b>Villains</b></u> <ul style="list-style-type: none"> <li>Students explore character archetypes in a range of Greek myths and establish firstly how villains are presented in these stories but also consider what truly makes a villain.</li> </ul>	<u><b>Frankenstein Play</b></u> <ul style="list-style-type: none"> <li>Following the previous unit, students further develop their understanding of villainy and look at how writers craft complex characters and create sympathy for them.</li> </ul>	<u><b>Rhetoric into Shakespeare</b></u> <ul style="list-style-type: none"> <li>Students explore how Shakespeare has created voices for his characters through some of his most famous speeches.</li> </ul>	<u><b>Grow your own Poems</b></u> <ul style="list-style-type: none"> <li>Based on their understanding of how Shakespeare creates voices, students now use their own voices in the form of poetry. They look at different forms of poetry and how they express ideas.</li> </ul>	<u><b>Novel:Trash</b></u> <ul style="list-style-type: none"> <li>A dual narrative mystery novel set in Brazil. Students explore shifts in voice/narrative perspectives and what that brings to the story.</li> </ul>	<u><b>Media/Representation</b></u> <ul style="list-style-type: none"> <li>How are 'characters' represented in the media? This unit explores how voices are crafted in the media and how they can be used to represent people or ideas about them in certain ways.</li> </ul>
<b>Year 8</b>  <u><b>Disruption &amp; Conflict</b></u>	<u><b>An Introduction to the Gothic genre:</b></u> <ul style="list-style-type: none"> <li>Students explore a range of Gothic texts including poetry, novel extracts and short stories before writing their own gothic piece of creative writing.</li> </ul>	<u><b>Sawbones:</b></u> <ul style="list-style-type: none"> <li>A mystery novel with a modern take on the Gothic genre. Students build an understanding of how plots unfold and how writers develop them.</li> </ul>	<u><b>Exploring the dystopian genre:</b></u> <ul style="list-style-type: none"> <li>Students analyse and compare a range of extracts from texts typical of the genre, before writing their own piece of creative writing with the conventions of dystopian literature.</li> </ul>	<u><b>Animal Farm:</b></u> <ul style="list-style-type: none"> <li>Students explore a range of writer's methods employed by the characters, before students write and perform their own persuasive speech.</li> </ul>	<u><b>Romeo &amp; Juliet:</b></u> <ul style="list-style-type: none"> <li>How is conflict and disruption introduced in Romeo and Juliet? Students also explore and compare different productions and learn how to write about drama.</li> </ul>	<u><b>Uncomfortable Truth Poetry</b></u> <ul style="list-style-type: none"> <li>How can conflict be dealt with in poetry? Why is the poetic form suitable for expressing those conversations that are difficult to have in the first place?</li> </ul>

<p><b>Year 9</b></p> <p><b><u>Power and Freedom</u></b></p>	<p><b><u>Belonging &amp; Othering:</u></b></p> <ul style="list-style-type: none"> <li>• Students explore a range of fiction and non-fiction texts around the theme of belonging and othering. They explore a variety of outsider narratives and diverse voices, before writing their own creative piece in response to the texts studied.</li> </ul>	<p><b><u>Merchant of Venice</u></b></p> <ul style="list-style-type: none"> <li>• Students continue to study the theme of othering and the consequences of powerlessness in Shakespeare's Merchant of Venice.</li> </ul>	<p><b><u>Gender Viewpoints:</u></b></p> <ul style="list-style-type: none"> <li>• Students explore a range of fiction and non-fiction texts around the theme of gender, exploring a variety of perspectives. They use these to refine their own ideas and write their own viewpoint piece in response to the texts studied.</li> </ul>	<p><b><u>Noughts &amp; Crosses (play):</u></b></p> <ul style="list-style-type: none"> <li>• How are the themes of power and freedom explored in the modern play? An exploration of the shifts in power and how stagecraft can reflect and portray these.</li> </ul>	<p><b><u>Purple Hibiscus</u></b></p> <ul style="list-style-type: none"> <li>• A coming of age novel in which the protagonist finds her voice and power. Set in Nigeria in the 1960s, this unit aims to explore how narrative voice is used by a writer, the influence it can have and the writer's aims in doing so.</li> </ul>	<p><b><u>Real World Issues</u></b></p> <ul style="list-style-type: none"> <li>• Consolidating their entire study of English at KS3, students use their own voices as their power. They craft their voices and views, and deliver speeches on what they deem is important. Writing and speaking are powerful tools to be utilised and students practise doing just this.</li> </ul>
<p><b>Year 10 2022-23</b></p>	<p><b><u>Fiction</u></b></p> <ul style="list-style-type: none"> <li>• A study of fiction and what constitutes a story. What is included in stories, how are they constructed and how are key concepts introduced? Students look at conventions of different genres and how they differ in the delivery of the story and why.</li> </ul> <p><b><u>Voices of War</u></b></p> <ul style="list-style-type: none"> <li>• An exploration of war fiction, non-fiction and poetry, looking at the different</li> </ul>	<p><b><u>Heroism</u></b></p> <ul style="list-style-type: none"> <li>• A study of Shakespeare's tragedy Macbeth and how a hero can fall from grace. A close study of how Shakespeare has created and developed character and plot in this Jacobean play.</li> </ul> <p><b><u>Abuse of Power: Leaders</u></b></p> <ul style="list-style-type: none"> <li>• How does Macbeth abuse his power? How can parallels be drawn between Macbeth and other leaders in real life and other literary texts?</li> </ul>	<p><b><u>Power imbalances</u></b></p> <ul style="list-style-type: none"> <li>• Where are there power imbalances in society as a whole? An exploration into poetry, non-fiction and fiction (Jekyll &amp; Hyde) on poverty and what the imbalance can lead to.</li> </ul> <p><b><u>Powerful Voices</u></b></p> <ul style="list-style-type: none"> <li>• An exploration of how voices are used in poetry and non-fiction to reclaim power. How can views be expressed within literature and why is writing</li> </ul>			

	<p>perspectives it can be experienced from and the attitudes it is presented with.</p>	<ul style="list-style-type: none"> <li>• A study of poetry and non-fiction.</li> </ul>	<p>empowering?</p>
<p><b>Y11 2023-24</b></p>	<p><b><u>The Voiceless</u></b></p> <ul style="list-style-type: none"> <li>• A study of the play An Inspector Calls looking at how many in society aren't able to speak for themselves.</li> </ul> <p><b><u>Revision and exam preparation</u></b></p>	<p><b><u>Revision and exam preparation</u></b></p>	<p><b><u>Revision and exam preparation</u></b></p>
<p><b>Year 11 2022-23</b></p>	<p><b><u>Power &amp; Conflict Poetry: Anthology and unseen poetry:</u></b></p> <ul style="list-style-type: none"> <li>• Revising the five poems studied in Year 9, comparing these to five more poems from the anthology, in the context of further unseen poetry in preparation for Sections B &amp; C of Literature Paper 2.</li> </ul> <p><b><u>Viewpoints and Perspectives: Reading and Writing</u></b></p> <ul style="list-style-type: none"> <li>• Viewpoint writing and practice alongside introduction of the Reading section of Language Paper 2</li> </ul>	<p><b><u>Unseen poetry:</u></b></p> <ul style="list-style-type: none"> <li>• Preparation for unseen poetry.</li> </ul> <p><b><u>Paper 1 Reading &amp; Writing:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing practice and revision alongside introduction to the Reading section of Language Paper 1.</li> </ul>	<p><b><u>Revision and exam preparation</u></b></p>
<p><b>Year 12 2022-23</b></p> <p><b>AQA English Literature</b></p>	<ul style="list-style-type: none"> <li>• <b>Narrative and Feminist</b> Theory in Literature.</li> <li>• <b>Social and Political Protest Texts:</b> The Kite Runner and The Handmaid's Tale</li> </ul>	<ul style="list-style-type: none"> <li>• Aspects of <b>Tragedy</b> and <b>Keats</b> Poetry</li> <li>• <b>Songs of Innocence and Experience</b> - Blake</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unseen Protest Prose and Poetry</b></li> <li>• <b>Ecocritical, Postcolonial and Marxist</b> theories and <b>The Literary Canon</b></li> <li>• <b>Prose NEA</b></li> </ul>
<p><b>Year 13 2023-24</b></p>	<ul style="list-style-type: none"> <li>• Drama: <b>Death of a Salesman</b> and <b>Othello</b></li> </ul>	<ul style="list-style-type: none"> <li>• Return to <b>Prose NEA</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Revision and exam preparation</b></li> </ul>

	<ul style="list-style-type: none"> <li>Return to <b>Prose NEA</b> and <b>Poetry NEA</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Poetry NEA</b></li> <li><b>Revision and exam preparation</b></li> </ul>	
<b>Year 13</b> <b>Eduqas A Level</b> <b>Literature</b> <b>2022-23</b>	<ul style="list-style-type: none"> <li>Revision of Christina Rossetti Poetry</li> <li><i>The Tempest</i> by William Shakespeare</li> <li><i>The Duchess of Malfi</i> by John Webster</li> <li>Revision of Duffy/Larkin and A Streetcar Named Desire</li> <li>Unseen Prose and Unseen Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Carol Ann Duffy 'Mean Time' (in conjunction with revising Philip Larkin's 'Whitsun Weddings')</li> <li>Revision of the poetry of Christina Rossetti</li> <li>Revision of drama texts (The Tempest/Duchess of Malfi and A Streetcar Named Desire</li> <li>Writing comparative drama essays</li> <li>Analysis of unseen prose extracts (1880-1910)</li> </ul>	<ul style="list-style-type: none"> <li><b>Revision and exam preparation</b></li> </ul>