**Shipston High School - English Department**

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| **Year 7** |
| **Term** | **Content covered** | **Key Assessment** |
| **Autumn** | **Cultural Identity**Roots of English:Understanding the cultures and languages that have contributed to the creation of the English Language. The variations of English including over time - etymology, accent, dialect, sociolect and idiolectWalking the Road to Freedom: Examination of: roots of slavery; Colonialism; Anti-Semitism; oppression. Continuations of the investigation of texts from a range of historical periods. | “ESSAY ON DICTIONARY”Comment on the methods used by the writer to present the main points in the text.ReadingImagine that the government has created reservations to isolate and train teenagers to be just like responsible adults. They believe teenagers to be a danger to society and need to be made more responsible. Write a letter to the government persuading them to let teenagers be free.Writing |
| **Spring** | **Voices in Literature**Character and Voice Poetry:We will explore different poems which depict a narrative persona as the speaker or the focus of the speaker’s attention.We will develop an understanding of language and structural techniques used by poets.Introduction to Shakespeare:Students to explore extracts from Shakespeare’s plays and see how language is used to shape meaning and reveal relationships. Students to look into the background and contextual information of William Shakespeare. | Compare how the writers of two poems (of your choice) construct a unique narrative persona?ReadingHow does Shakespeare portray different relationships in his plays?Reading |
| **Summer** | **Genres**Myths and Folk Tales: Considering how structural features add to effects. Reading of the stories, drawing links with characters and relevant history. Understanding how language creates character.Outsiders: We will use various fiction extracts to examine how various groups of people have ostracized from society and how literature presents and subverts views places on ‘outsiders’.  | Write an effective section to a short story to a short story e.g rising action, resolution.WritingHow does Steinbeck use language to indicate that George is a character who is isolated because of his relationship with Lennie?Reading |

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| **Year 8** |
| **Term** | **Content covered** | **Key Assessment** |
| **Autumn** | **Perspectives and Perceptions**Novel:TBDDisease and Disorder: A study of how mental and physical illness is presented in 19th, 20th and 21st Century fiction.You will study how illness is presented in different texts and how these differ in their interpretation, style, voice, theme and cultural reaction to the illnesses presented. We will then aim to use the stimulus presented through the authors work to create our own distinct response and reaction to physical and psychological illness.  | TBDReadingUse this image as inspiration for your own piece of creative writing. Writing |
| **Spring** | **Acceptance and Tolerance**“The Merchant of Venice”: A study of Shakespeare’s play with a focus on the character and treatment of Shylock as well as examining gender roles and how relationships are presented in the play.Culture and Identity in Poetry: We will be studying various poems to analyse how structure and language affect meaning. The poems selected have significant cultural and political inferences. | How does Shakespeare present the treatment of Shylock in Act 4, Scene 1?ReadingUsing what you have learned, compare two poems to analyse how culture is presented and the techniques the writer uses.Reading |
| **Summer** | **Travellers’ Tales**Travel Writing: We will use various non-fiction source to examine how various groups of people have been affected by different types of migration throughout history, the effects of this and how it has been represented and reported.Myths and Legends: We will explore the changing stories and characters of mythology through the reading and analysis of a variety of extracts from Greek, Norse, and Anglo-Saxon myths.We will be looking at how these myths inspired modern literature and how writers have modernised these stories to portray the heroes and monsters. Stephen Fry’s “Mythos” will be a companion text for our studies. | *‘We should support all humans who are fleeing persecution, violence or famine’.* Write an essay explaining why you agree or disagree with this statement.WritingUsing the extract and any prior knowledge you have, answer the following question: How does the writer present Odysseus?Reading |

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| **Year 9** |
| **Term** | **Content covered** | **Key Assessment** |
| **Autumn** | **Ghouls and Ghosts**Gothic Literature: What is the Gothic genre? Who are the writing’s influencers? What are the conventions of a Gothic text? A focus on gothic language techniques as well as function and features of exposition.The Woman in Black: A study of the novel that uses knowledge of the gothic to study character, themes and context. | Create an effective opening of a Gothic Short Story.WritingTBDReading |
| **Spring** | **Rhetoric and Rhyme**World and Lives Poetry: An introduction to GCSE Poetry. These poems are vehicles to navigate complex topics that are prevalent today, using our shared emotions as a tool to build empathy. It gives a lot of room for current conversation, which is particularly important in the world we're in right now. Rhetoric and the Spoken Word: A study of speeches and prepare a presentation completed by all students | Compare how the poet presents the theme of TBD in one poem and compare how this is also presented in a second poem.ReadingSpoken Language PresentationSpeaking and Listening GCSE non –assessed component. |
| **Summer** | **Endings and Beginnings**“The Tempest”: Students develop their knowledge of Shakespeare and context from Year 7 and 8. Students to particularly focus on how relationships and patriarchy are presented in the play.GCSE Language Skills: A revision of KS3 fiction reading and writing and application to GCSE Paper 1. Revision of KS3 non-fiction reading and writing and application to GCSE Paper 2. | How does Shakespeare present Prospero as a character who seeks to impose control?ReadingAQA Language Paper 1: Animal Farm.AQA Language Paper 2: DiscoveriesReading and Writing |

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| **Year 10** |
| **Term** | **Content covered** | **Key Assessment** |
| **Autumn** | **Literature Paper 1**“Romeo and Juliet”: Focus on reading the play and understanding characterisation, themes and motifs. “A Christmas Carol”: Focus on reading the novel and understanding characterisation, themes, motifs. | Starting with this speech (Act 3, Scene 2), explore how Shakespeare presents attitudes towards love in Romeo and Juliet?Literature AO1, AO2, AO3Starting with this extract, explore how Dickens presents the suffering of the poor in A Christmas Carol.Literature AO1, AO2, AO3 |
| **Spring** | **Language Paper 2**Language Paper 2 Reading: A study of two non-fiction texts-Retrieval, Summary, Language and Inference comparisonLanguage Paper 2 Writing: Non-fiction writing response to a statement. Purpose will be to argue, explain or persuade.Telling Tales: AQA Short Story Anthology. A comparison of how character and themes are presented. | Section A June 2018 PaperLanguage AO1, AO2, AO3, AO4Section B June 2018 PaperLanguage AO5, AO6 |
| **Summer** | Revise Lit Paper 1Revise Language Paper 2Telling Tales Short Story AnthologyWorld and Lives Poetry Anthology | Language Paper 2Literature Paper 1Year 10 ExaminationsLiterature Paper 2Section A and B onlyLiterature AO1, AO2, AO3 |

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| **Year 11** |
| **Term** | **Content covered** | **Key Assessment** |
| **Autumn** | **Mock Examination Preparation**Language Paper 1 Reading: Retrieval, Language, Structure and ImplicationLanguage Paper 1 Writing: Descriptive task or narrative writing based upon a picture as stimulus.Unseen Poetry: Unseen analysis format introduced. Analysis of AQA poetry anthology, including context, language and structure.Telling Tales RevisionWorld and Lives Revision | English Language Paper 1English Literature Paper 2Mock Examinations |
| **Spring** | **Revision**A Christmas CarolRomeo and JulietLanguage Paper 2 | Literature Paper 1Language Paper 2 |
| **Summer** | Revision decided by classroom teacher | n/a |