|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Unit 1** | | **Unit 2** | | | **Unit 3** | | **Unit 4** | |
| **7** | **Greek Mythology** | | **Foundations of Poetry (Protest Poetry)** | | | **Fractured Fairy Tales** | | **Appreciation of Shakespeare: A Midsummer Night’s Dream** | |
| **Big Ideas** | The Origins of the World  Patriarchal Society  Allegory  Tragedy  Characterisation | | Social Commentary  Conflict: Internal & External  Individual Experience  Features of Poetry  Symbolism | | | Patriarchal Society  Stereotypes & Archetypes  Characterisation  Subversion  Allegory | | Patriarchal Society  Magic & the Supernatural  Love & Relationships  Order & Disorder  Subversion | |
| **Opportunities** | **CEIAG: Development of communication and analysis skills in English to prepare them for further study and employment. Students are shown the Importance of clear communication including adapting language to formality and setting.**  **SMSC: Provides students with the opportunity to consider consequences of right and wrong behaviour, applying this to their own lives. Students look at real life moral issues (power, gender, race) and will be provided with the opportunity to challenge the portrayal of these concepts.**  **Enrichment: Extra-curricular activities**  **British Values: Students develop self-esteem and responsibility for their behaviour and well-balanced opinions to explain their views. Students explore tolerance, mutual respect and individual liberty. Lessons look at how these themes are presented and how characters embody these values.** | | | | | | | | |
| **8** | **Of Mice and Men** | | **The Art of Rhetoric** | | | **Shakespeare: The Tempest** | | **War Poetry** | |
| **Big Ideas** | Patriarchal Society  Hierarchy  Power: Race & Gender  Social Commentary  Conflict: Internal & External | | The Power of Language  Rhetorical Triad  Manipulation & Persuasion  Features of a Speech  Perspective | | | Conflict: Internal & External  Power: Race & Gender  Characterisation  Magic & the Supernatural  Relationships | | Features of poetry  Conflict: Internal & External  War & Violence  Loss & Absence  Patriotism | |
| **Opportunities** | **CEIAG: Development of communication and analysis skills in English to prepare them for further study and employment. Students are shown the Importance of clear communication including adapting language to formality and setting.**  **SMSC: Provides students with the opportunity to consider consequences of right and wrong behaviour, applying this to their own lives. Students look at real life moral issues (power, gender, race) and will be provided with the opportunity to challenge the portrayal of these concepts.**  **Enrichment: Extra-curricular activities**  **British Values: Students develop self-esteem and responsibility for their behaviour and well-balanced opinions to explain their views. Students explore tolerance, mutual respect and individual liberty. Lessons look at how these themes are presented and how characters embody these values.** | | | | | | | | |
| **9** | **Shakespeare: Macbeth** | | **Short Stories** | | | **Woman in Literature** | | **Creative & Transactional Writing** | |
| **Big Ideas** | Conflict: External & Internal  Power: Manipulation & Deception  The Supernatural  Subversion  Characterisation | | Explicit & Implicit Information  Inferencing  Language Analysis  Structural Features  Evaluation | | | Power: Gender Portrayal  Individual Experience  Identity  Social Commentary  Subversion | | Structural Features  Conflict: Internal & External  Perspective  Characterisation  Social Commentary | |
| **Opportunities** | **CEIAG: Development of communication and analysis skills in English to prepare them for further study and employment. Students are shown the Importance of clear communication including adapting language to formality and setting.**  **SMSC: Provides students with the opportunity to consider consequences of right and wrong behaviour, applying this to their own lives. Students look at real life moral issues (power, gender, race) and will be provided with the opportunity to challenge the portrayal of these concepts.**  **Enrichment: Extra-curricular activities**  **British Values: Students develop self-esteem and responsibility for their behaviour and well-balanced opinions to explain their views. Students explore tolerance, mutual respect and individual liberty. Lessons look at how these themes are presented and how characters embody these values.** | | | | | | | | |
|  | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | | **Summer 1** | | **Summer 2** |
| **10** | **English Literature**  **Shakespeare: Romeo and Juliet** | **English Literature**  **19th Century Novel: A Christmas Carol** | | **English Literature**  **Unseen poetry & AQA power and conflict poetry (cluster 1- war poems)** | **English Literature**  **Modern text: An Inspector calls** | | **English Language**  **Language paper 1: Explorations in creative reading and writing** | | **English Literature**  **AQA Power and Conflict poetry (cluster 2- nature poems)** |
| **Big Ideas** | Patriarchal Society  Relationships  Conflict: Internal & External  Subversion  Characterisation | The Supernatural  Power and Greed  Conflict: Internal  Transformation & Redemption  Social Commentary | | Features of Poetry  Conflict: Internal & External  War and Violence  Individual Experience  Patriotism | Patriarchal Society  Transformation and Redemption  Power and Greed  Social Commentary  Characterisation | | Explicit & Implicit Information  Language Analysis  Structural Features  Evaluation  Creative and Descriptive Writing | | Features of Poetry  Power of Nature  Memory  Conflict: Internal & External  War and Violence |
| **Opportunities** | **CEIAG: Students develop communication and analysis skills in English to prepare them for further study and employment. Equality in the workplace and society, freedom of speech, fair pay and condition.**  **SMSC: Provides students with the opportunity to consider consequences of right and wrong behaviour, applying this to their own lives. Students look at real life moral issues such as power, gender, race etc and will be provided with the opportunity to challenge the portrayal of these concepts. Students learn about respecting others through the study of poetry from different counties and cultures.**  **Enrichment: Extra-curricular activities**  **British Values: Students develop self-esteem and responsibility for their behaviour and well-balanced opinions to explain their views. Students explore tolerance, mutual respect and individual liberty. Lessons look at how these themes are presented and how characters embody these values.** | | | | | | | | |
| **11** | **English Language**  **Language paper 2:**  **Writers’ viewpoints and perspectives** | **English Literature**  **AQA power and Conflict poetry (cluster 3- conflict poems)**  **Current Y11: AIC** | | **Weekly revision cycles (See separate schedule)** | | | | |  |
| **Big Ideas** | Explicit & Implicit Information  Summarising  Language Analysis  Perspective  Persuasive writing | Features of Poetry  Power of Humans  Conflict: Internal & External  Identity  Individual Experience | |  |
| **Opportunities** | **CEIAG – Students develop communication and analysis skills in English to prepare them for further study and employment. Equality in the workplace and society, freedom of speech, fair pay and condition.**  **SMSC Provides students with the opportunity to consider consequences of right and wrong behaviour, applying this to their own lives. Students look at real life moral issues such as power, gender, race etc and will be provided with the opportunity to challenge the portrayal of these concepts. Students learn about respecting others through the study of poetry from different counties and cultures.**  **Enrichment - Extra-curricular activities**  **British Values: Students develop self-esteem and responsibility for their behaviour and well-balanced opinions to explain their views. Students explore tolerance, mutual respect and individual liberty. Lessons look at how these themes are presented and how characters embody these values.** | | | | | | | | |