

# Year 7 Curriculum Overview: ENGLISH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<b>The Writer's Toolkit:</b> <ul style="list-style-type: none"> <li>Myths and Legends</li> <li>Quest writing</li> </ul>	Narrative Structure Concept of the hero Concept of the villain Morality from different cultures Gender roles and relations	<ul style="list-style-type: none"> <li>Baseline assessment of all reading and writing skills</li> <li>Exploration of how a character is presented testing your Inference and interpretation skills</li> <li>Writing an extract from your own quest myth testing your imaginative ideas, structure of ideas, variety of sentence structures, accuracy of punctuation and vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try</li> <li>Listen to podcasts together at homes, such as 'Myths and Legends', National Geographic Kids' 'Greeking Out' and 'Kids Myth Plus'</li> <li>Practise key spellings and punctuation rules at home.</li> </ul>
<b>Spring Term</b>	<b>Childhood:</b> <ul style="list-style-type: none"> <li>Oliver Twist the Play</li> <li>19<sup>th</sup> century attitudes towards children</li> <li>Presentation of childhood through poetry of William Blake</li> <li>Non-fiction extracts exploring attitudes to children / childhood in the twenty-first century</li> </ul>	Concept of the hero Concept of the villain Concept of the outsider Human psychology Morality 19 <sup>th</sup> Century Society Social Status and Class Differences Poverty and Inequality	<ul style="list-style-type: none"> <li>Exploration of how Dickens presents a character within an extract, testing your Inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices</li> <li>Comparison of how children are presented across two texts testing your inference and interpretation skills as well as your ability to compare ideas across different texts</li> <li>Writing a letter to the Youth Parliament testing your ability to construct an argument as well as the structure of your ideas, variety of sentence structures, accuracy of punctuation, vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>Watch film versions of 'Oliver Twist'</li> <li>Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try</li> <li>Visit websites like <a href="https://victorianchildren.org/victorian-children-in-victorian-times/">https://victorianchildren.org/victorian-children-in-victorian-times/</a> to discover more about life in the 19<sup>th</sup> Century</li> </ul>
<b>Summer Term</b>	<b>Bravery and Courage:</b> <ul style="list-style-type: none"> <li>The Other Side of Truth by Beverley Naidoo</li> <li>War poetry</li> <li>Presentation of immigration, the plight of refugees and how characters demonstrate bravery and courage within these situations</li> </ul>	Concept of the hero Concept of the outsider Identity Human psychology and mental health Morality Modern society Political Ideologies Class status Race relations and inequality Narrative structure	<ul style="list-style-type: none"> <li>Exploring how writers of newspaper articles present ideas about heroism testing your Inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices</li> <li>Exploring how bravery is presented in the novel, testing your ability to craft an argument in response to the question</li> <li>Creative writing as a character from the novel testing your imaginative ideas, structure of ideas, variety of sentence structures, accuracy of punctuation, vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try</li> <li>Explore podcasts like Veergatha: Stories of Bravery and discuss what bravery looks like in different situations</li> <li>Support students with reading the novel together at home. A scanned in copy is available on Showbie.</li> </ul>

# Year 8 Curriculum Overview: ENGLISH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<p><b>Fear:</b></p> <ul style="list-style-type: none"> <li>Frankenstein the Play</li> <li>The Gothic</li> <li>Extracts from gothic prose + poetry</li> <li>Creative writing in the style of the gothic</li> </ul>	<p>Concept of the hero                      Concept of the villain                      Concept of the outsider                      Identity                      Human Psychology                      Morality                      19<sup>th</sup> Century Society                      Gender roles and relations                      Power of nature                      Gothic genre                      Narrative Structure</p>	<ul style="list-style-type: none"> <li>Analysis of the presentation of a character testing your inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices</li> <li>An evaluation of the most effective gothic text, testing your ability to craft an argument and your ability to compare ideas across different texts</li> <li>Writing an extract from your own gothic story, testing your imaginative ideas, structure of ideas, variety of sentence structures, accuracy of punctuation, vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try</li> <li>Watch different film versions of 'Frankenstein'</li> <li>Watch gothic films, or read gothic novels / short stories, inspired by the reading list and identify the gothic conventions you can recognise</li> </ul>
<b>Spring Term</b>	<p><b>Justice + Injustice:</b></p> <ul style="list-style-type: none"> <li>Attitudes towards morality derived from religious texts</li> <li>Non-fiction articles exploring attitudes towards crime and punishment</li> <li>The Merchant of Venice by William Shakespeare</li> <li>Sherlock Holmes stories</li> </ul>	<p>Concept of the hero                      Concept of the villain                      Concept of the outsider                      Human Psychology and Mental Health                      Morality                      15<sup>th</sup> Century and 19<sup>th</sup> Century society                      Social status and class differences                      Inequality and race relations                      Narrative Structure</p>	<ul style="list-style-type: none"> <li>Explore the presentation of a key character, testing your inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices</li> <li>Write an evaluative response, comparing the presentation of justice across two texts of your choice, testing your ability to craft an argument and compare ideas across different texts</li> <li>Writing an article to argue your views on the system of capital punishment, testing you on your ability to incorporate relevant ideas into a clear argument, structure your ideas, use a variety of sentence structures, punctuate accurately and use vocabulary for impact</li> </ul>	<ul style="list-style-type: none"> <li>Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try</li> <li>Watch film versions or theatre performances of 'The Merchant of Venice'</li> <li>Visit websites like <a href="https://www.bl.uk/shakespeare/articles/strangers-in-the-city-the-cosmopolitan-nature-of-16th-century-venice">https://www.bl.uk/shakespeare/articles/strangers-in-the-city-the-cosmopolitan-nature-of-16th-century-venice</a> and <a href="https://nosweatshakespeare.com/blog/shakespeare-venice/">https://nosweatshakespeare.com/blog/shakespeare-venice/</a> to learn more about Venice in the 16<sup>th</sup> Century</li> </ul>
<b>Summer Term</b>	<p><b>The Spirit of Adventure and Endurance:</b></p> <ul style="list-style-type: none"> <li>Salt to the Sea by Ruta Sepetys</li> <li>Exploration of travel brochures and advertisements</li> <li>Non fiction extracts about exploration and climate change</li> </ul>	<p>Concept of the hero                      Concept of the villain                      Human Psychology and Mental Health                      World War Two society                      Social Status and class difference                      Political ideologies                      Power of nature                      Narrative Structure</p>	<ul style="list-style-type: none"> <li>Explore how a writer presents ideas about space exploration, testing your inference and interpretation skills and your ability to analyse language / comment on the effects of the writers' word choices</li> <li>Explore the presentation of nature across two texts, testing your ability to craft an argument in response and compare ideas across different texts</li> <li>Writing an article to persuade, testing your ability to craft an argument, incorporating relevant ideas, a variety of sentence structures, punctuate accurately and use vocabulary for impact</li> </ul>	<ul style="list-style-type: none"> <li>Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try</li> <li>Support students with reading the novel together at home. A scanned in copy is available on Showbie</li> <li>Listen to podcasts with adventurers like Bear Grylls, such as 'Happy Place', 'The High Performance Podcast' and 'The Diary of a CEO'</li> <li>Find out more about the Wilhelm Gustloff tragedy at <a href="https://www.smithsonianmag.com/history/deadliest-disaster-sea-happened-75-years-ago-yet-its-barely-known-why-180974077/">https://www.smithsonianmag.com/history/deadliest-disaster-sea-happened-75-years-ago-yet-its-barely-known-why-180974077/</a></li> </ul>

# Year 9 Curriculum Overview: ENGLISH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<p><b>Voices and Voicelessness:</b></p> <ul style="list-style-type: none"> <li>The Hate U Give by <i>Angie Thomas</i></li> <li>Persuasive writing</li> <li>Protest poetry</li> <li>Exploration of spoken language within <i>The Apprentice</i></li> </ul>	<p>Concept of the hero                      Concept of the outsider                      Identity                      Human psychology + Mental health                      Morality                      Modern American society                      Social status and class differences                      Political ideologies                      Poverty + Inequality                      Gender roles                      Race relations                      Narrative Structure</p>	<ul style="list-style-type: none"> <li>Writing a persuasive speech about a topic of your choice, testing your ability to craft an argument, incorporating relevant ideas, a variety of sentence structures, punctuate accurately and use vocabulary for impact</li> <li>Exploration of the central character's use of voice, testing your inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices</li> <li>Exploration of Lord Sugar's use of language testing your inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices</li> </ul>	<ul style="list-style-type: none"> <li>Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try</li> <li>Support students with reading the novel together at home. A scanned in copy is available on Showbie</li> <li>Explore newspaper articles about racism in America such as <a href="https://www.bbc.co.uk/news/world-us-canada-61238017">https://www.bbc.co.uk/news/world-us-canada-61238017</a></li> <li>Listen to podcasts such as 'Code Switch' and 'Early Risers'</li> </ul>
<b>Spring Term</b>	<p><b>Love and Relationships:</b></p> <ul style="list-style-type: none"> <li>Romeo and Juliet by <i>William Shakespeare</i></li> <li>The structure of tragedy</li> <li>Non-fiction articles about relationships</li> </ul>	<p>Human psychology                      Mental Health                      Morality                      Social status and Class differences                      Inequality                      Gender relations                      Tragic genre</p>	<ul style="list-style-type: none"> <li>Explore how Shakespeare presents the relationship between Romeo and Juliet, testing your ability to craft an argument and your inference and interpretation skills</li> <li>Comparison of the father / daughter relationship across two scenes, testing your ability to analyse language and compare ideas</li> <li>Writing to argue your views on relationships between parents and children, testing your ability to craft an argument , incorporate relevant ideas, a variety of sentence structures, punctuate accurately and use vocabulary for impact</li> </ul>	<ul style="list-style-type: none"> <li>Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try</li> <li>Watch different film versions or theatre versions of 'Romeo + Juliet'</li> <li>Encourage students to watch the news for contemporary stories on relationships</li> </ul>
<b>Summer Term</b>	<p><b>The Power of the Imagination:</b></p> <ul style="list-style-type: none"> <li>The Wall by <i>John Lanchester</i></li> <li>The dystopian genre</li> <li>Extracts from a range of dystopian fiction</li> <li>Creative writing in the style of dystopia</li> </ul>	<p>Concept of the hero                      Concept of the villain                      Identity                      Human psychology + Mental health                      Society of the future                      Social status and Class differences                      Dystopian genre                      Narrative Structure</p>	<ul style="list-style-type: none"> <li>Compare how two writers create fear, testing your analysis of the writers' use of language and comparing ideas across two texts</li> <li>Writing creatively in the style of a dystopia, testing your imaginative ideas, structure of ideas, variety of sentence structures, accuracy of punctuation, vocabulary choices</li> <li>Exploration of the protagonist across the novel, testing your inference and interpretation skills and ability to craft an argument</li> </ul>	<ul style="list-style-type: none"> <li>Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try</li> <li>Support students with reading the novel together at home. A scanned in copy is available on Showbie</li> <li>Watch dystopian films or read dystopian stories, identifying conventions of the genre together</li> </ul>

# Year 10 Curriculum Overview: English Language and Literature



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<p><u>'Power and the Fallibility of Man'</u></p> <p>The study of <i>Lord of the Flies/ An Inspector Calls</i>.</p> <p>A selection of poems relating to 'Power' from the 'Power and Conflict' poetry cluster.</p>	<p>Power as a corruptive force</p> <p>The misuse of power</p> <p>Inequality</p> <p>Human nature</p> <p>Fallibility of man</p> <p>The nature of evil</p> <p>Man's relationship with nature</p> <p>Hubris</p> <p>Patriarchy</p> <p>Gender</p> <p>Social Class</p> <p>Hierarchy</p>	<ul style="list-style-type: none"> <li>Two essay questions based on <i>Lord of the Flies/An Inspector Calls</i>. These could focus on character or theme. You will have to be able to plan and write a detailed thesis paragraph, alongside three detailed and exploratory main body paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Re-reading LOTF/AIC at home and tackling any difficult vocabulary.</li> <li>Using online resources – revision videos on Showbie, as well as YouTube videos.</li> <li>Order revision guides to focus student revision.</li> <li>Revise key quotations</li> <li>The Study Skills Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.</li> </ul>
<b>Spring Term</b>	<p><u>Introduction to Language Paper 1</u>: this will involve being taught the skills necessary to complete 4 reading questions on a fictional extract and 1 writing question, asking students to narrate or describe an event.</p> <p><u>'Man in Conflict'</u></p> <p>The study of <i>Macbeth</i></p> <p>The study of a selection of poems relating to 'man in conflict' from the poetry anthology.</p>	<p>Conflict</p> <p>War</p> <p>Internal conflict</p> <p>Gender</p> <p>The nature of evil</p> <p>Hubris</p> <p>Fallibility of man</p> <p>Supernatural</p> <p>Witchcraft</p> <p>Bravery</p> <p>Duty</p> <p>Appearance vs Reality</p> <p>Ambition</p>	<ul style="list-style-type: none"> <li>A Language Paper 1 run through (4 reading questions, 1 writing)</li> <li>Two extract-based essay questions on <i>Macbeth</i>. Students will be expected to analyse both the extract and the wider play. You will have to be able to plan and write a detailed thesis paragraph, alongside three detailed and exploratory main body paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Completing extra Language Paper 1 past papers – available on the AQA website and Study Skills Showbie group.</li> <li>Re-reading/ watching <i>Macbeth</i> at home.</li> <li>Using revision guides/ online videos to reinforce key ideas in the play.</li> <li>The Study Skills Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.</li> <li>Revise key quotations</li> </ul>
<b>Summer Term</b>	<p>Completion of 'Man in Conflict' through teaching of the end of <i>Macbeth</i> and a cluster of poems centred on internal conflict.</p> <p>Language Paper 1 revision ahead of mock exams.</p> <p><u>'Power of words'</u> unit to support students to write from their point of view. Completion of the Spoken Language Endorsement.</p>	<p>Masculinity</p> <p>Internal conflict</p> <p>Hubris</p> <p>Human Nature</p> <p>Violence</p> <p>Guilt</p> <p>Regret</p> <p>Poverty</p> <p>Patriarchy</p> <p>Gender</p> <p>Ambition</p> <p>War</p>	<ul style="list-style-type: none"> <li>Mock exam on <i>Lord of Flies/AIC</i> and <i>Macbeth</i>: a choice of two essay questions for <i>Lord of the Flies/AIC</i>, followed by an extract question for <i>Macbeth</i>.</li> <li>Mock exam on Language Paper 1</li> </ul>	<ul style="list-style-type: none"> <li>Completing extra Language Paper 1 past papers – available on the AQA website.</li> <li>Re-reading/ watching <i>Macbeth</i> at home.</li> <li>Using revision guides/ online videos to reinforce key ideas in the play.</li> <li>Re-reading <i>Lord of the Flies</i> at home and tackling any difficult vocabulary.</li> <li>The Study Skills Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.</li> </ul>

# Year 11 Curriculum Overview: English Language and Literature



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• <b>'The duality of man'</b>: the study of 'Jekyll and Hyde'</li> <li>• Focused teaching of Language Paper 2: 4 reading questions on two non-fiction texts and 1 written task on writing from a point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Good versus evil</li> <li>• Human nature</li> <li>• Repression</li> <li>• Crime and Punishment</li> <li>• Gothic horror</li> <li>• Reputation</li> <li>• Gender</li> <li>• Darwinism and evolution</li> <li>• Scientific development                             <ul style="list-style-type: none"> <li>• Duality</li> <li>• Deception</li> <li>• Violence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Two extract-based essay questions on Jekyll and Hyde. Students will be expected to analyse both the extract and the wider play. You will have to be able to plan and write a detailed thesis paragraph, alongside three main body paragraphs.</li> <li>• A Language Paper 2 run through (4 reading questions, 1 writing)</li> <li>• Mock exams: Language Paper 2, Literature Paper 1 (Jekyll and Hyde, Macbeth)</li> </ul>	<ul style="list-style-type: none"> <li>• Completing extra Language Paper 2 past papers – available on the AQA website.</li> <li>• Re-reading Jekyll and Hyde at home.</li> <li>• Using revision guides/ online videos to reinforce key ideas in the novel.</li> <li>• The Study Skills Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• <b>'Identity and Experience'</b>: the study of a cluster of poems connected to the idea of identity.</li> <li>• Unseen poetry unit – centred on the theme of identity.</li> <li>• 'Consolidation' phase: students revisit prior elements of the course to prepare for GCSE examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Identity</li> <li>• Conflict</li> <li>• Control</li> <li>• Power</li> <li>• Change</li> <li>• Experience</li> <li>• Nationhood</li> <li>• Patriotism</li> <li>• Isolation</li> <li>• The effects of war</li> <li>• The power of the imagination</li> </ul>	<ul style="list-style-type: none"> <li>• A comparative essay on two poems: one will be printed; the second will be written about from memory. You will write a detailed, comparative thesis and a sequence of main body paragraphs comparing the two poems.</li> <li>• A second mock series examining Language Paper 2 and Literature Paper 2 (Modern text, Power and conflict poetry, unseen poetry)</li> </ul>	<ul style="list-style-type: none"> <li>• Completing extra Language Paper 1 and 2 past papers – available on the AQA website.</li> <li>• Re-reading your modern text, Macbeth, the poems and Jekyll and Hyde at home.</li> <li>• Using revision guides/ online videos to reinforce key ideas in your texts.</li> <li>• The Study Skills Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• 'Consolidation' phase: students revisit prior elements of the course to prepare for GCSE examinations</li> </ul>	<p>All of the above</p>	<p>GCSE examinations</p>	<ul style="list-style-type: none"> <li>• Completing extra Language Paper 1 and 2 past papers – available on the AQA website.</li> <li>• Re-reading Jekyll and Hyde at home.</li> <li>• Using revision guides/ online videos to reinforce key ideas.</li> <li>• The Study Skills Showbie group has a wealth of resources to support home learning and revision – it contains quotation banks, knowledge organisers, example questions and model answers.</li> </ul>

# Year 12 Curriculum Overview: ENGLISH LITERATURE



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<p><b>Aspects of Tragedy:</b></p> <ol style="list-style-type: none"> <li>1. Induction to essay writing</li> <li>2. Induction to critical perspectives</li> <li>3. Introduction to aspects of tragedy</li> <li>4. <i>Othello</i> by <i>William Shakespeare</i></li> <li>5. <i>Death of a Salesman</i> by <i>Arthur Miller</i></li> </ol>	<p>Tragic hero Tragic villain Tragic victims Tragic Women The tragic fall Blindness and ignorance Fate Pride Suffering</p>	<ul style="list-style-type: none"> <li>• An essay exploring the presentation of aspects of tragedy within the first act of 'Othello', testing your ability to structure an argument, and analyse how the writer's craft shapes meaning</li> <li>• An essay exploring how an aspect of tragedy is presented within 'Death of a Salesman', testing your ability to structure an argument, and analyse how the writer's craft shapes meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Watch different film or theatre versions of Othello</li> <li>• Watch different film or theatre versions of Death of a Salesman</li> <li>• Read widely within the genre of tragedy to develop your understanding of conventions, using the wider reading list as a guide</li> </ul>
<b>Spring Term</b>	<p><b>Aspects of Tragedy:</b></p> <ol style="list-style-type: none"> <li>1. <i>Othello</i> by <i>William Shakespeare</i></li> <li>2. Poetry of <i>John Keats</i>.</li> <li>3. Introduction to the N.E.A</li> </ol>	<p>Tragic hero Tragic villain Tragic victims Tragic Women The tragic fall Blindness and ignorance Fate Pride Suffering</p>	<ul style="list-style-type: none"> <li>• Essays exploring the presentation of aspects of tragedy within the middle acts of 'Othello', testing your ability to structure an argument, and analyse how the writer's craft shapes meaning</li> <li>• Essays exploring how an aspect of tragedy is presented within Keats' poetry, testing your ability to structure an argument, and analyse how the writer's craft shapes meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Use revision study skills to start learning key quotes from all set texts and to chart the development of key characters / key themes</li> <li>• Watch National Theatre Live clips on YouTube of actors and directors discussing performances of 'Othello'</li> <li>• Listen to University of Oxford's podcast on Othello</li> <li>• Listen to The Play Podcast on Death of a Salesman</li> </ul>
<b>Summer Term</b>	<p><b>Aspects of Tragedy:</b></p> <ol style="list-style-type: none"> <li>1. <i>Othello</i> by <i>William Shakespeare</i></li> <li>2. Poetry of <i>John Keats</i>.</li> <li>3. <i>Death of a Salesman</i> by <i>Arthur Miller</i></li> <li>4. Planning the N.E.A</li> </ol>	<p>Tragic hero Tragic villain Tragic victims Tragic Women The tragic fall Blindness and ignorance Fate Pride Suffering</p>	<ul style="list-style-type: none"> <li>• Essays responding to a critical view, using your knowledge of 'Othello' to structure an argument in response</li> <li>• Essays exploring an aspect of tragedy within both 'Death of a Salesman' and Keats' poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Use revision study skills to learn key quotations for all set texts</li> <li>• Use revision study skills and aspects of tragedy to plan out essays exploring how set texts present this theme</li> </ul>

# Year 13 Curriculum Overview: ENGLISH LITERATURE



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<p><b>Elements of Political/Social Protest Writing:</b></p> <ol style="list-style-type: none"> <li>1. Induction to PSPW genre</li> <li>2. How to tackle an unseen extract</li> <li>3. <i>The Handmaid's Tale</i> by <i>Margaret Atwood</i></li> <li>4. <i>Harvest</i> by <i>Jim Crace</i></li> </ol>	<p>The powerful v the powerless                      Power of the state                      Courage of the individual                      Resistance                      Authority Figures                      Control, conspiracy and corruption                      Freedom</p>	<ul style="list-style-type: none"> <li>• An essay responding to an unseen extract, testing your interpretation, analysis skills and ability to exploration the presentation of aspects of the genre</li> <li>• Essays responding to a critical viewpoint about aspects of the genre within '<i>The Handmaid's Tale</i>'</li> <li>• Essays responding to a critical viewpoint about aspects of the genre within '<i>Harvest</i>'</li> </ul>	<ul style="list-style-type: none"> <li>• Read widely within the genre of political, social protest to develop your understanding of conventions, using the wider reading list as a guide</li> <li>• Use revision study skills to start learning key quotes from all set texts and to chart the development of key characters / key themes</li> </ul>
<b>Spring Term</b>	<p><b>Elements of Political/Social Protest Writing:</b></p> <ol style="list-style-type: none"> <li>1. The poetry of William Blake</li> <li>2. <i>Harvest</i> by <i>Jim Crace</i></li> <li>3. Revision for Paper 2 Section C questions</li> <li>4. Revision of Paper 1 texts</li> </ol>	<p>The powerful v the powerless                      Power of the state                      Courage of the individual                      Resistance                      Authority Figures                      Control, conspiracy and corruption                      Freedom</p>	<ul style="list-style-type: none"> <li>• Essays responding to a critical viewpoint about aspects of the genre within the poetry of William Blake</li> <li>• Essays exploring an aspect of the genre across two texts of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Harvest Lit Chart</i> on Showbie</li> <li>• <i>The Handmaid's Tale Lit Chart</i> on Showbie</li> <li>• Re-read set texts from year 12</li> </ul>
<b>Summer Term</b>	<p><b>Elements of Political/Social Protest Writing:</b></p> <ol style="list-style-type: none"> <li>1. Revision of all aspects of the course.</li> </ol>	<p>The powerful v the powerless                      Power of the state                      Courage of the individual                      Resistance                      Authority Figures                      Control, conspiracy and corruption                      Freedom                      Tragic hero                      Tragic villain                      Tragic victims                      Tragic Women                      The tragic fall                      Blindness and ignorance                      Fate                      Pride                      Suffering</p>	<p>Exams will test you on:</p> <ul style="list-style-type: none"> <li>• An extract response to '<i>Othello</i>'</li> <li>• A response to a critical viewpoint about '<i>Othello</i>'</li> <li>• Explore how aspects of tragedy are presented in '<i>Death of a Salesman</i>' and Keats' poetry</li> <li>• A response to an unseen extract</li> <li>• An essay responding to a critical viewpoint in either '<i>The Handmaid's Tale</i>, <i>Harvest</i> of Blake's poetry</li> <li>• Explore how aspects of PSPW are presented in two texts of your choice</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of revision strategies to explore the presentation of key characters and themes, in relation to aspects of the genre, and learn key quotes</li> <li>• Practise exam questions in timed conditions</li> </ul>