

# Year 7 English

Unit	Summary of Unit	Assessments
<u>Autumn Term</u>  The Odyssey (Homer)  The Lady of Shallot (Tennyson)	<p>'<i>The Odyssey</i>' is a crucial component of ancient Greek literature, its themes of cunning, divine justice, and the importance of home resonate across cultures and ages. Students follow Odysseus' journey whilst developing reading, writing and speaking skills.</p> <p>Students will spend the latter part of Autumn term studying '<i>The Lady of Shallot</i>'. Students will learn about how Tennyson presents his ballad and analyse the language and structure techniques he employs.</p>	<p>Autumn 1: Write a description of an island based on a stimulus image.</p> <p>Autumn 2: Reading assessment focused on Tennyson's use of language.</p>
<u>Spring Term</u>  The Gothic (Poe and Others)	<p>Students read a variety of short stories and poems through the lens of gothic literature. A range of gothic narratives are used to support creative writing, developing annotation and evaluation skills.</p>	<p>Spring 1: Write a gothic narrative based on a stimulus image.</p> <p>Spring 2: Write an evaluation which is based on Susan Hill's '<i>The Woman in Black</i>'.</p>
<u>Summer Term</u>  A Midsummer Night's Dream (Shakespeare)	<p>'<i>A Midsummer Night's Dream</i>' delights students as they navigate one of the Bard's classic plays through the lens of comedy. Students will analyse how characters and plot are presented. Extract and whole text analysis will be undertaken, as well as preparation for a speaking and listening assessment where students will develop their persuasion skills.</p>	<p>Summer 1: Speaking and listening assessment using persuasion.</p> <p>Summer 2: Reading assessment focused on Shakespeare's use of language.</p>

# Year 8 English

Unit	Summary of Unit	Assessments
<u>Autumn Term</u>		
Blood Brothers (Russell)	Students read Willy Russell's ' <i>Blood Brothers</i> ' as a basis for learning how modern drama explores aspects of character and plot. Students will build on the analysis skills learnt in Year 7 and expand these to consider audiences' reactions and how context affects how ideas are presented. Students will also refine their writing skills in both creative and transactional pieces.	Autumn 1: Reading assessment focused on Russell's presentation of a main character.  Autumn 2: Writing a transactional piece focused on the conclusion of the play.
<u>Spring Term</u>		
Of Mice and Men (Steinbeck)	Students read Steinbeck's ' <i>Of Mice and Men</i> ' as a platform for analysing the writer's use of language and structure in prose, and to further extend their skills of narrative and descriptive writing.	Spring 1: Write a description of a dream based on the novella.  Spring 2: Write an evaluation which is based on sympathy for a main character.
<u>Summer Term</u>		
Macbeth (Shakespeare)	' <i>Macbeth</i> ' enthral students as they navigate one of the Bard's classic plays through the lens of tragedy. Students will analyse how characters and plot are presented. Extract and whole text analysis will be undertaken, as well as opportunities for creative writing.	Summer 1: Reading assessment focused on Shakespeare's presentation of Lady Macbeth and Macbeth following the regicide of King Duncan.

		Summer 2: Writing and performing a five-minute speech based on Macbeth and associated topics.
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Year 9 English		
Unit	Summary of Unit	Assessments
<u>Autumn Term</u>		
War Poetry and Heroes  (A variety of poets and 'Heroes' by Cormier)	Students will read a variety of war poetry across time, focusing on perspectives of war, understanding how the poetical form communicates this whilst introducing the skill of comparison. Poems will also be used as a stimulus for creative writing tasks. Jessie Pope's ' <i>Who's for the Game?</i> ' will convey an alternative view to war, which will support students in preparing and delivering their own recruitment speech.	Autumn 1: Comparative writing assessment focusing on two poems studied throughout the unit.  Autumn 2: Preparing and delivering a war recruitment speech.
<u>Spring Term</u>		
Great Expectations (Dickens)	Students will read Dickens' ' <i>Great Expectations</i> ', analysing how the writer presents character and plot through language, structure and form as well as considering contextual factors. The text is also used as a stimulus for creative writing tasks.	Spring 1: Write a description of a gothic setting.  Spring 2: Write an alternative ending, presented in the form of a narrative.
<u>Summer Term</u>		
Macbeth (Shakespeare)	' <i>Macbeth</i> ' enthral students as they navigate one of the Bard's classic plays through the lens of tragedy. Students will analyse how characters	Summer 1: Reading assessment focused on Shakespeare's presentation of Lady Macbeth

	<p>and plot are presented. Extract and whole text analysis will be undertaken, as well as opportunities for creative writing.</p>	<p>and Macbeth following the regicide of King Duncan.</p> <p>Summer 2: Writing and performing a five-minute speech based on Macbeth and associated topics.</p>
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