

YR7

Y7 UNIT 1

Ancient Origins

Gods and Mortals

Why is Homer's **Odyssey** such an important text?
How did humans use **myths** and stories to make sense of the world around them?
Is Odysseus a **hero**?
Can a hero be flawed?
How are women presented in this ancient text? How have **modern retellings** told the story from women's point of view?

Context: What was life like in ancient Greece? What is *xenia*? Who was Homer? Was life different for men and women? Was ancient Greece a patriarchal society?

Take part in a debate



Y7 UNIT 2

Legends

Facing the monster

How did the authors of **Beowulf** and **Sir Gawain and the Green Knight** present bravery?
What are the differences between **old, middle and modern** English?
What are **kennings** and **epithets**?
What are the differences between **civilization** and **savagery**? How do authors use **symbolism** and **descriptive** language to present ideas?
Is a monster always a scary beast that hero must face? Or can a **'monster'** be found in all of us? How does **metaphor** work?

What kind of **trials** and **tribulations** must a brave warrior face?
How can an author use **alliteration**?

Context: What is the chivalric code? What was life like in the Middle Ages?

Perform to an audience



Y7 UNIT 4

Shakespeare

Mischief and Mayhem

How does William Shakespeare present the complexity of relationships in his magical comedy **'A Midsummer Night's Dream'**?
How is the harsh city of Athens **juxtaposed** with the magical freedom of the forest?
How does Shakespeare use language to present **character**?
What **techniques** are used to create humour?
How is **gender** shown?

Context: Was Athens a strict, patriarchal society? What was family life like in Athenian and Elizabethan culture? How does Shakespeare subvert social expectations of the time?

Take part in a public speaking competition



See a Shakespeare play in performance

Y7 UNIT 3

The Art of Rhetoric

Powerful voices:

How does William Shakespeare in **Julius Caesar** and Martin Luther King in **'I have a Dream'** use language to present powerful ideas?

Why are some speeches so **memorable**?

What are **ethos, logos** and **pathos**?

What are the **flowers of rhetoric**?

How do the writers present **cohesive arguments**?

How can we use **prosody** to help convey meaning?

Context: Why have some people felt oppressed in the past due to their skin colour, gender or personal beliefs?

YR8

Y8 UNIT 1

Pursuing the Dream

A 'novel' idea

How does Dickens present the young vulnerable Pip in his most famous novel, **'Great Expectations'**?
How does Dickens use **pathetic fallacy** and **figurative language** (metaphor, simile and personification) to create memorable **settings, characters** and **events**?
How do authors create **sympathy** in a reader? Can we ever feel sorry for a **villain**?
Why do some people act **immorally**?
Is the **right thing to do** always the **right thing to do**? Is it ever justifiable to lie in order to accomplish something?
Do traumatic events of the **past** influence the **future**?

Context: What was life like in Victorian England? What is different for rich and poor people or between men and women? Who was Charles Dickens and why is he such an important figure in literary history?



Memorize and perform a poem.

Y8 UNIT 2

Comedy through time

Laughter and Love

How does William Shakespeare present the battle of the sexes in his comedy **'Much Ado About Nothing'**?
Are **men** and **women** presented differently in the play?
How are relationships in **families** shown?
How does Shakespeare use contrast, or **'foils'** to show the complexity and depth of a character?
If a person is hurt through **humour**, is it still funny?
How does Shakespeare **dialogue, wit** and **banter** to create funny scenarios?
What are the differences between **satire, parody** and **slapstick**?

Context: What was Elizabethan life like for men and women? Have things changed very much? How has the genre of comedy changed over time?

Y8 UNIT 3

Rebellions and revolutions

A study of power

How does George Orwell show power as a force of corruption in his novel **'Animal Farm'**?
What is an **'allegory'**?
Does Orwell use **zoomorphism** or **anthropomorphism** in his novel?
Is the farm a **microcosm / symbol** for society?
What is **foreshadowing** and how does Orwell use it?
What is a social **hierarchy**?

Context: What happened during the Russian Revolution? What is the difference between socialism and communism?



Y8 UNIT 4

Finding your place

The search for identity

How does Australian author Sonya Hartnett present the journey of self-discovery in her novel **'Thursday's child'**?
How does Hartnett develop the theme of **outsiders** or **alienation** in the novel?
How is the **family** presented in this novel?
How is the motif of **'digging'** developed throughout the story?
How is **narrative voice** used to present Harper?
How does an author develop a **character** over time?

Context: What was like in Australia during the Depression era? What is/was colonization? Are the effects of colonization still felt today?



Memorize and perform a poem

Y8 UNIT 5

Under the flame tree

A sense of belonging

How do the poets in the CEC poetry anthology: **Under the Flame Tree** develop the theme of belonging?
Why do some poets use specific forms of poetry such as **sonnets, ghazals** or **villanelles** to express their ideas?
Why do some poems **rhyme** and others do not? Is a poem still a poem if it doesn't **rhyme**?
Why is **imagery** so important in poetry? How does a poet use **enjambment** to create a sense of **'flow'** in their poetry? Is there time when maybe a poet might want to create a more **fragmented** and **staccato** rhythm?

Context: How has the idea of 'family' changed over time? Is it hard for some people to feel like they belong? What was the 'Windrush' generation in Britain?



YR9

Y9 UNIT 1

The Gothic Tradition

Destruction and Desire

What are the **conventions** of Gothic writing and why is this still such a popular genre of fiction?
How are **personification, pathetic fallacy** and **figurative language** used to create horror and terror?

In what ways is Emily Bronte's **'Wuthering Heights'** a classic example of gothic fiction?

How does Bronte present the iconic **Byronic Hero**, Heathcliff?

Is Cathy a victim of **patriarchal** oppression or simply a vicious woman who makes poor choices?

Is Bronte's **presentation of love** problematic?

Context: Was life the same for men and women or rich and poor in Victorian England?



Be actively involved in a class debate



Y9 UNIT 2

War Writing

Conflict and Chaos

How does British playwright, RC Sherriff present the horrors of war in **'Journey's End'**?

Why did the first world war function as a time when so many **poets** flourished?

How do humans use **art** to cope with the violence and loss caused by war?

What is **patriotism**? What is **social hierarchy** and how is this presented in the play?

How does Sherriff use **symbolism, imagery** and **motif**, to present human suffering?

Context: What was life like in the trenches of World War 1?



Write a letter of complaint

Y9 UNIT 4

Women and the Literary Tradition

Mad Women in the Attic

Why is **'The Yellow Wallpaper'** by Charlotte Perkins Gilman a classic example of women's fiction?
How does Perkins Gilman use **narrative voice** to present the main **protagonist**?
Historically, why were there so few women writers included in the **literary canon** and is this still the case?
How did Charlotte Mew, Christina Rossetti, Kate Chopin and women like them use literature to **subvert patriarchal power**?
What was a **suffragette**? What did they write about?
How do modern writers present **gender**?

Context: How has the relationship between women and literature changed over time?



Y9 UNIT 3

Tragedy Over Time

Fate and Fatalities

Where are the **conventions** of tragedy?

Who was Sophocles and what happens in the play **'Oedipus Rex'**?

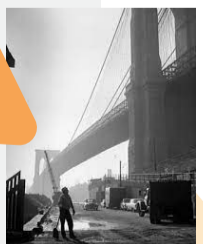
How does Arthur Miller's **'A View from the Bridge'** use the conventions of ancient tragedy?

What is a **tragic hero**? What is **catharsis**?

What are **hamartia, anagnorisis** and **peripeteia**?

How is **Othello** a tragic hero?

Context: What was life like in 1950s New York, America?



Y9 UNIT 5

Freedom and Oppression

Poetic Voices of Dissent

How do some writer's challenge social norms of **gender, social class** and **race**?

How have poets in our **Voices** anthology such as William Blake, Wole Soyinka, Maya Angelou, Claude McKay and Kae Tempest **challenged** and **subverted** social norms?

How do poets use **form, language** and **structure** to express 'the spontaneous overflow of powerful emotions'?

Are rap and poetry the same thing? How does **rhythm** and **meter** work to convey messages?

What is the difference between **blank** and **free verse**?

Context: How have social, economic and racial inequalities shaped literature?

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