

	Autumn	Spring	Summer		
<p><b>Year 7</b></p> <p><b>Redemption Belonging Friendship</b></p>	<p><b>A Christmas Carol</b> by Charles Dickens. An in-depth novel study, preparing students for whole text novel studies throughout their time at Shoreham Academy</p> <p><b>Unit focus:</b> how Dickens effectively creates character, setting and plot.</p> <p>Techniques/foci: characterisation, figurative language, setting, pathetic fallacy, allegory, sentence structures</p> <p><b>Key themes explored:</b> redemption; social injustice; family.</p> <p><b>Important contextual factors:</b> Victorian England (building on what is often covered at primary); social reform</p> <p><b>Has links to:</b> Ideas about social injustice explored in the year 7 Belonging scheme, <i>An Inspector Calls</i> in year 9, <i>The Empress</i> in year 10/11 and <i>Tess of the D'Urbervilles</i> in years 12/13. A rigorous approach taken to a whole novel study, including a focus on contextual factors, preparing students for study of <i>Lord of the Flies</i> and <i>Frankenstein</i>. Ideas about relationships and family explored in <i>Much Ado About Nothing</i> in year 8 and <i>King Lear</i> in year 9.</p>	<p>Exploring different cultures through poetry. A study of poetry from around the world. This scheme has been designed to address the needs of our students in terms of their cultural awareness and takes a thematic approach.</p> <p><b>Unit focus:</b> reading and developing a personal response to poetry.</p> <p><b>Key themes explored:</b> belonging; prejudice; identity. <b>Important contextual factors:</b> British culture; the Windrush generation and migration; the Civil Rights Movement; Judaism/Christianity/Islam;</p> <p><b>Has links to:</b> Theme of prejudice and discrimination explored in the ballads scheme in year 8, the non-fiction unit in year 9 and <i>The Empress</i>, <i>Frankenstein</i> and the Belonging poetry anthology at KS4.</p> <p>Journeys and reasons for migration studied in <i>The Empress</i>.</p>	<p><b>UL non-fiction conflict anthology</b> (Anne Frank and other extracts)</p> <p><b>Unit Focus:</b> To read and respond to a range of non-fiction texts that explore personal experiences. Students will focus on how tone is created, differing perspectives</p> <p><b>Key themes Explored: Internal conflict, equality, belonging injustice.</b></p> <p><b>Important contextual factors:</b> The persecution of Jewish people, Kindertransport, forgotten heroes from Carribean Colonies, Tony Benn's speech.</p> <p><b>Has links to:</b> Exploring cultures, The Girl of Ink &amp; Stars, Ballads of protest, developing voice in fiction, The Empress, Macbeth, Frankenstein, Othello, A Thousand Splendid Suns</p>	<p><b>The Girl of Ink and Stars.</b> A novel study in which we read the entire text and develop students' understanding of narrative form and characterisation.</p> <p><b>Unit focus:</b> a deepened understanding of narrative form and characterisation, and an introduction to symbolism.</p> <p><b>Key themes explored:</b> friendship; mystery; adventure; conflict, coming-of-age; power.</p> <p><b>Contextual factors:</b> magic realism; mythology; class division.</p> <p><b>Has links to:</b> Mythology studied in year 9. Friendships and relationships explored in <i>Much Ado</i> and <i>The Empress</i>. Corruption of power explored in <i>An Inspector Calls</i> and <i>Macbeth</i></p>	<p>Cycle test prep.</p> <p>Dystopian creative writing (3 weeks). An opportunity for students to develop their understanding of building effective plot, character and setting through the exposure of a range of texts, in order to produce independent pieces of fiction.</p> <p><b>Unit focus:</b> Writing to describe for impact, building tension, powerful endings to a story.</p> <p><b>Has links to:</b> Narrative fiction explored in <i>A Christmas Carol</i> and <i>The Girl of Ink and Stars</i>, and that is later explored in <i>Frankenstein</i>. creative skills developed throughout KS3 and KS4</p>
<p><b>Year 8</b></p> <p><b>Dystopia Protest Relationships</b></p>	<p><b>Lord of the Flies</b> by William Golding. An in-depth novel study in which we explore morality and develop students' personal response to the text.</p> <p><b>Unit focus:</b> developing personal response to texts; further embedding an understanding of symbolism; analysis of language and structure.</p> <p><b>New techniques/foci:</b> setting, symbolism</p> <p><b>Revisited:</b> characterisation, setting, figurative language, allegory</p> <p><b>Key themes explored:</b> civilisation vs. savagery; control; power; corruption; violence.</p> <p><b>Important contextual factors:</b> colonialisation; post WW2 culture/Cold War;</p> <p><b>Has links to:</b></p>	<p><b>Ballads and songs of protest: a chronological study.</b> This chronological study explores different forms of protest, ranging from the Peterloo massacre to modern day issues surrounding prejudice and discrimination.</p> <p><b>Unit focus:</b> reading and responding to poetry; writing own pieces of protest poetry; writing pieces of non-fiction.</p> <p><b>Key themes explored:</b> inequality; protest; change; hope. <b>Contextual factors:</b> chronology of protest, starting with the Peterloo massacre in 1819; child labour in Victorian England; the</p>	<p><b>Developing a voice in fiction and non-fiction writing.</b> This unit teaches explicit writing skills for creative and non-fiction texts.</p> <p><b>Unit Focus:</b> Adapting writing style to suit text type, purpose and audience, with a particular focus on developing a voice and perspective.</p> <p><b>Key themes explored:</b> Activism, breaking boundaries, rebellion and revolt</p> <p><b>Important contextual factors:</b> Romanticism and the Enlightenment era; discovery;</p>	<p><b>Much Ado About Nothing</b> by William Shakespeare. A study of the play, starting with watching a full production before exploring key extracts.</p> <p>Unit focus: understanding, reading and responding to Shakespeare (including developing strategies to ensure students can approach the text); developing ability to write analytically. Understanding of the play form.</p> <p><b>Key themes explored:</b> friendship + love; appearance vs. reality + deception; gender roles <b>Contextual factors:</b> gender roles in Elizabethan era; Shakespeare's theatre; masquerade balls</p> <p><b>Has links to:</b></p>	<p>Gothic creative writing – a study of Victorian Gothic texts in order to learn the conventions of Gothic writing, leading to students producing their own pieces of creative writing.</p> <p><b>Unit focus:</b> a study of <i>Monkey's Paw</i> and conventions of Gothic writing, with a particular focus on pathetic fallacy.</p> <p><b>Themes:</b> supernatural, isolation, superstition, death, romance, women in distress.</p> <p><b>Has links to:</b> Builds on their understanding of narrative fiction developed so far throughout year 7 and 8.</p>

	<p>Dystopian creative writing that is studied at the end of year 8.  Ideas about the corruption of power are further explored in <i>Macbeth</i>, <i>The Empress</i> and <i>Othello</i> at KS5.</p>	<p>Civil Rights Movement; the events of the Hillsborough tragedy; modern day approaches to technology; race and discrimination in modern society.  <u>Has links to:</u>  Understanding of the Civil Rights movement is deepened in this unit (first introduced in year 7); the theme of inequality is further explored in year 9 through the study of <i>An Inspector Calls</i></p>	<p>WW2 (legacy and post-war philosophy)  <u>Has links to:</u>  <i>Lord of the Flies</i> (particularly in terms of human behaviour, creating a new society, and rebellion). This unit will also explore the theme of discovery which will be addressed in <i>Frankenstein</i> (Year 10) and the theme of rebellion, which students will encounter in <i>Macbeth</i> (Year 10) and <i>King Lear</i> (Year 9). The theme of activism and legacy will also link to <i>An Inspector Calls</i> which students will study in Year 9.</p>	<p>The theme of appearance vs. reality explored in <i>Macbeth</i> and <i>Frankenstein</i>. Understanding of gender roles will be later revisited in year when studying <i>An Inspector Calls</i> and the non-fiction unit, as well as in <i>The Empress</i> and <i>Macbeth</i>.</p>	<p><i>Frankenstein</i> and gothic conventions. Victorian fiction links to <i>A Christmas Carol</i>.  Creative writing skills developed throughout KS3 and KS4.</p>
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	Autumn		Spring	Summer		
<p><b>Year 9</b></p> <p><b>Gender roles</b></p> <p><b>Mythology</b></p> <p><b>Prejudice</b></p>	<p><b>Non-fiction – identity and relationships. A unit exploring important modern societal issues.</b></p> <p>Techniques/foci: emotive language, anaphora, anecdotes, parallelism, rhetorical questions, expert opinions, facts, tone</p> <p><b>Unit focus:</b> an initial exploration of Adiche’s ‘We Should All Be Feminists’, before moving on to learn about equal marriage and climate change through reading nonfiction texts.</p> <p><b>Themes:</b> gender roles, equality, activism, social responsibility.</p> <p><b>Contextual factors:</b> understanding of gender roles is revisited and deepened; equal marriage; climate change.</p> <p><u>Has links to:</u> ideas about gender and social responsibility explored in <i>Much Ado About Nothing</i>, <i>An Inspector Calls</i>, mythology, and the texts taught at KS4.</p>	<p><b><i>An Inspector Calls – JB Priestley.</i> An explorative study of this morality play, with an additional focus on students producing analytical responses to contextually relevant non-fiction texts.</b></p> <p><b>Unit focus:</b> reading and responding to a play text; applying understanding of play conventions, close analysis of language, form and structure; reading and responding to pieces of non-fiction.</p> <p><b>Themes:</b> responsibility, gender, prejudice, inequality, age, class.</p> <p><b>Contextual factors:</b> 1912 Edwardian society vs 1945 Post-War Britain; gender roles of the time-suffragette movement, capitalism vs socialism <u>Has links to:</u> social responsibility in <i>The Empress</i> and <i>Frankenstein</i>. Patriarchal society explored throughout the Spring term in year 9 and also has links to <i>King Lear</i>, <i>Macbeth</i>, <i>Othello</i>, and <i>Handmaids Tale</i>. Redemption in <i>A Christmas Carol</i>.</p>	<p><b>Mythology in poetry. A study of mythology and its influences on contemporary poetry.</b></p> <p><b>Unit focus:</b> reading and responding to poetry; developing personal response to a range of literature; analysis of language and structure, non-fiction and creative writing.</p> <p><b>Themes:</b> Humans &amp; Gods, How the Mighty Fall, Banishment &amp; Punishment, Fate &amp; Destiny.</p> <p><b>Contextual factors:</b> creation stories, morality, significance of oral traditions, societal relevance, and cultural heritage.</p> <p><u>Has links to:</u> mythological allusions and character portrayal in <i>Macbeth</i> and <i>Frankenstein</i>, <i>AIC</i> – morality, patriarchal society, themes of punishment in <i>Othello</i> KS5 Romantic poetry</p>	<p><b>Language: fiction unit – developing skills of evaluation and comparison</b></p> <p><b>Unit Focus:</b> To expose students to a diverse range of fictional texts, including texts that are affiliated with Penguin House’s Lit in Colour programme. We will be focusing on the openings and endings of fictional narratives. Students will hone their skills of evaluation and comparison in preparation for their GCSE course.</p> <p><u>Has links to:</u> Language paper one, GCSE Literature studies including <i>Frankenstein</i>, <i>Macbeth</i>, <i>The Empress</i> and the Belonging poetry anthology.</p>	<p><b><i>King Lear</i> by William Shakespeare. A study of the play, starting with watching a full production before exploring key extracts.</b></p> <p><b>Unit focus:</b> students will know the conventions of a tragedy, as well as understanding Shakespeare’s characterisation and plot.</p> <p><b>Themes:</b> kingship; family; deceit; loyalty; corruption.</p> <p><b>Contextual factors:</b> King James I; the Divine Right of Kings; gender roles in Jacobean era; the tragedy genre.</p> <p><u>Has links to:</u> <i>Macbeth</i> and <i>Othello</i> and the tragedy genre. Gender roles and family dynamics explored in <i>Much Ado</i>.</p>	<p><i>The Speckled Band</i> by Arthur Conan Doyle</p> <p><b>Unit focus:</b> students will know the conventions of detective fiction and develop their understanding of the short story structure</p> <p><b>Contextual factors:</b> colonialisation, the concept of ‘the Other’ and xenophobia</p> <p><u>Has links to:</u> <i>The Empress</i>, and <i>Frankenstein</i>,</p>

The structure of KS4 and KS5 often changes due to the needs of the cohort. Therefore, rather than explicitly placing each scheme in a term, this is an outline of the texts we study. Substantial time is given in years 11/13 to revision and recap of the texts taught in the first year of teaching.

<p><b>KS4</b></p>	<p><b><i>The Empress</i> by Tanika Gupta</b></p> <p><b>Themes:</b> relationships; love and friendship; belonging; injustice; power/control; education</p> <p><b>Contextual factors:</b> Colonialisation of India and the British Raj; treatment of ayahs and lascars; the life of Dadabhai and Ghandi; relationship between Queen Victoria and Abdul Karim</p> <p><b>Key skills taught:</b> applying contextual factors to analysis of the play; writing extended responses to theme/character questions; developing personal response.</p>	<p><b><i>Frankenstein</i> by Mary Shelley</b></p> <p><b>Themes:</b> prejudice; power of science/knowledge; belonging; ambition; isolation</p> <p><b>Contextual factors:</b> the life of Mary Shelley; science in Victorian era; the Gothic fiction genre; Greek myth of Prometheus</p> <p><b>Key skills taught:</b> close analysis of language, form and structure; understanding of the significance of themes across a text</p>	<p><b><i>Macbeth</i> by William Shakespeare</b></p> <p><b>Themes:</b> loyalty; treason; guilt; power; ambition</p> <p><b>Contextual factors:</b> King James I; the Divine Right of Kings; witchcraft in Jacobean era; gender roles in Jacobean era; the tragedy genre.</p> <p><b>Key skills taught:</b> close analysis of language, form and structure; applying contextual factors to analysis of the play; demonstrating understanding of genre.</p>	<p><b>Edexcel Belonging poetry anthology and unseen poetry</b></p> <p><b>Themes:</b> Belonging, nature, place, identity, prejudice, childhood, memory</p> <p><b>Contextual factors:</b> Romanticism, Victorian era; migration; modern city and family life. Each poet will be studied in isolation to understand their life and inspiration.</p> <p><b>Key skills taught:</b> Comparison; analysis of language, structure and form; development of personal response and presenting a clear comparative argument.</p>	<p><b>English language paper 1 (40% of English language GCSE)</b></p> <p><b>Imaginative reading and writing</b></p> <p><b>Reading</b> - analysis of language and structure; evaluation and providing a personal response to texts; using quotations to support analysis.</p> <p><b>Writing</b> – creative writing. Creating effective plots, setting and characters; writing with accuracy; writing with a variety of vocabulary, sentence structures and punctuation; structuring writing for maximum impact.</p>	<p><b>English language paper 2 (60% of English language GCSE)</b></p> <p><b>Non-fiction reading and writing</b></p> <p><b>Reading</b> - analysis of language and structure; evaluation and providing a personal response to texts; using quotations to support analysis; comparison of writers’ viewpoints.</p> <p><b>Writing</b> – non-fiction writing. Adapting writing for purpose, audience and form, writing with accuracy; writing with a variety of vocabulary, sentence structures and punctuation; structuring writing for maximum impact.</p>
<p><b>KS5</b></p>	<p><b><i>A Streetcar Named Desire</i> by Tennessee Williams</b></p> <p><b>Themes:</b> Desire; gender; cruelty; loneliness; illusion/reality; significance of setting (1940s New Orleans)</p> <p>Contextual factors: Post WW2 and post-depression; post-civil war; abolition of slavery; women’s role in the workplace; North vs. South</p> <p><b>Key skills taught:</b> analysis of the play form; understanding stagecraft; personal response to the text; interweaving analysis and contextual influences</p>	<p><b><i>Othello</i> by William Shakespeare</b></p> <p><b>Themes:</b> prejudice; race; gender; power; jealousy; manipulation; significance of setting (Venice vs. Cyprus)</p> <p><b>Contextual factors:</b> The tragic genre and influences; changing Elizabethan society (focus on trade, identity and mixing of cultures); race and racism in Elizabethan England; religion and attitudes; patriarchy in Elizabethan England.</p> <p><b>Key skills taught:</b> critical reading of Shakespeare; understanding and application of critical theory; interweaving analysis and contextual influences</p>	<p><b><i>Tess of the D’Urbervilles</i> by Thomas Hardy &amp; <i>A Thousand Splendid Suns</i> by Khaled Hosseini.</b></p> <p><b>Themes:</b> suffering and injustice; women in society and gender roles.</p> <p><b>Context:</b> Victorian era, treatment of women, Victorian class structure, Afghanistan</p> <p><b>Key skills taught:</b> finding comparative links between novels; interweaving analysis and contextual influences</p>	<p><b>Poems of the Decade</b></p> <p><b>Themes:</b> gender; power; class; youth/experience; family; memory and nostalgia; childhood.</p> <p><b>Key skills taught:</b> analysis and comparison of unseen poetry/taught poem; analysis of poetic techniques/devices;</p>	<p><b>Romantic poetry (a range of Romantic poets are studied)</b></p> <p>Themes/contextual factors: Central Romantic beliefs:</p> <ul style="list-style-type: none"> <li>- Imagination as being superior to reason</li> <li>- Worship of nature</li> <li>- The Sublime</li> <li>- Individualism</li> <li>- Innocence and freedom of childhood</li> <li>- Interest in common people and society</li> </ul> <p>Knowledge of the life, central beliefs and characteristics of:</p> <ul style="list-style-type: none"> <li>- William Blake</li> <li>- William Wordsworth</li> <li>- Lord Byron</li> <li>- Percy Shelley</li> <li>- John Keats</li> </ul> <p>Key skills taught</p>	<p><b>Coursework: A Handmaid’s Tale and comparison text of students’ own choice.</b></p> <p><b>Possible comparison texts:</b></p> <ul style="list-style-type: none"> <li>• <b>1984 by George Orwell</b></li> <li>• <b>A Clockwork Orange by Anthony Burgess</b></li> <li>• <b>Fahrenheit 451 by Ray Bradbury</b></li> </ul>