



# ENGLISH

## The Gothic: More Grotesque, More Grim, and More Gory



**Knowledge:** I will explore a range of Gothic extracts from Frankenstein to Wuthering Heights to The Woman in Black, considering gothic motifs and devices.

**Skills:** I will improve my skills of analysis and extend my literary vocabulary

## Short Stories: A Twist in the Tale



**Knowledge:** I will read a range of short stories from around the world, exploring a variety of cultural capital themes. I will examine how writers present the narrative and shape the setting, characters, plot, and events.

**Skills:** I will analyse the use of structure in story-writing.

## 'War Poetry' and 'Modern Speeches



**Knowledge:** I will analyse a selection of war poems, exploring a range of themes. Using our knowledge of the poems and using those to describe a scene. I will also develop my knowledge of the art of rhetoric in persuasive speeches using a range of examples from modern non-fiction.

**Skills:** I will improve my close-word analysis and extend my poetic vocabulary and I will prepare and present my speech using a range of rhetorical devices that will aim to persuade my audience of my viewpoint on a current topic.

## Literary Leaders



**Knowledge:** I will be exploring themes of class and social expectations in Oscar Wilde's timeless comedy, The Importance of Being Earnest or learning about motifs and their role in literature in Malorie Blackman's tense and chilling Jon for Short.

**Skills:** I will explore characters and settings, and develop my understanding of literary themes and ideas.

## Animal Farm



**Knowledge:** I will study the rich text of Animal Farm, its allegorical message, the concept of revolution and rebellion, and the politics of the context.

**Skills:** I will develop my understanding of the importance of social, historical and cultural context within literature.

## Macbeth Transition Unit



**Knowledge:** I will learn about the plot, character and Jacobean context for the play Macbeth. I will learn how to use quotations to support my ideas and link it to what Shakespeare wanted to tell his audience and why.

**Skills**  
I will make clear statements based on the character or plot and support my statement with a relevant quotation and then make inferences to show my understanding of why Shakespeare wrote this play.