English Learning Journey

Question: How is Lady Macbeth presented in this extract and the whole text? Literature Paper 1 - Section A Critical thinking, Progression to next stage of learning: creating personal **Understanding** A Level English Literature or Language theories and Journalism gaging with Drama Writing short stories/Novels/Plays/Scripts ant topics Using the Writer's intentions, deconstructing Language Paper 2 -**Assessment** text, Shakespeare, Social & Question 4: How do the **Objectives Historical context** writers present their Using the (AO1 - 4)feelings of? Compare. **Assessment** Question: **Question: How is Mrs Birling** Social perspectives, tone, **Objectives** How does the presented as an unlikable character? (AO 1-4) cultural capital and voice writer present...? Fiction and Literature Non fiction Equality, Inserts women's rights, Language Paper 1 Question 5: Use the image to PLAN and WRITE Class and Aim: challenging a narrative on (40 marks - 24 marks for content / 16 marks for We allow you to ask 'bigthe status Spelling, Punctuation and Grammar) (Using the Assessment scale life questions' about **Objectives (AO5-6)** quo? the society you live in. You **Effective and clever** have the opportunity to narration Feminine ideals and gender debate the ills of the world Drama - Macbeth Soliloquy, Symbolism and How to read and their consequences Shakespeare's Leading Dystopian Ladies: Love and The story of fiction HUNGER redemption **Femininity** Geography - Immigratio Q: How does Dickens Scrooge as an Aim: We examine Shakespeare's Charity outsider? Literature Paper 1 Section A leading female characters. We support Characterisation **Forgiveness** (34 Marks) **Themes** you in appreciating the role of Women Repentance Context in society: past and present. Reflection Language/Structure Compasion English Aim: We learn how to read, write **Headlines** Viewpoint Debate, deliberation and and understand aspects of the print Aim: Introduce **Language devices** Comparative curiosity the female and digital media. The five Ws: analysis voice **Inverted Pyramid** Non-We enjoy a News deeper **Fiction** We gain an knowledge of Writing understanding of aspects of Female and shorts the viewpoints and Women's **Feminist** perspectives of different **PSHE** - Wellbeing rights, **Journalism** History - Women's war effort, writers in different time Information sequencing History: Victorian concerns Poetry **Suffragettes and the Civil rights** Sci-Fi, dystopia and the Digital periods throughout **Reading Strategies** movement **Political** history. African Revolution Rhetoric **Aim:** Understanding how real life impacts \(\) **Fiction Poetry** Compassion **Persuasive** fiction and visa versa. We'll be mixing fiction Myth **Performance** Friendship Language and non-fiction to showcase the Digital **Prose/Verse** fable **Family** Us vs them Genre Revolution and its effects on humans. Innocence **Assonance** Alliteration, Computing The half god of Non-fiction Science fiction Information **Rhyming** couplets, & The digital 19th Century: War rainfall Reflection PSHE age **Deliberation** Mental Aim: We explore **Imaginations** Respect History -Health **Aim:** As a year group we dive orators, propaganda and Reflection, **Bravery WW2/** Historyinto a timely novel. Play articles relating to war, Compassion Noun phrase, **Holocaust** wwi/wwii We explore plot, context, **Confidence** detailed past and present Hope REcharacter, language and the Respect description **Judaism** structure of tragedy Non-fiction reading **Poetry and Performance** Rhythm, Half rhyme and free verse and writing skills Identity & Climate Shakespeare's GRETA **History - Victorian Era** Reflection Poetry: **Geography-London** Supernatural: Change **PSHE-** Displacement London Magic and Monsters **Anthology** Aim: As a year group Hope we dive into a timely **Bravery** Aim: Explore poetry about London throughout novel that allows us Aim: Introduce Aim: Change time. We meet a poets, who challenge us to think Shakespeare thematically to work To acquire a about how we fit into this great city! collaboratively **Dramatists and plays** deeper YGR: knowledge of the R.E- Religious History Natural world **Narrative** Non-fiction reading skills

Historical Fiction History - Explorers History -Victorian Era Aim: 'Travel' through the world and explore the past and present. We are exposed to a variety of experiences through Literature. We look at cultural, societal and political ideas.

Wild

Boy

Fiction

Protagonist

Antagonist

Plot

Word

Choice

Bravery

Prudence

Determination

Structure

Purpose Audience Form

Research & Presentation skills

Cultural

Experiences and

Travel Writing

Geography – Travel

Exploration Confidence Curiosity

BILL BRYSON

The **Autobiography**

around us.

First Person Non-fiction writing skills narrative

Aim: Transition: Deeper knowledge of themselves and local and international people of importance. Building rapport with teacher and colleagues as we start our

learning journey together. Relationships, resilience