













Unit title		Key words
<p><b>UNIT 1: Ancient Origins</b></p> <p>By the end of this unit of learning all students will be able to</p> <ol style="list-style-type: none"> <li>1. The five stages of Aristotle’s plot structure</li> <li>2. The common features of creation myths</li> <li>3. How epic heroes are presented</li> <li>4. The similarities between different epic stories</li> <li>5. A range of different narrative structures (chronological, non-chronological, in media res etc,)</li> <li>6. The plot of the Odyssey.</li> <li>7. Summarise a range of mythical and epic stories (Gilgamesh, creation myths, Prometheus, Medusa, Icarus, the Odyssey, the Iliad)</li> <li>8. Use tenor, vehicle and ground to analyse a range of metaphors</li> <li>9. Use excellent epithets to write thesis statements</li> <li>10. Write from different narrative perspectives</li> <li>11. Apply theories of plot structure to understand how stories are structured</li> <li>12. Analyse a writer’s methods</li> <li>13. Use a range of sentence types to create effects.</li> </ol>		<ul style="list-style-type: none"> <li>• Epic</li> <li>• Metaphor and personification</li> <li>• Cosmogony</li> <li>• Hubris</li> <li>• Epithet</li> <li>• Thesis statement</li> </ul>
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- Frequent checks for understanding and multiple-choice questions provided.</li> <li>- Regular opportunities to practise summarizing and thesis statements.</li> <li>- Summative assessment to test knowledge and threshold concepts</li> </ul>
		<p><a href="#">Knowledge Organiser Link</a></p> <p><a href="#">Ancient Origins - KO.pptx</a></p>
<p><b>UNIT 2: The Gothic</b></p> <p>By the end of this unit of learning all students will be able to</p> <ol style="list-style-type: none"> <li>1. To know the key themes in the Gothic genre: supernatural, atmosphere and tone, an anti-hero (protagonist), and tragedy</li> <li>2. To know the social, historical context of the Romanticism and the Scientific Revolution and know key information about Mary Shelley</li> <li>3. To recall the plot of the play, Frankenstein</li> <li>4. To analyse writers’ use of language – identify methods and analysing their effect</li> <li>5. To analyse Gothic conventions across multiple texts within the genre</li> <li>6. To understand what symbolism is, identify symbolism in the play and be able to explain what these ideas symbolise</li> <li>7. To know the conventions of article writing and be able to apply these conventions to write their own articles</li> </ol>		<ul style="list-style-type: none"> <li>• (Gothic) Trope/conventions</li> <li>• Prologue and epilogue</li> <li>• Pathetic fallacy</li> <li>• Unreliable narrator</li> <li>• Paradox</li> <li>• Hamartia</li> </ul>
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- Frequent checks for understanding and multiple-choice questions provided.</li> <li>- Regular opportunities to practise summarizing and thesis statements.</li> <li>- Summative assessment to test knowledge and threshold concepts</li> </ul>

		<a href="#">Knowledge Organiser Link</a> <a href="#">The Gothic KO.pptx</a>
<p><b>UNIT 3: The Tempest</b></p> <ol style="list-style-type: none"> <li>To know the key themes in the play: power, supernatural, forgiveness and revenge, colonisation</li> <li>To know the social, historical context of the Jacobean times and know key information about William Shakespeare</li> <li>To recall the plot of the play</li> <li>To develop their understanding of the conventions of a play script</li> <li>To understand the characterisation in the play, with a focus on the power dynamics between characters linking with the idea of social hierarchy</li> <li>To understand what empathy means and to be able to empathise with characters to gain a more in-depth understanding of a character's thoughts/feelings</li> <li>To develop students' confidence reading and understanding Shakespearean texts</li> <li>To analyse Shakespeare's use of language – identify methods and analysing their effect</li> <li>To understand what symbolism is, identify symbolism in the play and be able to explain what these ideas symbolise</li> <li>To know the conventions of letter writing and be able to apply these conventions to write their own letters</li> </ol>		<ul style="list-style-type: none"> <li>Protagonist and antagonist</li> <li>Patriarchal society and social hierarchy</li> <li>Soliloquy</li> <li>Foreshadowing</li> <li>Antithesis</li> </ul>
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>Frequent checks for understanding and multiple-choice questions provided.</li> <li>Regular opportunities to practise summarizing and thesis statements.</li> <li>Summative assessment to test knowledge and threshold concepts</li> </ul>
		<a href="#">Knowledge Organiser Link</a> <a href="#">The Tempest - KO.pptx</a>
<p><b>UNIT 4: Nature and Relationships Poetry</b></p> <p>By the end of this unit of learning all students will be able to</p> <ol style="list-style-type: none"> <li>To understand how poets, use language, structure, and form as constructs to convey their ideas about a particular thematic experience.</li> <li>To develop students' ability to identify poets' methods (language and structural devices) and explain the effect of these methods.</li> <li>To build students' confidence with selecting relevant quotations to support their points about ideas/themes.</li> <li>To develop students' ability to create a descriptive or narrative piece using poetic pieces for inspiration.</li> </ol>		<ul style="list-style-type: none"> <li>Stanza</li> <li>Enjambment</li> <li>Rhyme</li> <li>Alliteration, sibilance</li> <li>Monologue</li> <li>Sonnet</li> </ul>
		<p>Reading: Compare how Hughes and Wordsworth present nature.</p> <p>Writing: Write a narrative using the poem 'Stealing' as inspiration.</p>

5. To understand how to write a developed essay-style response including an introduction, main body and conclusion about a theme or idea.		
6. Compare how writers present their ideas about nature		<a href="#">Knowledge Organiser Link</a> <a href="#">Unseen Poetry KO All Years.pptx</a>