

<p>Substantive concepts • The difference between literal and metaphorical language • Key literary terminology (tenor, vehicle, ground)</p>	<p>Substantive concepts • Plot (main events, overall arc) • Character (motivations, traits, function within the story) • Themes (power) • Historical events and ideology that Orwell's allegorical novels reflects and explores • Key literary terminology (allegory, propaganda, authorial intent, satire)</p>	<p>Substantive concepts • Epic poetry • Key literary terminology (extended metaphor)</p>	<p>Substantive concepts • Power and Conflict Cluster (currently teach all 15 in VR 10 but considering changing this to teaching half over each year) – for each poem we look at how the poet has constructed meaning through language and structure. How contextual factors influenced the writer and influences the reader, and the relationships between the poems in relation to themes and message. • Core themes – power (power of nature, humans, memory, power of the individual, abuse of power) and conflict (conflict between humans and nature, war – impact and reality, inner conflict, conflict with identity) • Time periods or events connected to study – WW1 and 2, Romantic period, Crimean War, Vietnam War, Iraq War, British colonialism (education) • Language and Structural features include – imagery, metaphor and simile, personification, onomatopoeia, juxtaposition, oxymoron, repetition, enjambement, caesura, end stopping, personance and consonance, tone, rhyme scheme, rhythm • Unseen poetry – Selection of poems to practice the art of discussing a poem without any pre-teaching, using their knowledge of poetic devices and features to apply to new poems to unpick meaning and how they are designed to affect the reader. • Comparative writing – unpicking the various elements needed to write a successful comparative essay (structure, language choice, phrases, use of question), forming and developing a personal response to the text that shows both critical thinking and clarity of expression</p>	<p>Substantive concepts: • Plot and narrative elements and structural devices (e.g. flashback, representing the burden of Amir's sins) which shape the characters, particularly the protagonists, Amir and Hassan, and their relationships; • dominant themes (including issues of power and ethnicity and organized religion, the power of nature, religious extremism, gender politics, ...) and motifs, including the significance of settings (e.g. Kabul); • The political context and Hossein's political intent of humanising a region for western readers which is remote or clouded by negative media coverage – which he achieves through a narrator who is a writer himself, on a mission to tell the truth about himself and his country, highlighting the strength of the pen as a tool of protest. • Hossein's commentary on gender politics, class and ethnicity by his representation of contemporary Afghan society. • relevant features of post-modern literature e.g. relating to narratology.</p>	
<p>Content: Over the course of the term looking at a range of poems (Fog, November Night, Dreams, Sally, Frog, Pigeons, The Eagle, The Hyacinth, Owl, A Case of Murder) and within each exploring how metaphor has been used to convey an idea. All of this knowledge and practice will lead to the application of this on an unseen poem.</p>	<p>Content: 1/2 term 1: Orwell's main influences when he wrote the novels; Old Major's speech and why it is a significant moment; how the animals achieve a rebellion on the farm; how rules are constructed in their new society; the roles of Boxer and Old Beakwater; which historical figures the animals represent; how the battles of the cowshed is presented; the different leadership styles of Napoleon and Snowball. 1/2 term 2: the theme of corruption; how propaganda is used; a comparison between Orwell's presentation of the battle of the cowshed and the battle of the windmill; a debate on whether Boxer is a hero or victim</p>	<p>Content: Over the course of the term students will look at a range of poetry (Wherever I hang, The Night Mail, Swing Low Sweet Chariot, The Canterbury Tales, Paradise Lost, The Road Not Taken, My Father Thought I, The Love Song of J. Alfred Prufrock) all under the connecting theme of journeys. Comparative writing skills will be developed whilst studying how language and structure have been used for effect.</p>	<p>Content: 1/2 term 1: First half the anthology looking at the themes of power of the individual, abuse of power, war – reality and effects, comparative writing skills through sentence structures and discourse markers, poetic features linked to poems taught 1/2 term 2: Second half of anthology looking at themes of power of nature, conflict between nature and man, power of the individual, power of memory, continuation of comparative writing skills including comparative introductions</p>	<p>Content: 1/2 term 1: 1/2 term 2:</p>	
<p>Assessment question: Question on an unseen poem Tom Cat - question not accessible right now. S2 Extended quiz and performance</p>	<p>Assessment question: S2 Extended quiz and performance</p>	<p>Assessment question: Mastery release the assessment question closer to the time. It will be a comparative essay with one poem given and students expected to pick a second from the anthology studied that term. S2 Extended quiz and performance</p>	<p>Assessment question: Compare how the poets explore the theme of power in and one other poem of your choice. S2 Extended quiz and performance</p>	<p>S2 Extended quiz and performance</p>	<p>Assessment question: Old exam page S2 Extended quiz and performance S2 Extended quiz and performance</p>