

# St. John's Senior School



**Subject: English**

**Form: 2<sup>nd</sup>**

**Teacher: Miss Swynnerton, Miss Hayward and Mrs Bewley**

**Term: Autumn 2023**

WEEK	WEEK BEGINNING	<b>TOPIC: <i>Frankenstein &amp; Language Paper 1 Skills</i></b>
1	4 <sup>th</sup> September	Awareness of the history and features of a typical gothic novel. Explore the rise of interest in the gothic.
2	11 <sup>th</sup> September	Read the opening section of the play. Develop understanding of prologue and stage-craft.
3	18 <sup>th</sup> September	Continue close reading and develop analytical writing skills, using the PEE\ZAL framework.
4	25 <sup>th</sup> September	Research the background to Gothic genre and idea of scientific experimentation in the Victorian era.
5	2 <sup>nd</sup> October	<b>MINI TEST WEEK</b>
6	9 <sup>th</sup> October	Revise PEEZAL & skills of analysis. Analysis of character and themes introduced in the play so far.
7	16 <sup>th</sup> October	Complete reading the play and discuss moral, implications. Examine how far Frankenstein's monster was a victim and misunderstood.
<b>HALF – TERM</b>		
8	30 <sup>th</sup> October	AQA KS3 Year 8 Reading Paper 1: language features & questions.
9	6 <sup>th</sup> November	AQA KS3 Year 8 Reading Paper 1: structural features & questions.
10	13 <sup>th</sup> November	<b>END OF TERM EXAMINATIONS</b>
11	20 <sup>th</sup> November	Writing descriptions: techniques, sentence structures, punctuation.
12	27 <sup>th</sup> November	AQA KS3 Year 8 Reading Paper 1: Evaluating the effects of writers' methods.
13	4 <sup>th</sup> December	Writing interesting narratives: techniques, speech layout, sentence structures.

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WEEK	WEEK BEGINNING	TOPIC: <i>Animal Farm &amp; Language Paper 2 Skills</i>
1	3 <sup>rd</sup> January (Wednesday)	Introduce novel: Explain & pupil research: 'revolution', 'satire', Tsar Nicholas, Marx, Lenin, Trotsky, Stalin, Communism, totalitarianism. Read Chapter 1.
2	8 <sup>th</sup> January	Read Chapters 2 to 4. Build profiles of main characters & evaluate.
3	15 <sup>th</sup> January	Read Chapters 5 to 7. Explore concepts of propaganda, hierarchy & ideals.
4	22 <sup>nd</sup> January	<b>MINI TEST WEEK</b>
5	29 <sup>th</sup> January	Read Chapters 8 to 10. Explore themes of decline of animalism & significance of Boxer's demise (representation, allegory, satire).
6	5 <sup>th</sup> February	Read Chapters 10 -14: Analysis of the ending, Orwell's message
<b>HALF – TERM</b>		
7	19 <sup>th</sup> February	AQA KS3 Year 8 Reading Paper 2: summarize & synthesize.
8	26 <sup>th</sup> February	AQA KS3 Year 8 Reading Paper 2: language & effects.
9	4 <sup>th</sup> March	AQA KS3 Year 8 Reading Paper 2: Comparing two texts.
10	11 <sup>th</sup> March	Writing non-fiction: writing to argue & persuade.
11	18 <sup>th</sup> March	AQA KS3 Year 8 Reading Paper 2: Newspaper Writing skills and practise

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**Term: Summer 2024**

WEEK	WEEK BEGINNING	TOPIC
1	16 <sup>th</sup> April (Tuesday)	<b>Introduction to the Ballad Form</b> <ul style="list-style-type: none"> <li>Contextual information about ballads.</li> <li>Ingredients of a ballad.</li> <li>The Pied Piper by Robert Browning.</li> <li>The methods Browning employs in The Pied Piper.</li> </ul>
2	22 <sup>nd</sup> April	<b>The Lady of Shalott</b> <ul style="list-style-type: none"> <li>Contextual information on King Arthur.</li> <li>The Lady of Shalott decoding key quotations.</li> <li>Structuring the narrative of the ballad.</li> </ul>
3	29 <sup>th</sup> April	<b>Symbolism, language and structure in Browning's writing</b> <ul style="list-style-type: none"> <li>PEZAL structure review.</li> <li>Theme analysis.</li> <li>Development in structure.</li> </ul>
4	7 <sup>th</sup> May	<b>Oral Presentation through Justification</b> <ul style="list-style-type: none"> <li>Mood and strategies for development.</li> <li>Presentation review.</li> <li>Individual PEZAL response to key question.</li> </ul>
5	13 <sup>th</sup> May	<b>Practice Unseen Poem Analysis.</b> <ul style="list-style-type: none"> <li>Brothers/London etc</li> <li>Practice Examination type Question and revision of the key skills.</li> <li>Peer Assessment and feedback.</li> </ul>
6	20 <sup>th</sup> May	<b>PEEZAL Feedback</b> <ul style="list-style-type: none"> <li>Marked responses and revisiting KS3 Reading criteria.</li> <li>Students red pen a response in order to improve their analytical style of writing.</li> <li>Model responses shared amongst class.</li> </ul>
<b>HALF-TERM</b>		
7	3 <sup>rd</sup> June	END OF YEAR EXAMINATIONS
8	10 <sup>th</sup> June	<b>TOPIC A <i>Midsummer Night's Dream</i> and Ballads</b> Complete Act 1 & Act 2 Scene 2. Explore relationships between men & women in world of mortals & fairy world. Use PEEZAL to write comparative essay. (Link to Paper 2 Reading, question 4).
9	17 <sup>th</sup> June	

		Read up to end of Act 3. Explore themes of rejection Write as Helena & Hermia to express feelings & confusions.
<b>10</b>	24 <sup>th</sup> June	Complete Act 3. Explore theme of humour in this act.
<b>11</b>	1st July	Read up to end of Act 4. Explore how Shakespeare seeks resolution among his characters.