



This year in English we will be learning:		This links to:	Key Vocabulary:	
1	Novels: 'The Dark Lady' by Akala and 'Frankenstein' by Mary Shelley - Akala's 'The Dark Lady' is a captivating novel addressing themes of race and class – a contemporary tale of intrigue, poverty, survival and magic. - Set in Renaissance England (16th century), Akala embraces influences from Shakespeare's sonnets and the history of medieval West Africa. - Mary Shelley's novel is an important Gothic novel written by a female author. - Shelley also explores challenging themes such as the experience of the outsider, how we should take responsibility for our actions and how scientific advances should be used in society. - The novel was written in the 19th Century and uses the Gothic genre to express Victorian fears about science and morality. The epistolary form of the novel is a challenging structure, with embedded narratives.	'The Dark Lady' provides retrieval of Elizabethan context having studied 'Romeo and Juliet' in Year 8 as well as reflects themes of identity, the supernatural and place. 'Frankenstein' develops knowledge from Year 7 and 8 about 19th Century context, learning more about scientific developments from the time, and the Gothic genre. Analysing the writer's message and examining contextual links is a skill you will continue to use in Modules 2 and 3.	- Epistolary novel - Framed narrative - Embedded narrative - Narrative shifts - Romanticism - Hamartia	- Anti-hero - Victorian era - Gothic genre - Patriarchal society - Isolation
2	Unseen Poetry and Non-Fiction - Developing your understanding of how to analyse language, structure and form in poetry and nonfiction with more depth. - This module also explores a number of non-fiction extracts from different time periods. - You will be developing more independence in analysing unseen texts that you have not studied, a key GCSE skill.	After studying an introduction to poetry in Year 7 and practising analysing language across KS3, you should now be ready to approach analysing poetry and non-fiction with more independence. Analysing unseen poetry and unseen non-fiction extracts is a key skill needed at GCSE.	- Enjambment - Anaphora - Caesura - Narrative poetry - Dramatic monologue - Free verse - Blank verse	- Euphemism - Dysphemism - Persona - Couplet - Inference - Meter
3	Modern Drama: 'Journey's End' - While you have studied Shakespeare's plays throughout KS3, 'Journey's End' by R.C. Sherriff was written in 1928 and is an example of a more modern play. - The writer uses the play to explore ideas about war and what it means to be a hero. - You will also study some non-fiction extracts from this time period and practise your own creative and non-fiction writing, inspired by ideas from the play.	The play 'Journey's End' is a more modern play than the Shakespearean plays we have studied so far. Reading it will allow you to develop your understanding of the features of a play, and the ideas and themes it explores will prepare you for studying the play 'An Inspector Calls' in KS4.	- Microcosm - Social commentary - Didactic - Slang - Realism	- Dramatic irony - Tragic hero - Conflict - Inner conflict - Foreshadowing
4	William Shakespeare's 'Macbeth' - This module introduces your first GCSE text, 'Macbeth'. You will be introduced to the plot, characters and key themes in the play, and will develop this knowledge further in Year 10. - You will build on your existing understanding of Shakespearean theatre, 16th century context and the form of a tragedy from previous years. - Macbeth has strong messages about power, leadership and the role of men and women.	You study a Shakespearean play in every year in KS3 English. The final half term is the start of your GCSE course. You will apply all your skills to the play 'Macbeth', starting with a recap of Shakespearean theatre, and introducing new characters, themes and plot	- Antithesis - Tragic hero - Foil - Fatal flaw - Hamartia - Paradox - Soliloquy	- Regicide - Biblical reference - Symbolism - Semantic field - Iambic pentameter - Jacobean era - Kingship