

## Year 11 Term 1a

### Understanding writers' viewpoints and perspective- Curriculum related expectations.

#### Students can define the following terms:

context	hero	climax	symbolism
character arc	dialogue	dramatic irony	hero
form	exposition	denouement	villain
foreboding	myth	allusion	connotations
foreshadowing	metaphor	juxtaposition	
vehicle	ground	tenor	
personification	protagonist	structure	
characterisation	antagonist	semantic field	

#### Students know

- The techniques writers use to build suspense
- How to use a semantic field to create a certain tone
- How to use setting to establish mood
- How to analyse and comment on the effect of figurative language
- How verbs can be intensified to increase tension
- The techniques writers use to create a sense of foreboding
- How writers structure a text to reveal information in a specific order to interest the reader
- How to use Aristotle's plot structure to create an engaging narrative
- How language can be used to increase tension and develop characterisation
- How setting is used to create engaging narratives and to increase tension
- Ambitious vocabulary related to Gothic character and setting

#### Students can

- Analyse and comment on the impact of writers' methods on the reader
- Analyse and comment on how the structure of a text engages the reader
- Use tenor, vehicle and ground to analyse a range of metaphors
- Write from different narrative perspectives
- Apply theories of narrative structure to understand how stories are structured
- Write a positive and negative setting
- Use a range of ambitious vocabulary to describe character and setting
- Use a range of sentence types to create effects specifically
- Use a range of punctuation to emphasise key details

## Shakespeare-Curriculum related expectations.

Tragedy	Anti-hero	Machiavellian	Prologue
Aristotelian unities	Hamartia	Fatal flaw	Chorus
Protagonist	Peripeteia	Catharsis	Exodus
Antagonist	Anagnorisis	Character arc	Symbolism
Tragic hero	Patriarchal	Machiavellian	Motif

## Students know:

- The social, cultural and historical context of the play
- The features of a patriarchal society
- The position of men and women in Shakespearean/Jacobean society
- The purpose of the Prologue
- The plot of Romeo and Juliet
- The main characters and their relationships with each other
- How conflict is shown in the play in various ways (male violence, inner conflict, conflict between and within families)
- How the love between Romeo and Juliet is established in the play
- How the theme of fate is shown in the play and the impact this has on the lives of the characters

## Students can:

- Analyse Shakespeare's language to explain how it conveys character, relationships and theme
- Explain how Shakespeare's plays reflect societal expectations
- Analyse the impact of poets' methods on the reader/listener
- Use tenor, vehicle and ground to analyse a range of metaphors
- Write a detailed analysis of a poem
- Write a comparison of two poems from the *Power and Conflict* anthology
- Produce a detailed analysis of an unseen poem commenting on structure, form and language
- Quote from the 5 poems studied and identify the poetic devices used

## Six Pillars of Mastery

<b>Content</b>	
<b>Context</b>	
<b>Story</b>	
<b>Figurative Language</b>	
<b>Argument</b>	
<b>Structure</b>	
<b>Grammar</b>	

## Teaching sequence