

# The Budehaven English Learning Journey: How does Literature hold a mirror to the world around us?

**Good luck in your Exams!**

Prose Revision – How do ideas about the supernatural and human behaviour compare?

Victorian Poetry: What do we learn about love and conflict in Victorian society?

NEA Text 2 – Guided choice – what do we learn about behaviour in different societies?

YEAR 13



How does literature hold a mirror to the world around us?

Final revision and exam walk throughs.

The art of tragedy: How do 'Streetcar' and 'Othello' create tragedy and tragic heroes?



NEA Text 1: The Great Gatsby - What do we learn about society and gender through a modern text?



Dracula – How does society respond to those we perceive as evil or different?



Poems of the Decade – how is human nature and behaviour explored through poetry?

Othello – How does jealousy and prejudice affect the way we treat others? What does it mean to be a villain?

How do those who have power treat those who do not?

A Streetcar named Desire – how does traumatic experience affect the way we behave?



The Picture of Dorian Gray – How does an evil nature affect behaviour and how you treat others?



An Introduction to Tragedy: what does it mean to be a tragic hero?



YEAR 12



Preparing for the world around us.

Mock Exams – walk through and practice

Non-Fiction reading and writing: How do we communicate our experiences; how do our experiences compare to others?



Modern Text – How do powerful people influence society?

YEAR 11

Creative Writing – How can settings represent feelings?



Non-Fiction – what evils are around us and how do our experiences compare to others?



Creative writing – How do writers use their work to explore conflict and human nature?

Understanding human nature – are we all born good or evil?

Jekyll and Hyde – How do good and evil exist within us all?

Macbeth – Are we born evil, or is evil created? How is human nature corrupted?



Conflict poetry – How do poets explore ideas of evil and conflict in society?

YEAR 10



Stand Up and Speak Out – How language is used to communicate and influence human behaviour.

Touching the Void – Literary Non-Fiction. How do humans respond to extreme danger?



Romeo and Juliet – How does love and conflict shape human behaviour?



Understanding what shapes human behaviour

WWI Poetry – How can poetry show us how humans respond to trauma, grief and danger?

Of Mice and Men – How are prejudices formed and how do they affect human behaviours?

The Gothic – How does fear and grief shape human behaviour?

A Christmas Carol – How does experience affect human behaviour for the individual and society?



A View from the Bridge – How does our behaviour and prejudices impact on those around us?



Dystopian Worlds – How can human nature be destructive? What is power and how does it impact society?

Understanding the individual and society

Poetry through the ages – How does poetry show us human experience and who we are?

Chaucer – How do different characters demonstrate different aspects of human nature and behaviours?

Autobiographies – what can we learn about ourselves and the world from others' experiences?

Gateways to Other Worlds: Human experience and the world around us. How can we create a world that represents who we are?



Shakespeare - Heroes and Villains: Human Nature. How does language reflect human nature?



'Percy Jackson' – The heroes Journey, what does it mean to be a hero?

Understanding the world around me

A World in Writing. (Non-Fiction): Human experience and the world around us. What can we learn from the world around us?

Local Heritage (Heraldry and History) Human experience and the world around us. What does it mean to be Cornish?



Mythology – The study of human experience and the world around us: What shapes our understanding of the world?



Getting to know you: Reading age test, writing about yourself and your experiences.

YEAR 7



# Mythology

The study of human experience and the world around us:  
What shapes our understanding of the world?



## Unit Aims

To explore different origin myths considering similarities and differences between cultures.

To learn about some of the heroes and monsters from mythology.

To have an understanding of the importance **of sense-making and story-telling in human civilization** throughout history.

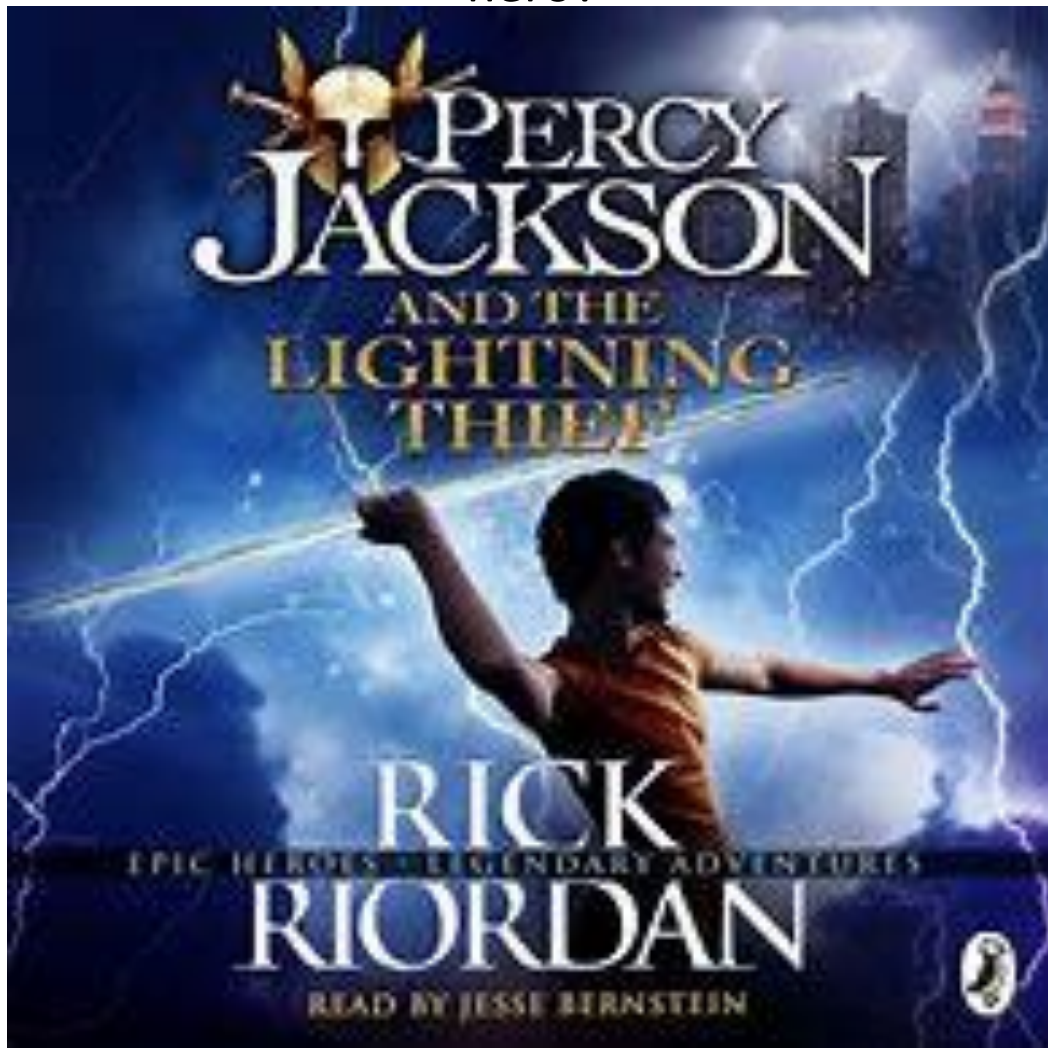
## Assessment

Reading for meaning –To what extent is Achilles a hero?

You will be assessed on how well you construct a thesis statement and use quotations to support your ideas.

# Percy Jackson and the Lightning Thief

The Heroes Journey – What does it mean to be a hero?



## Unit Aims

- To learn about the structure of a novel, characterisation and perspective
- To understand the concept of the hero's journey and apply this to the novel.
- To learn to track information across a text and organise information for meaning.

## Assessment

To what extent is Percy Jackson a hero?

**Development:** What I need to work on to improve (from previous learning)

# Local Heritage (Heraldry and History)

Human experience and the world around us. What does it mean to be Cornish?



## Unit Aims

To explore how identity can be established and communicated.

To learn about Cornish myths and legends

To explore aspects of Cornish life, past and present.

## Assessment

Non-Fiction Writing - What does it mean to be Cornish - leaflet / guidebook

**Development:** What I need to work on to improve (from previous learning)

# Shakespeare's Heroes and Villains

Human Nature: How does language reflect human nature?



## Unit Aims

To learn the mechanics of Shakespearian by exploring a selection of soliloquies.  
To explore the presentation of (some of) Shakespeare's most iconic heroes and villains  
To confidently read Shakespeare aloud.

## Assessment

Spoken Language – Recite / perform a soliloquy (or shared soliloquy) from memory.

**Development:** What I need to work on to improve (from previous learning)

# Around the World in Writing

Human experience and the world around us. What can we learn from the world around us?



## **Unit Aims**

To explore human experiences of different cultures through non-fiction writing  
to learn about the features of travel writing  
To understand the methods employed by non-fiction writers

## **Assessment**

Reading for meaning – Compare how two writers of non-fiction present their experiences

**Development:** What I need to work on to improve (from previous learning)

# Gateways to Other Worlds

Human experience and the world around us. How can we use our writing to show our experiences of the world around us?



## **Unit Aims**

To explore the way writers present imagined worlds.

To understand how writers use language and structure to excite and inspire readers.

To develop our writing, creating our own imagined worlds.

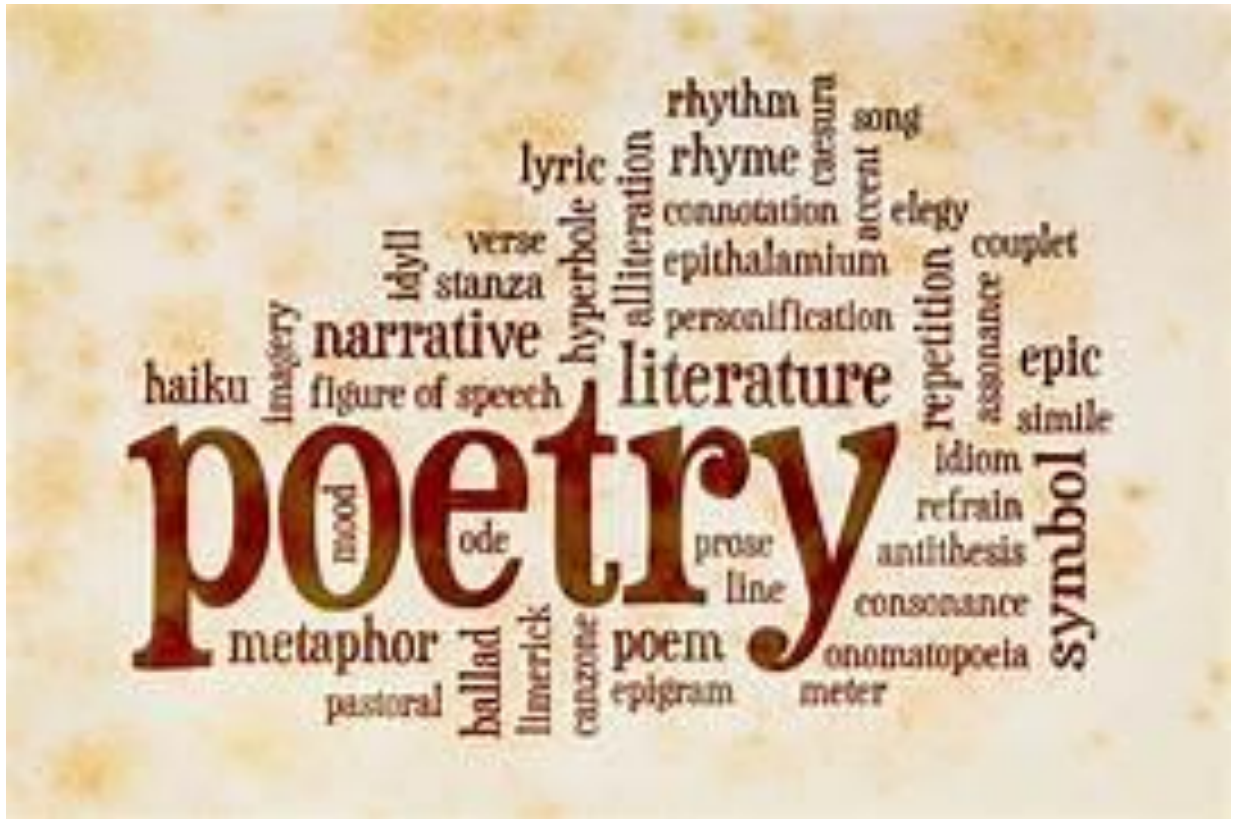
## **Assessment**

Creative writing – Opening chapter of a novel set in a new and imagined world.

**Development:** What I need to work on to improve (from previous learning)

# An Introduction to Poetry

Human behaviour and experience. How does poetry explore different voices and experiences?



## Unit Aims

To explore poetic devices, examining how language and structure are used by poets to give a voice to human experiences.

To compare the ways poets present ideas about human nature and experience

## Assessment

Reading for meaning – Compare the way two poets present ideas about human experience and behaviour.

**Development:** What I need to work on to improve (from previous learning)



# A Christmas Carol

How does experience affect human behaviour for the individual and society?



## **Unit Aims**

To explore the novel examining how characters develop

To learn about life in Victorian London

To consider how we behaviour affects others.

## **Assessment**

Reading for meaning – How is Scrooge presented in the novel?

**Development:** What I need to work on to improve (from previous learning)

# Chaucer

Human nature and behaviour - How can different characters show us aspects of human nature and behaviour?



## Unit Aims

- To explore Middle English language
- To learn about different types of people and their lives
- To read for meaning

## Assessment

Reading for meaning – Compare the way two pilgrims are presented in their introductions.

**Development:** What I need to work on to improve (from previous learning)

# A View from the Bridge

Human nature and behaviour - How can different characters show us aspects of human nature and behaviour?



## Unit Aims

To explore human nature - examining ideas of prejudice, honour, loyalty and betrayal.  
To learn about the features of a play, including stage directions and scripting.

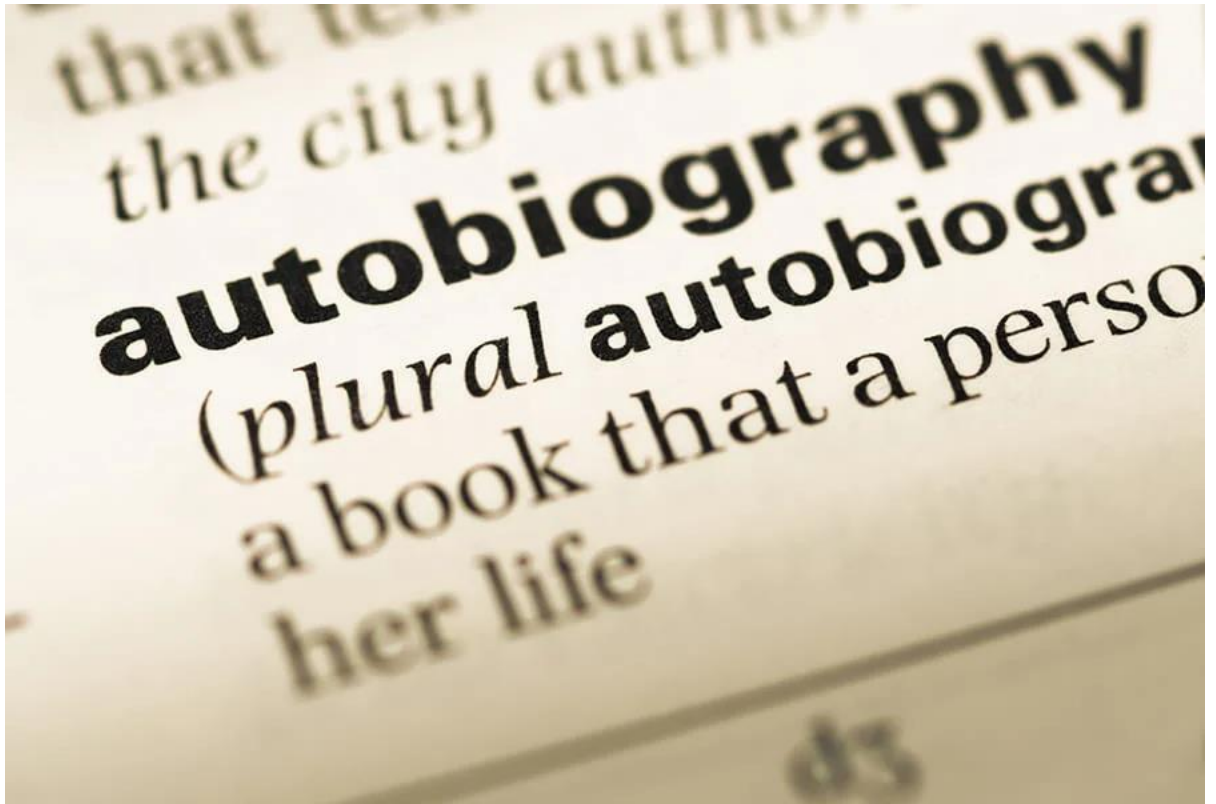
## Assessment

Reading for meaning – How does Miller present ideas about the law and justice in the play?

**Development:** What I need to work on to improve (from previous learning)

# Autobiographies

Human nature and experience. What can we learn about ourselves from others' experiences?



## Unit Aims

- To explore how people communicate their experiences through autobiographical writing.
- To understand the conventions of autobiography.
- To communicate our own experiences through autobiographical writing.

## Assessment

- To write our own autobiographical text conveying our experiences

**Development:** What I need to work on to improve (from previous learning)

# Dystopia

Human behaviour. How can human nature be destructive?



## Unit Aims

To understand what utopian and dystopia is and the tropes they exhibit.

To explore how writers create dystopian worlds to explore contemporary issues.

To create our own dystopian worlds, carefully selecting language for effect.

## Assessment

Creative writing - write the opening to a dystopian novel.

**Development:** What I need to work on to improve (from previous learning)

# The Gothic

How does fear and grief shape human nature?



## Unit Aims

To explore the conventions of gothic texts, understanding how writers use language and structure to convey meaning.

To consider how fear and grief drive gothic narratives.

To include gothic conventions in our own writing.

## Assessment

To write the opening of a gothic novel, including gothic tropes.

**Development:** What I need to work on to improve (from previous learning)

# Romeo and Juliet

Human behaviour - how does love and conflict shape behaviour and relationships?



## **Unit Aims**

To explore how Shakespeare presents love and conflict in *Romeo and Juliet*

To examine the way Shakespeare uses language, form and structure to convey his ideas.

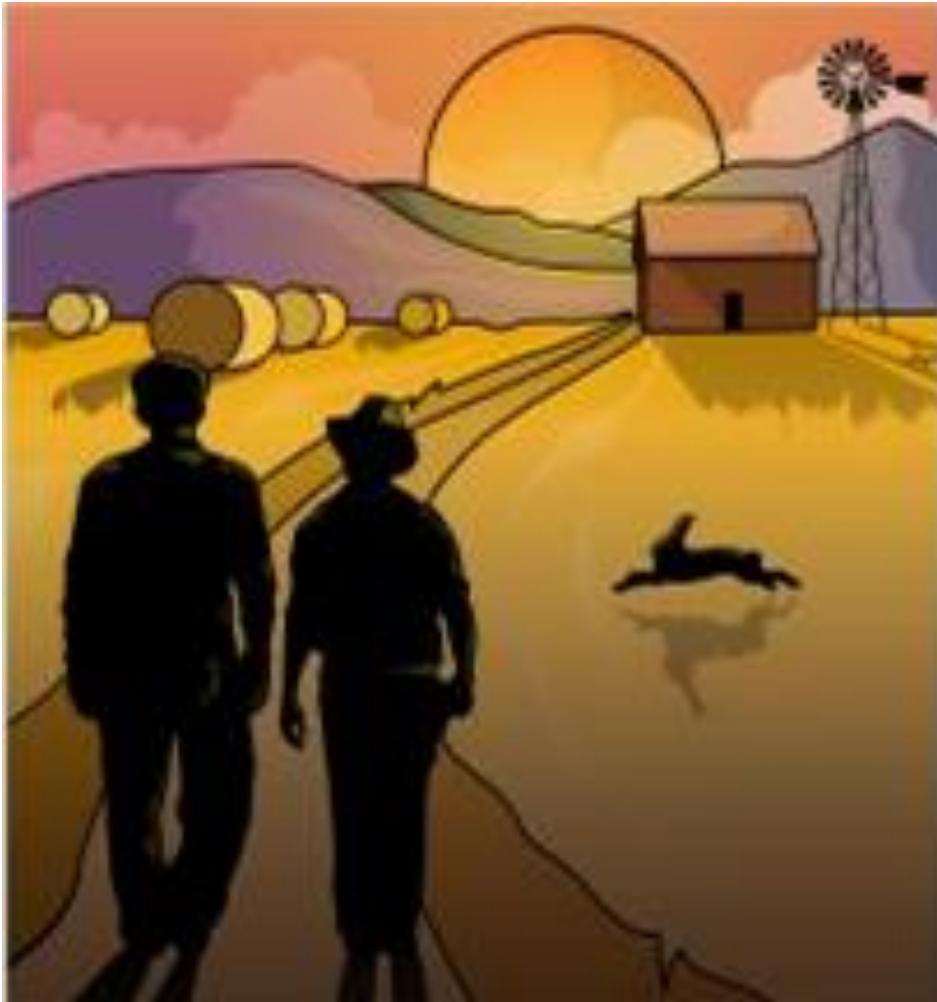
## **Assessment**

Reading for meaning – How does Shakespeare present the relationship between Lord Capulet and Juliet?

**Development:** What I need to work on to improve (from previous learning)

# Of Mice and Men

How are prejudices formed and how do they affect the individual?



## **Unit Aims**

To explore life in America in the 1930s

To consider how the novella is a microcosm of America in the 1930s

To closely analyse the language used to present different characters.

## **Assessment**

Reading for meaning – Explore how the writer uses language to present Curley's wife.

Explore how Steinbeck explores the theme of discrimination and prejudice

**Development:** What I need to work on to improve (from previous learning)



# Touching the Void

Human nature, experience and relationship. How do humans respond to extreme challenge and danger?



## **Unit Aims**

To explore how purpose, audience and format influence the way writers select language.

To analyse how writers convey ideas about human response to extreme danger

To select suitable vocabulary and techniques in our own writing to convey a sense of danger, and responses to danger, using a specific genre, audience and purpose.

## **Assessment**

Write a Newspaper article for the local paper that focuses human response to dangerous situations.

**Development:** What I need to work on to improve (from previous learning)

# WWI Poetry

Human behaviour and experiences. How do we use poetry to communicate experiences of trauma and danger.



## Unit Aims

To explore a range of poetry, considering the purpose and effect  
To examine how poets use language and structure to convey meaning  
To use emotive language in our own writing.

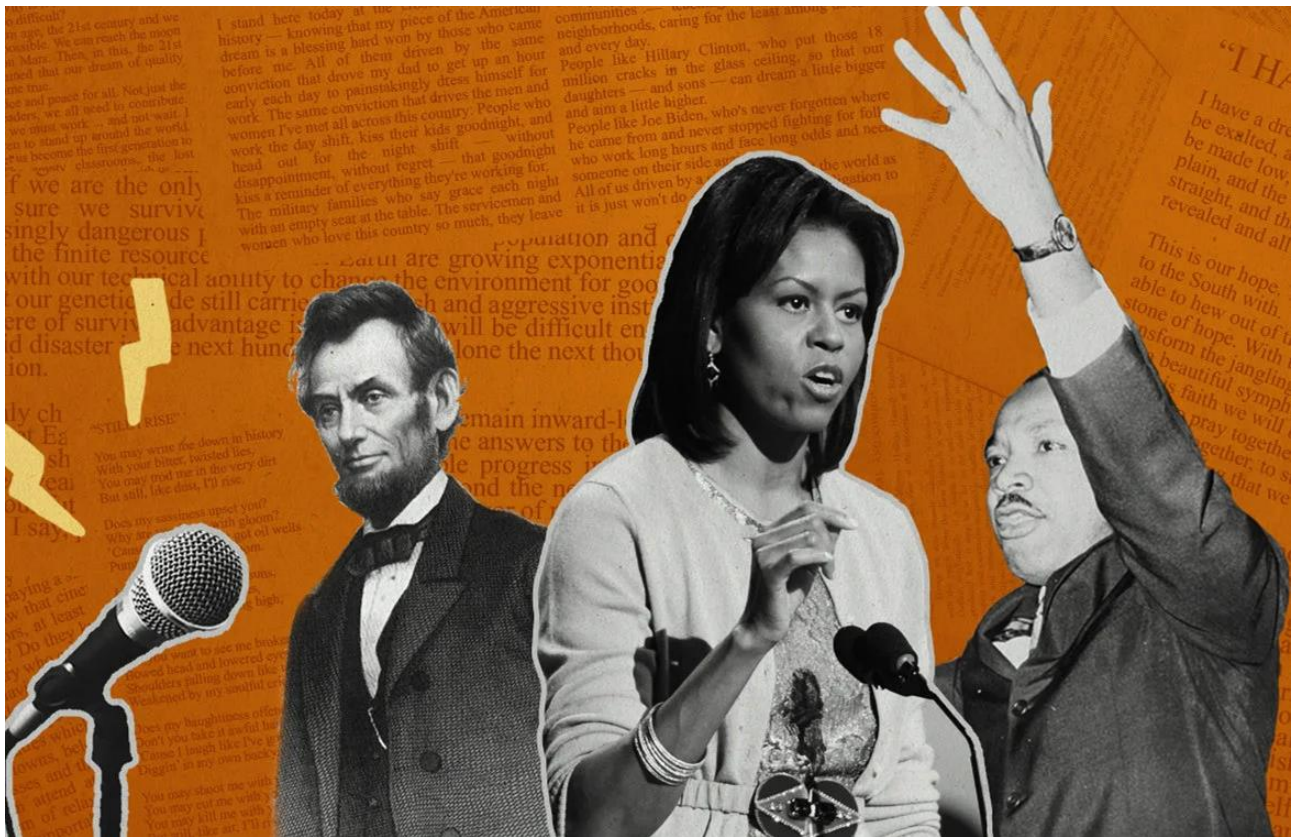
## Assessment

Write a letter home from the perspective of a WW1 soldier on the frontline

**Development:** What I need to work on to improve (from previous learning)

# Stand Up! Speak Up!

Human Experience: How can we use language to fight for our beliefs?



## Unit Aims

To explore how people use language to express their ideas, beliefs and perspectives in speeches.

To analyse a range of speeches, examining the verbal and non-verbal language used.

To use a range of rhetoric in our own writing and speeches

## Assessment

Spoken Language – To write and deliver a speech about a topic of your choice paying careful attention to the pitch, tone and delivery of your speech.

**Development:** What I need to work on to improve (from previous learning)

# Jekyll and Hyde

Human nature - how is the dual nature of man presented in literature?



## Unit Aims

To explore how language, structure and form are used to convey meaning.

To closely analyse the characterisation and setting used by Stevenson to create effect.

To consider how Victorian London and gothic tropes are used in the novella.

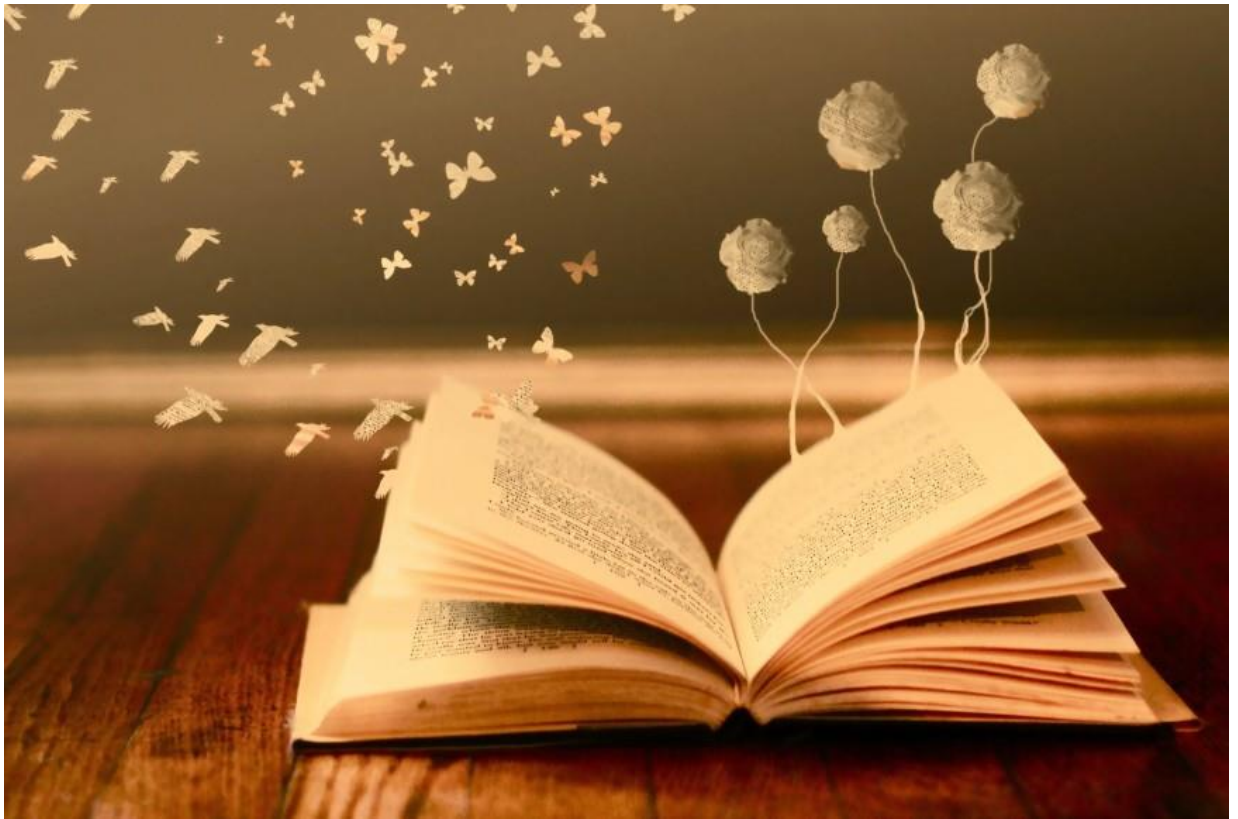
## Assessment

Reading for meaning – close analysis of an extract, analysing how language and structure are used to convey meaning.

**Development:** What I need to work on to improve (from previous learning)

# Creative Writing

Human Nature: How can setting be used to represent human nature and character?



## Unit Aims

To use a wide range of vocabulary and sentence structures in our writing.

To draw on dystopian and gothic tropes from previous units to create an imaginative and creative response to stimuli.

## Assessment

Creative writing – Respond to a picture stimuli and create an effective and engaging description of setting.

**Development:** What I need to work on to improve (from previous learning)

# Macbeth

Human nature and behaviour. Are we born evil or is evil created? How is human nature corrupted?



## Unit Aims

To explore how human nature is presented in Shakespeare's *Macbeth*

To closely analyse the language and structure used to present characters and themes in an extract.

To understand how contextual factors influence the plot and character development

## Assessment

GCSE Past paper - close analysis of a given passage and a whole text thematic question linked to context.

**Development:** What I need to work on to improve (from previous learning)

# Non-Fiction

Human experience and the world around us. What evils are around us?  
How do people's experiences compare and what does this tell us about human nature?



## Unit Aims

To explore different types of non-fiction writing, carefully considering how writers use language and structure to convey their ideas.

To compare the way writers present their ideas and feelings.

## Assessment

Reading for meaning –Comparison of two non-fiction extracts (past paper)

**Development:** What I need to work on to improve (from previous learning)

# Conflict Poetry

Conflict poetry – How do poets explore ideas of evil and conflict in society?



## Unit Aims

To identify the way poets convey ideas about evil and conflict in the world.

To closely analyse a poem's form, structure and language, evaluating how they are used to create meaning.

To compare the similarities and differences in the way poets create meaning.

## Assessment

Reading for meaning – Comparison of two poems, one from memory.

**Development:** What I need to work on to improve (from previous learning)



# Creative Writing

Creative writing – How do writers use their work to explore conflict and human nature?



## Unit Aims

To explore different types of creative writing, analysing how language, form and structure are used to convey ideas about human nature.

To evaluate how successfully writers create meaning .

To employ a wide range of language and sentence structures in our own writing, carefully selected to convey meaning.

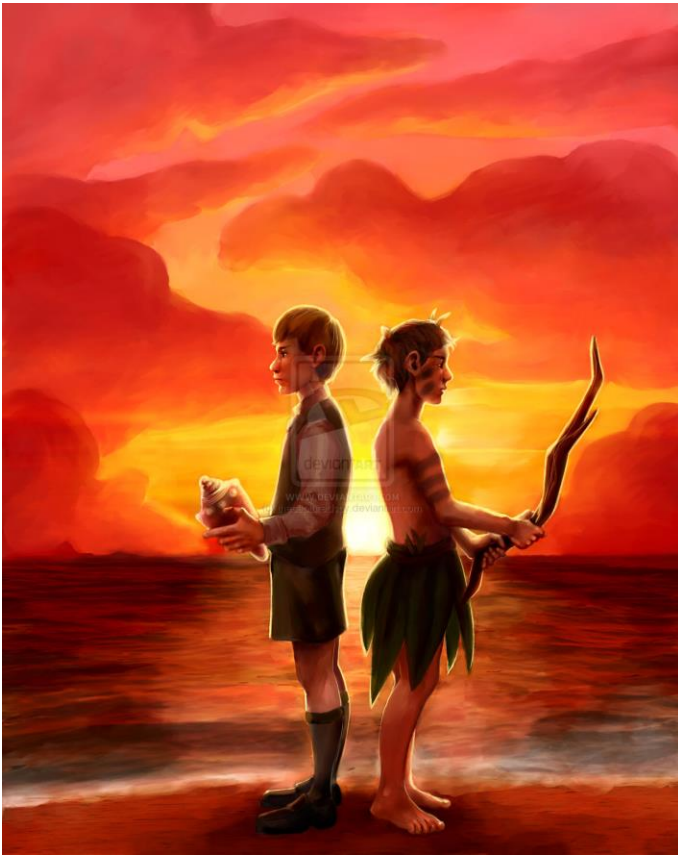
## Assessment

Creative writing, timed task – narrative.

**Development:** What I need to work on to improve (from previous learning)

# Modern Text

Modern Text – How do powerful people influence society?



## Unit Aims

To explore and analyse the way writers present powerful people and how they influence the behaviour of others.

To consider how powerful characterisation allows writers to explore human behaviour.

To explore society, responsibility and behaviours in a modern text

## Assessment

Whole text thematic question – Literature paper 2 past paper.

**Development:** What I need to work on to improve (from previous learning)

# A Streetcar Named Desire

A Streetcar named Desire – how does traumatic experience affect the way we behave?



## Unit Aims

To explore life in America in the 1930s through Williams' iconic play, including the tensions between the 'old' and 'new' South.

To consider how dramatic techniques, such as 'plastic theatre' are used by playwrights to illuminate human experience.

To closely analyse themes, character and setting in relation to relevant contextual factors.

## Assessment

How does Williams create meaning – thematic whole text past paper question.

Development: What I need to work on to improve (from previous learning)

# Dracula

How does society respond to those we perceive as evil or different?



## Unit Aims

To consider the role language, form and structure have in creating meaning, exploring the way society responds to those who are perceived as different or evil..

To analyse gothic tropes, evaluating the impact of setting and characterisation.

To explore different critical lenses, applying theoretical interpretation to the novel .

## Assessment

To analyse the way Stoker presents ideas about evil in the novel.

**Development:** What I need to work on to improve (from previous learning)

# The Picture of Dorian Gray

How does an evil nature affect behaviour and how you treat others?



## Unit Aims

To consider the role language, form and structure have in creating meaning, exploring the way society responds to those who are perceived as different or evil.

To explore Victorian society, examining the impact class and societal expectations have on the behaviour of different people.

To analyse gothic tropes, evaluating the impact of setting and characterisation.

To explore different critical lenses, applying theoretical interpretation to the novel .

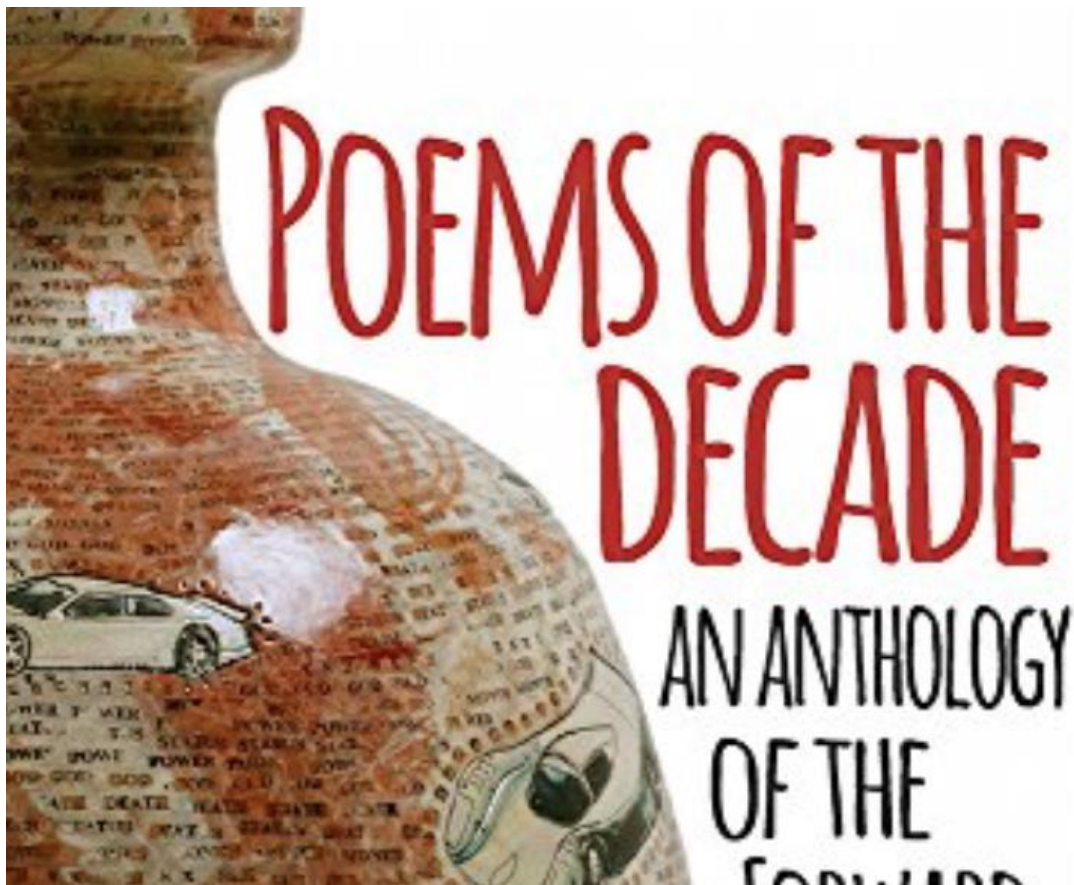
## Assessment

To compare the way Stoker and Wilde present ideas about society.

**Development:** What I need to work on to improve (from previous learning)

# Poems of the Decade

How is human nature and behaviour explored through poetry?



## Unit Aims

To analyse and compare the way poets use language form and structure to convey their ideas about modern society.

To consider what we learn about ourselves, our behaviour and the experiences of others through the poetic form.

## Assessment

Comparison of a seen poem with an unseen poem – past paper.

**Development:** What I need to work on to improve (from previous learning)

# Othello

How does jealousy and prejudice affect the way we treat others?  
What does it mean to be a villain?



## Unit Aims

To explore the way Shakespeare presents human behaviour and experiences and how this impacts on the way we treat others.

To analyse the use of language, form and structure in creating meaning.

To explore different critical interpretations, considering how attitudes towards the text has changed over time.

## Assessment

Analysis of the whole text in relation to a theme, with close reference to critical interpretations (past paper timed question.)

**Development:** What I need to work on to improve (from previous learning)

# NEA: The Great Gatsby

What do we learn about society and gender through a modern text?



## Unit Aims

To explore how 1930s America is presented in the novel, paying close attention to the different societal groups.

To analyse the way Fitzgerald presents different people and their experiences.

To examine different critical interpretations and perspectives on the novel, considering how the reception of the themes and ideas have changed over time.

## Assessment

Evaluative response of a chosen theme.

**Development:** What I need to work on to improve (from previous learning)



# Victorian Poetry: Christina Rossetti

What do we learn about love and conflict in Victorian society?



## **Unit Aims**

To explore the way Rossetti captures the experience of Victorian life in her poetry, closely examining the use of language, form and structure.

To consider how ideas of love, loss and grief are conveyed through poetry.

To compare different poems written by the same poet at different times, examining how they demonstrate changing attitudes.

## **Assessment**

Compare the way ideas of love and loss are conveyed in Rossetti's poetry.

**Development:** What I need to work on to improve (from previous learning)