

At the end of this unit, I can:

**Curriculum Connections!**

Where have you seen women presented in similar ways in the texts you've studied this year?

**Chapter 30 – 33**

Explore the differences between the generations: remorse. Explore the changes in Heathcliff's character.

**Non-fiction Reading and Writing**  
Attitudes towards marriage

**Chapters 23 - 26**

- Explore the relationship between Cathy and Nelly
  - Explore similarities between Cathy and Catherine
- Revisit:** Gothic conventions.

**Heathcliff's Character**

- Track and analyse Heathcliff's character development and his motives.

**Chapters 18 – 20**

- Explore the similarities between the older and younger generation. Linking this to the symbolism of both houses

**Non-fiction Reading and Writing**  
Violence against women

- Chapter 17**
- Theme of violence
  - Importance of the younger generation
  - Theme of toxic love

**Chapter 26 – 29**

- Explore whether Cathy's love for Linton is sincere.
- Explore why reader could feel sympathy for Heathcliff.

**Creative Writing**

- Practise using figurative language to describe

**Chapter 13 and 14**

- Treatment of women in this era and Heathcliff's cruelty. Importance of a male heir to society.
- Explore Heathcliff's lack of humanity and theme of revenge.

- **Analytical Writing**  
Representation of Gothic themes, focus on the supernatural

**Wider Literature Comparison**

- Compare how Bronte (chapters 10 – 11) and Perkins Gilman present female characters

**Non-fiction Reading and Writing**  
Female 'hysteria'

**Chapters 7 -9**

- Explore the growing conflict between Heathcliff and Edgar
- Explore Heathcliff's inner conflict

**Creative Writing**  
Practising descriptive writing

**Chapter 5 and 6: Analytical Writing**

- Analysing how social divisions affect Cathy and Heathcliff's relationship

**Non-fiction Reading and Writing**  
Masculine violence

**Chapter 3 and 4**

- Tracking Cathy and Heathcliff's growing relationship.
- Analysis of a Byronic hero
- Analysis of an 'outsider' in Literature

**Life in Victorian England**

**Non-fiction Reading and Writing**  
Social class in society

**Chapter 1 and 2**

- Identifying Gothic features at the start of the novel.
- Lockwood's heterodiegetic narration

- Conventions of Gothic genre

**Year 9**

**Wuthering Heights and Descriptive Writing And Non-Fiction Writing Lens: Women**

**At the end of this unit, I can:**

Explain the main events of the novel, the actions and motivations of the characters and refer to specific parts of the novel to support my views.

Show my understanding of the ideas of repression, fascism and anti-Semitism in post war England.

Demonstrate that I can write in detail, thoughtful and descriptive texts using a sophisticated range of methods and techniques,

**Curriculum Connections!**

I will be able to make connections between the different characters and texts I read in year 7 and how these characters struggle to survive.

I will be able to make thoughtful references to how and why the characters are struggling and what their motivations are.

I will be able to refer to other subjects such as history, PSHE and citizenship.

Stevens at the end of the novel

**Day 6 – Evening Weymouth**

Naziism and antisemitism in the novel

**Day 4 – Afternoon Little Compton**

Anti-semitism and the maids

Stevens and Kenton’s frustrating relationship

Theme of loss; dignity, relationship, greatness

**Deliberate Practice –** S&K relationship

**Non-Fiction –** Moseley and Blackshirts S&L

**Day 3 – Evening Moscombe**

Stevens and Kenton’s relationship – the pantry

Stevens as a tragic figure

Breakdown in relationship – Stevens and Kenton

Silver polish and symbolism – Change in English society

**Deliberate Practice –** Reading. Presentation of on page 68 and other parts of the novel

Stevens as a victim of circumstances

**Day 2 – Morning Sailsbury**

Death of Stevens’ father

**Day 2 – Afternoon Mortimer’s Pond**

**Non-Fiction**

Darlington and Stevens’ relationship

**Non-Fiction** Treaty of Versailles and Appeasement

What makes a great butler?

**Writing to describe –** the British countryside

Dignity and Stevens’ shortcomings

**Deliberate Practice –** Writing . Stevens’ views of other butlers

**Non-Fiction –** What is Englishness? S&L

Nostalgia

Stevens Journey

What is a butler?

Historical context of the novel

**Year 8**  
***The Remains of the Day and Writing to Describe And Non-Fiction Writing***

Dignity and Greatness

Bantering – Role Play

Stevens as a tragic hero

Character focus: Stevens, Kenton, Faraday

**Prologue**

**Day 1 Evening Sailsbury**

Social structure of post-war England. Non-Fiction

At the end of this unit, I can:

**Curriculum Connections!**

In other texts you've read or at primary school, where have you seen character's voices presented in a similar way?

**Chapter 8**

- ❑ How are the pigs betraying the principles of Animalism?
- ❑ How is Napoleon's power becoming absolute?
- ❑ What could this symbolise?

**Chapter 9**

- ❑ Explore the idea of a republic and how this decision creates the illusion of democracy.

**Non-fiction Rebellion**

**Speech writing**

**Chapter 10**

- ❑ Explore how 'more equal' is a paradox.
- ❑ Explore how the maxims have changed and how the corruption of the pigs contradicts Old Major's vision.

**Non-fiction Reading and Writing**

Yenomi Park: North Korean's Journey to Freedom

**Chapter 7 Analysis**

- ❑ Track Napoleon's character development, linking to the idea of allegory.

**Analytical Writing**

- ❑ Crafting an argument
- ❑ Selecting relevant evidence
- ❑ Explaining the effect of methods

**Chapter 6 Analysis**

- ❑ How do Napoleon's actions contradict Old Major's ideology?
- ❑ Develop analysis of allegory.

**Speech writing**

**Speech writing**

**Non-fiction reading and writing**

Use of propaganda.

**Analytical Writing**

- ❑ Crafting an argument
- ❑ Selecting relevant evidence
- ❑ Explaining the effect of methods

**Speech writing**

**Chapter 4 Analysis**

- ❑ How is the theme of freedom presented on the farm?

**Chapter 5 Analysis**

- ❑ How is Napoleon presented as a tyrant?
- ❑ How are frictions developing on the farm?
- ❑ Exploring the relationships as an allegory.

**Non-fiction reading and Writing**  
Tyrants and dictatorships

**Analysing Chapter 3**

- ❑ How is propaganda used to incite rebellion?
- ❑ Is utopia achievable?

**Writing**

Using rhetoric and proxemics

**Developing Analysis**

- ❑ Focus on corruption on the farm, class warfare, symbolism on the farm and how the text is an allegory.

**Practising analytical writing**

- ❑ Crafting an argument
- ❑ Selecting relevant evidence
- ❑ Explaining the effect of methods

**Non-fiction Reading and Writing:**

Russian Revolution

- ❑ **Analysis of Old Major's character**

**Year 7**  
**Animal Farm and Persuasive Writing And Non-Fiction Writing**  
**Lens: Voices**

**Non-fiction Reading and Writing**  
Communism and Marxism

**Chapter 2**

- ❑ Focus on characterisation of the pigs, their ideology and influence on the farm.

- ❑ Analysing the text as an **allegory.**

**Contextual Introduction**

**Speech writing**