



TNHA Curriculum Planning Document

Subject: **English**

Year: **7**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2	Autumn 2
Subject Content	<p>Imaginative Writing – Dystopian Worlds (W)</p> <p>Exemplar extracts/writing prompts from: <i>The Hunger Games</i> by Suzanne Collins 1984 by George Orwell <i>Brave New World</i> by Aldous Huxley <i>The Knife of Never Letting Go</i> by Patrick Ness <i>Do Androids Dream of Electric Sheep?</i> by Philip K. Dick <i>Unwind</i> – by Neal Schusterman <i>Noughts and Crosses</i> by Malorie Blackman <i>Uglies</i> by Scott Westerfeld <i>Divergent</i> by Veronica Roth <i>Maggot Moon</i> by Sally Gardner <i>Gone</i> by Michael Grant <i>Lord of the Flies</i> by William Golding <i>The Beach</i> by Alex Garland</p>	<p>C19th Literature</p> <p><i>Oliver Twist</i> by Charles Dickens (R)</p>	<p>Cross-curricular Unit: News & Media</p> <p>PE, Health & Fitness News & Media, Diversity - NF writing (W&R)</p> <p>To focus on a range of extracts from autobiography and biography, reflecting aspiration, diversity and cross referencing with the Gatsby Standards. Demonstrating different qualities needed for success in the workplace: Hidden Figures, The Red and Green Life Machine.</p>	<p>Shakespeare</p> <p><i>A Midsummer night's Dream</i> by William Shakespeare (R)</p>	<p>Romantic Poetry</p> <p>Poetry from Other Cultures & Traditions Poets include: <i>William Wordsworth</i> <i>William Blake</i> <i>Samuel Taylor Coleridge</i> <i>Lord Byron</i> <i>Percy Bysshe Shelly</i> <i>John Keats</i> (W&R)</p>	<p>Class Novel</p> <p><i>The Goldfish Boy</i> by Lisa Thompson</p> <p><i>Across the Barricades</i> by Joan</p> <p><i>Skellig</i> by David Almond</p> <p><i>Millions</i> by Frank Cottrell Boyce</p> <p><i>Holes</i> by Louis Sacher</p> <p><i>Witch child</i> by Celia Rees (TS)</p> <p>(If these are for different sets I think we need to be specific)</p>



	EOU: W	EOU: R	EOU: W	EOU: R	EOU: W	EOU: R
Literary Concepts	Utopian/ Dystopian – <i>Refer to Literary Concepts Booklet</i>	Authorial Intention Character Form- The novel Reader Theory Reading for Meaning– <i>Refer to Literary Concepts Booklet</i>	N/A	Character Form- The Play Structure – <i>Refer to Literary Concepts Booklet</i>	Authorial Intention Form Poetry Structure Romanticism– <i>Refer to Literary Concepts Booklet</i>	Authorial Intention Character Form – The Novel Structure Reading for Meaning – <i>Refer to Literary Concepts Booklet</i>
Ideas in Context / Cultural Capital	4. Politics Ideas & Economic Systems 5. Prejudice & Discrimination	4. Politics Ideas & Economic Systems 5. Prejudice & Discrimination 7. Social Class 9. Victorian Society & Culture 12. Working Class Experience	1. Culture & Identity 3. Personal Identity 4. Politics Ideas & Economic Systems 5. Prejudice & Discrimination 11. Women’s Experience & The Struggle for Equality	6. Shakespeare’s World	1. Culture & Identity 2. Empire & Colonialism 3. Personal Identity	1. Culture & Identity 3. Personal Identity 5. Prejudice & Discrimination
Literary Terms	Climax, Cliffhanger, Imagery, Metaphor, Narrator, Plot, Simile, Protagonist, Allegory, Foreshadowing – <i>Refer to Literary Terms Booklet</i>	Climax, Cliffhanger, Imagery, Metaphor, Narrator, Plot, Simile, Protagonist, Allegory, Foreshadowing Symbol – <i>Refer to Literary Terms Booklet</i>	Cliché , Hyperbole, Narrator, Pun, Satire, Oxymoron – <i>Refer to Literary Terms Booklet</i>	Allegory, Climax, Dramatic Irony, Foreshadowing, Plot, Protagonist, Antagonist – <i>Refer to Literary Terms Booklet</i>	Stanza, Imagery, Metaphor, Persona, Simile, Ceasura, Meter, Rhyme – <i>Refer to Literary Terms Booklet</i>	Climax, Cliffhanger, Imagery, Metaphor, Narrator, Plot, Simile, Protagonist – <i>Refer to Literary Terms Booklet</i>
Grammatical Terms / Grammar Focus	Parts of speech: verbs, nouns, adjectives, determiners, & prepositions. Subject-verb agreement, tense	Topic sentences, paragraph revision, introduction & conclusion structure – <i>Refer to</i>	Elements of sentences; simple, compound & complex sentences. Lists & parenthesis, revise commas -	Elements of sentences; simple, compound & complex sentences. Lists & parenthesis, revise commas -	Topic sentences, paragraph revision, introduction & conclusion structure – <i>Refer to</i>	Parts of speech: verbs, nouns, adjectives, determiners, & prepositions. Subject-verb



	- Refer to Grammatical Terms Booklet	Grammatical Terms Booklet	Refer to Grammatical Terms Booklet	Refer to Grammatical Terms Booklet	Grammatical Terms Booklet	agreement, tense – Refer to Grammatical Terms Booklet
Linguistic Terms	Cohesion, Structure, Style, Turn-taking – Refer to Linguistic Terms Booklet	Cohesion, Convention, Genre, Word Class, Structure, Style, Etymology – Refer to Linguistic Terms Booklet	Cohesion, Convention, Genre, Word Class, Structure, Style, Discourse Markers, Direct Address – Refer to Linguistic Terms Booklet	Cohesion, Convention, Genre, Word Class, Structure, Style – Refer to Linguistic Terms Booklet	Cohesion, Convention, Genre, Word Class, Structure, Style, Lexical/semantic field – Refer to Linguistic Terms Booklet	Cohesion, Convention, Genre, Word Class, Structure, Style – Refer to Linguistic Terms Booklet
Sequencing Rationale:	The writing unit builds on knowledge of sentence structures and grammar linking to prior learning at KS2. Traditional cultural tales & personal voice/ perspective. Explores presentation of emotional responses within characterisation; develop awareness of links between present & future and links to Yr8 Spy Writing, Yr8 Writing the Gothic; GCSE Lang Imaginative Writing.	At KS2 prior learning should include a range of stories and non-fiction. This unit builds on subject specific terminology. Exploration of themes inc. Poverty, morality, social conscience, laws, class structures; Victorian beliefs. Links to Yr8 Penny Dreadfuls exemplar 19c texts); GCSE Literature – AIC, ACC	This cross-curricular unit focuses on social understanding of health and welfare topics; news and media production, delivery and reception unit builds up understanding of Cultures and Diversity linked to prior learning in KS2 and links to Y8 Cross-curricular unit; Y9 Cross-curricular unit; GCSE Lang Non-fiction Writing	At KS2 prior learning should include a range of plays. This unit builds on subject specific terminology. Exploration of context, including gender roles, 16 th century theatre, social attitudes/structures expectations. And links to Yr8 <i>Romeo & Juliet</i> ; Yr9 <i>Richard III</i> ; GCSE Literature - <i>Macbeth</i> .	At KS2 prior learning should include a range, poetry. The unit builds on subject specific terminology. Focuses on contextual research; exploration of universal themes of nature and power; considering individual and cultural perspectives and traditions. Links to Y9 Poetry Of War and other cultures and traditions; GCSE Literature Poetry	At KS2 prior learning should include a range of stories and non-fiction. This unit builds on subject specific terminology. Exploring themes including cultural and social identity; relationships; belief systems/ideologies; historical context – as relevant to individual text choices. Links to Y8 Class novel; Y9 Class novel; GCSE Literature (post-1914 British Writing), (19 ^c novel)



TNHA Curriculum Planning Document

Subject: English

Year: 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject Content	<p>Penny Dreadfuls (R)</p> <p><i>Varney the Vampire</i> by various authors. <i>The Diary of A Madman</i> by Nikolai Gogol <i>The Mysteries of Udolpho</i> – by Anne Radcliffe <i>The String of Pearls</i> by Thomas Preskitt <i>The Mummy’s Curse</i> by Roger Luckhurst <i>The Dream Woman</i> by Wilkie Collins</p> <p>EOU: R</p>	<p>Writing the Gothic (W)</p> <p>Exemplar extracts/writing prompts from: <i>Frankenstein</i> by Mary Shelley <i>The Monk</i> by Matthew Gregory Lewis <i>The Castle of Otranto</i> <i>Dracula</i> by Horace Walpole <i>Beloved (modern Gothic)</i> by Toni Morrison</p>	<p>Spy Writing (F & NF) (W&R)</p> <p>Exemplar extracts/writing prompts from: <i>Moonraker</i>/<i>James Bond novels</i> by Ian Fleming <i>Storm Breaker</i>/<i>Alex Rider novels</i> by Anthony Horowitz <i>Bourne novels</i> by Robert Ludlum <i>Code Name Verity</i> by Elizabeth Wein <i>Fearless</i> by Francine Pascal</p> <p>SOE Syllabus: <i>Lessons in Ungentlemanly Warfare</i> by Denis Rigden <i>The Women Who Lived for Danger: Women SOE Agents</i> by Marcus Binney <i>Sabotage and Subversion: Stories From the Files of the OSS and SOE</i> by Ian</p>	<p>Shakespeare Play</p> <p><i>Romeo & Juliet</i> (R)</p>	<p>Cross-curricular Unit:</p> <p>Global Issues, Diversity and Cultures</p> <p>Reading materials: War and conflict (Ethiopia): Abiy Ahmed Ali Nobel Lecture 2019 Awol K Allo - Articles on Ethiopia - Eritrea conflict and Abiy Ahmed World Health: covid 19 - European Disability forum - selection of open letters relating to covid 19 and lockdown measures. Gender Equality - advertise and instruct: gvi.co.uk/volunteer-abroad/womenempowerment series of brochures</p>	<p>Class novel:</p> <p><i>Outsiders</i> by S.E. Hinton <i>Stone Cold</i> by Robert Swindells <i>Monster Calls</i> by Patrick Ness <i>Boy in the Striped Pyjamas</i> by John Boyne <i>Animal Farm</i> by George Orwell (TS)</p> <p>(chosen to reflect needs and ability levels within individual class groups)</p>



		EOU: W	Dear EOU: W	EOU: R	EOU: W	EOU: R
Literary Concepts	Authorial Intention Character Narrative Structure Genre Form – <i>Refer to Literary Concepts Booklet</i>	Authorial Intention Character Narrative Structure Genre Form - <i>Refer to Literary Concepts Booklet</i>	Authorial Intention Character Vocabulary selection Structural devices. Openings/endings of texts. Non-Fiction: Biographical Article - <i>Refer to Literary Concepts Booklet</i>	Authorial Intention Character Form – The Play Genre Structure Tragedy - <i>Refer to Literary Concepts Booklet</i>	Authorial Intention Non-fiction & transactional devices Paragraph and sentence construction and Variation Adaptation of tone, style and register to suit audience and purpose - <i>Refer to Literary Concepts Booklet</i>	Authorial Intention Character Form – The Novel Structure Genre Reading for meaning - <i>Refer to Literary Concepts Booklet</i>
Ideas in Context / Cultural Capital	1. Culture & Identity 9. Victorian Society & Culture	1. Culture & Identity 3. Personal Identity	4. Politics Ideas & Economic Systems	6. Shakespeare's World	1. Culture & Identity 4. Politics Ideas & Economic Systems 5. Prejudice & Discrimination 10. War & Conflict 11. Working Class Experience	1. Culture & Identity 3. Personal Identity 4. Politics Ideas & Economic Systems 5. Prejudice & Discrimination 10. War & Conflict
Literary Terms	Climax, Cliffhanger, Imagery, Metaphor, Narrator, Plot, Simile, Protagonist, Antagonist Foreshadowing – <i>Refer to Literary Terms Booklet</i>	Climax, Cliffhanger, Imagery, Metaphor, Narrator, Plot, Simile, Protagonist, Antagonist, Pathetic Fallacy Foreshadowing, Symbol – <i>Refer to Literary Terms Booklet</i>	Climax, Cliffhanger, Imagery, Metaphor, Narrator, Plot, Simile, Protagonist, Antagonist, Foreshadowing – <i>Refer to Literary Terms Booklet</i>	Allegory, Climax, Dramatic Irony, Foreshadowing, Plot, Protagonist, Antagonist, Soliloquy – <i>Refer to Literary Terms Booklet</i>	Cliché, Hyperbole, Narrator, Pun, Satire, Oxymoron – <i>Refer to Literary Terms Booklet</i>	Climax, Cliffhanger, Imagery, Metaphor, Narrator, Plot, Simile, Protagonist, Antagonist – <i>Refer to Literary Terms Booklet</i>
Grammatical Terms / Grammar Focus	Revision of Y7, plus: adverbial phrases, comparative & superlative adjectives, nouns, plural nouns, the genitive case	Revision of Y7, plus: adverbial phrases, comparative & superlative adjectives, nouns, plural nouns, the genitive case	Revision of Y7, plus: adverbial phrases, comparative & superlative adjectives, nouns, plural nouns, the genitive case	Revision of Y7, plus: adverbial phrases, comparative & superlative adjectives, nouns, plural nouns, the genitive case	Revision of Y7, plus: adverbial phrases, comparative & superlative adjectives, nouns, plural nouns, the genitive case (apostrophes), contraction - <i>Refer to Grammar Booklet</i>	Revision of Y7, plus: adverbial phrases, comparative & superlative adjectives, nouns, plural nouns, the



	(apostrophes), contraction. Unit-relevant spelling tests – <i>Refer to Grammar Booklet</i>	(apostrophes), contraction - <i>Refer to Grammar Booklet</i>	(apostrophes), contraction - <i>Refer to Grammar Booklet</i>	(apostrophes), contraction - <i>Refer to Grammar Booklet</i>		genitive case (apostrophes), contraction - <i>Refer to Grammar Booklet</i>
Linguistic Terms	Cohesion, Convention, Genre, Word Class, Structure, Style – <i>Refer to Linguistic Terms Booklet</i>	Cohesion, Structure, Style, Turn-taking Etymology, Ellipses, Metaphor, – <i>Refer to Linguistic Terms Booklet</i>	Cohesion, Structure, Style, Turn-taking Etymology, Ellipses, Metaphor, Discourse markers, Direct Address – <i>Refer to Linguistic Terms Booklet</i>	Cohesion, Convention, Genre, Word Class, Semantics, Structure, Style – <i>Refer to Linguistic Terms Booklet</i>	Cohesion, Convention, Genre, Word Class, Structure, Style, Discourse Markers, Direct Address – <i>Refer to Linguistic Terms Booklet</i>	Cohesion, Convention, Genre, Word Class, Structure, Prefix, Ellipses, Style – <i>Refer to Linguistic Terms Booklet</i>
Sequencing Rationale	Y7 <i>Oliver Twist</i> ; Exploration of 19C literary & social context; exploration of culture of popular literature & accessibility of reading for pleasure (cultural shift) GCSE Literature (19C novel)	Y7 Imag. Writing (Dystopian Worlds); exploring social problems symbolised via writing; consideration of psychological effects of fear/anxiety. GCSE Lang	Y7 Imag. Writing; political, cultural and technological ideas developed through the conventions of genre; consideration of global changes in 21 st C. Y7 & Y9 Cross-curricular; GCSE Lang	Y7 Shakespeare; Exploration of contextually relevant issues, including gender roles, 16 th C theatre, social attitudes, relationships, expectations/laws Y9 <i>Hamlet</i> ; GCSE Literature - <i>Macbeth</i> .	Linked to Y7 & Y9 Cross-curricular; exploration of topical issues in printed and digital texts (focus on 20 th /21 st C global themes inc. climate change, political issues, human rights) GCSE Lang – Non-fiction writing	Linked to Yr7 and Yr 9 Class novel; exploring themes including cultural/social identity; relationships; belief systems/ ideologies; historical context – as relevant to individual text choices. GCSE Literature



TNHA Curriculum Planning Document

Subject: English

Year: 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject Content	<p>Cross-curricular Unit: Careers with focus on Diversity and Cultures (NF writing) (W&R)</p> <p>Extracts will focus on a range of purposes: Fever Pitch, Marcus Rashford's letter to the times on the Free School Meals issue. Dear Basketball by Kobe Bryant. Paula Radcliffe's autobiography</p> <p>EOU: W</p>	<p>Poetry of War:</p> <p>Including Cultures and Traditions Poems studied include: <i>London</i> <i>Exposure</i> <i>The Charge of the Light Brigade</i> <i>Poppies</i> <i>War Photographer</i> <i>What Were They Like</i> <i>In The Barracks</i> <i>Tissue</i> <i>Checking Out Me History</i> <i>The Pilot's Testament Children</i> <i>In the Darkness</i> <i>Erecting Stones</i></p> <p>EOU: R</p>	<p>Class Novel:</p> <p><i>Of Mice and Men</i> by John Steinbeck <i>Lord of the Flies</i> by William Golding <i>The Woman in Black</i> by Susan Hill <i>1984</i> by George Orwell <i>To Kill a Mocking Bird</i> by Harper Lee</p> <p>(chosen to reflect needs and ability levels within individual class groups)</p> <p>EOU1: W EOU2: R</p>	<p>Class Novel:</p> <p><i>Of Mice and Men</i> by John Steinbeck <i>Lord of the Flies</i> by William Golding <i>The Woman in Black</i> by Susan Hill <i>1984</i> by George Orwell <i>To Kill a Mocking Bird</i> by Harper Lee</p> <p>(chosen to reflect needs and ability levels within individual class groups)</p> <p>EOU1: W EOU2: R</p>	<p>Shakespeare Play:</p> <p><i>Richard III</i> (W&R)</p> <p>EOU1: W EOU2: R</p>	<p>Shakespeare Play:</p> <p><i>Richard III</i> (W&R)</p> <p>EOU1: W EOU2: R</p>
Literary Concepts	N/A	Authorial Intention Form Poem	Authorial Intention Character Form – The Novel Structure	Authorial Intention Character Form – The Novel Structure	Tragedy Authorial Intention Structure Character	Tragedy Authorial Intention. Structure Character

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		Genre – <i>Refer to Literary Concepts Booklet</i>	Genre Reading for meaning – <i>Refer to Literary Concepts Booklet</i>	Genre Reading for meaning – <i>Refer to Literary Concepts Booklet</i>	Form – The Play Perspectives/alternative viewpoints – <i>Refer to Literary Concepts Booklet</i>	Form – The Play Perspectives/alternative viewpoints – <i>Refer to Literary Concepts Booklet</i>
Ideas in Context / Cultural Capital	<p>1. Culture & Identity</p> <p>2. Empire & Colonialism</p> <p>3. Personal Identity</p> <p>4. Politics Ideas & Economic Systems</p> <p>5. Prejudice & Discrimination</p> <p>10. War & Conflict</p> <p>Collaborative working</p>	<p>1. Culture & Identity</p> <p>2. Empire & Colonialism</p> <p>3. Personal Identity</p> <p>4. Politics Ideas & Economic Systems</p> <p>5. Prejudice & Discrimination</p> <p>10. War & Conflict</p> <p>Collaborative working;</p>	<p>1. Culture & Identity</p> <p>3. Personal Identity</p> <p>4. Politics Ideas & Economic Systems</p> <p>5. Prejudice & Discrimination</p> <p>11. Women’s Experience & The Struggle for Equality</p> <p>Collaborative working;</p>	<p>1. Culture & Identity</p> <p>3. Personal Identity</p> <p>4. Politics Ideas & Economic Systems</p> <p>5. Prejudice & Discrimination</p> <p>11. Women’s Experience & The Struggle for Equality</p> <p>Collaborative working;</p>	<p>6. Shakespeare’s World</p> <p>Collaborative working & role play;</p>	<p>6. Shakespeare’s World</p> <p>Collaborative working & role play; exploring themes including cultural/social identity; relationships; belief systems/ ideologies/the concept of self and other/internal voice; historical and cultural context; exploring ancient and early modern conceptions of tragedy in drama.</p>
Literary Terms	Cliché , Hyperbole, Narrator, Pun, Satire,	Stanza, Imagery, Extended Metaphor, Juxtaposition	Climax, Cliffhanger, Imagery, Metaphor, Narrator, Plot, Simile, Protagonist, Antagonist,	Climax, Cliffhanger, Imagery, Metaphor, Narrator, Plot, Simile, Protagonist, Antagonist,	Allegory, Climax, Foreshadowing, Plot, Protagonist, Antagonist, Soliloquy, Symbol,	Allegory, Climax, Foreshadowing, Plot, Protagonist, Antagonist, Soliloquy, Symbol,



	Oxymoron – <i>Refer to Literary Terms Booklet</i>	Persona, Simile, Caesura, Meter, Rhyme, Assonance – <i>Refer to Literary Terms Booklet</i>	Allegory – <i>Refer to Literary Terms Booklet</i>	Allegory – <i>Refer to Literary Terms Booklet</i>	Monologue – <i>Refer to Literary Terms Booklet</i>	Monologue – <i>Refer to Literary Terms Booklet</i>
Grammatical Terms / Grammar Focus	Revisions of Y7-8, plus: subject, direct object, indirect object, the passive, auxiliary verbs, participles, word endings. Unit-relevant spelling tests - <i>Refer to Grammatical Terms Booklet</i>	Revisions of Y7-8, plus: subject, direct object, indirect object, the passive, auxiliary verbs, participles, word endings. Unit-relevant spelling tests - <i>Refer to Grammatical Terms Booklet</i>	Restrictive & non-restrictive clauses, colons, hyphens, punctuating speech, relative clauses. Unit-relevant spelling tests - <i>Refer to Grammatical Terms Booklet</i>	Restrictive & non-restrictive clauses, colons, hyphens, punctuating speech, relative clauses. Unit-relevant spelling tests - <i>Refer to Grammatical Terms Booklet</i>	Text, purpose and audience. Unit-relevant spelling tests - <i>Refer to Grammatical Terms Booklet</i>	Text, purpose and audience. Unit-relevant spelling tests - <i>Refer to Grammatical Terms Booklet</i>
Linguistic Terms	Cohesion, Convention, Genre, Word Class, Structure, Style, Discourse Markers, Direct Address – <i>Refer to Linguistic Terms Booklet</i>	Cohesion, Convention, Genre, Word Class, Structure, Style, Lexical/semantic field, Phonology, Colloquism, Register – <i>Refer to Linguistic Terms Booklet</i>	Cohesion, Convention, Genre, Word Class, Structure, Prefix, Ellipses, Style, Euphemism, Semantic Derogation – <i>Refer to Linguistic Terms Booklet</i>	Cohesion, Convention, Genre, Word Class, Structure, Prefix, Ellipses, Style, Euphemism, Semantic Derogation - <i>Refer to Linguistics Terms Booklet</i>	Cohesion, Convention, Genre, Word Class, Semantics, Structure, Style, Etymology, Lexical, Register – <i>Refer to Linguistic Terms Booklet - Refer to Linguistics Terms Booklet</i>	Cohesion, Convention, Genre, Word Class, Semantics, Structure, Style, Etymology, Lexical, Register – <i>Refer to Linguistic Terms Booklet - Refer to Linguistics Terms Booklet</i>
Sequencing Rationale	Y7 & Y8 Cross-curricular; S&L – presentation on topical area; cross-curricular exploration of topical issues in	Y7 Poetry. Exploring the impact of global conflicts on society & individuals; considering the concept of the poet's 'voice' as a	Y7 Class novel; Y8 Class novel. Exploration of thematic presentation of social hierarchies, alternative views of worlds/communities told from different perspectives;	Y7 Class novel; Y8 Class novel. Exploration of thematic presentation of social hierarchies, alternative views of worlds/communities told from different perspectives;	Y7 Shakespeare; Y8 <i>Romeo & Juliet</i> . Exploring themes including cultural/social identity; relationships; belief systems/ ideologies/the concept of self and	Y7 Shakespeare; Y8 <i>Romeo & Juliet</i> . Exploring themes including cultural/social identity; relationships; belief systems/ ideologies/the concept of self and



	printed & digital texts (focus on modern careers/post-16 choices/vocational options); GCSE Lang	representation of social perspectives; considering anti-war perspectives, cultures and traditions; GCSE Literature	GCSE Literature	GCSE Literature	other/internal voice; historical and cultural context; exploring ancient and early modern conceptions of tragedy in drama. GCSE Literature - <i>Macbeth</i> .	other/internal voice; historical and cultural context; exploring ancient and early modern conceptions of tragedy in drama. GCSE Literature - <i>Macbeth</i> .
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