

## YEAR 8 English GOTHIC Scheme of Work

**Rationale:** In Year 8, students explore the Gothic genre across a wide ranging time span of Literature. This genre has been carefully chosen as a result of both student and staff positive feedback over a number of years. Through communication with parents and students, it is evident that there is a decline of interest in reading for pleasure for some students as they transition into secondary school, particularly of more diverse and challenging texts.

With low levels of Literacy upon entry, texts are specifically chosen to be accessible yet challenging, exciting and engaging and to promote a love of Literature both independently and within the classroom setting. Our curriculum design also means that units are differentiated to meet the needs of all ability learners but with a consistent approach. The English Curriculum at UAH has been designed and produced by the English department staff as a collaborative process, with a focused working group, to develop the essential reading, writing and Spoken Language skills required to be effective communicators across all subjects and to meet the needs of our cohort to inspire a love of English. At the heart of the curriculum is an appreciation of Literature across time and genres.

Intent	Implementation	Impact
<p><u>English curriculum</u></p> <ul style="list-style-type: none"> <li>To meet the needs of our students</li> <li>To enable all students to progress and achieve their potential</li> <li>To inspire a love of English and Literature</li> <li>To develop cultural capital through experiencing texts through culture, genre and time</li> <li>To develop the essential reading, writing and spoken skills</li> <li>To become effective communicators</li> <li>A broad and balanced curriculum spanning a wide range of fiction and non-fiction texts</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>To read for meaning and understanding, including inference</li> <li>To support ideas with effective evidence</li> <li>To be part of a collaborative reading experience in school</li> <li>To engage with varied and challenging reading material, in order to develop critical, independent thinking skills</li> <li>To participate in enrichment activities</li> <li>To encourage and promote reading for pleasure</li> </ul> <p><u>Spoken Language</u></p> <ul style="list-style-type: none"> <li>To understand the differences between spoken and written English</li> <li>To become confident and proficient speakers</li> <li>To develop skills in talk, debate and discussion</li> <li>To work collaboratively in order to listen, shape and share opinions</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>To write for a range of purposes and audiences using conventions successfully</li> <li>To write with confidence, fluency and accuracy</li> <li>To support the development of a broad and rich vocabulary</li> <li>To explicitly teach the key skills of spelling, punctuation and grammar</li> <li>To use subject terms with accuracy and precision</li> <li>To plan, draft and edit work as part of the writing process</li> </ul>	<p><u>English Curriculum</u></p> <ul style="list-style-type: none"> <li>Four hours a week usually with the same teacher</li> <li>Texts have been specifically chosen to be accessible and challenging; exciting and engaging and to promote a love of Literature</li> <li>Knowledge and skills are developed through the teaching of literary texts – narrative, poetry, drama and non-fiction</li> <li>Builds connections across genres and years</li> <li>Builds on prior knowledge from each unit and throughout each year</li> <li>Explorative and creative approach in years 7 to 9 which teaches essential exam skills through imaginative and engaging tasks</li> <li>Units are differentiated to meet the needs of all ability learners</li> <li>The teaching of Literacy and vocabulary is embedded throughout the curriculum</li> <li>Revision and repetition of key skills in English</li> <li>Thematic approach to each year group</li> <li>Sequencing of units is consistent across KS3 to build on skills from earlier units</li> <li>Begin each year with a novel to support settling and engagement</li> <li>Created by members of the English Department using published resources and lessons of their own design</li> <li>Homework currently being built into the schemes with activities to consolidate learning</li> <li>Medium term plans and power points for individual lessons created to ensure they are engaging</li> <li>Power points structured to follow a sequence of lessons but teachers are expected to differentiate according to the needs of their group</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Through whole texts and extracts</li> <li>Whole group reading in the classroom is facilitated by challenging yet engaging text choices</li> <li>Independent reading is routinely practised in lessons</li> <li>Reading for pleasure is promoted through joint initiatives between the English department and the library</li> <li>Opportunities for enrichment are built in as an integral and enjoyable aspect of the curriculum for all year groups</li> <li>Reading and spelling ages are tested on transition</li> <li>Fresh Start programme supports specific students in small groups by trained specialists</li> </ul>	<ul style="list-style-type: none"> <li>Common assessments, progress tests for units and end of year exams</li> <li>Student response to specific targets set by teacher</li> <li>Shared Learning Journey for every student at the beginning of each unit</li> <li>Student voice feedback – questionnaire</li> <li>Continuous review of the curriculum by staff and students following each unit</li> </ul>

Spoken Language

- Spoken Language embedded into schemes of work
- Opportunities for discussion and debate are routinely practised in the classroom
- Opportunities for more formal, structured talk such as presentations are incorporated into schemes of work throughout Key Stage Three

Writing

- During the first term of each KS3 Year, students are explicitly taught **creative writing skills to develop imagination, flair and originality**
- To respond to themes and ideas in texts in a creative and personal way
- Respond critically and analytically using structures to scaffold writing
- *Annotate, model, write* approach;
- *I do, we do, you do* approach

Autumn Term 1	Spring Term 1	Summer Term 1
<p><b>Year 8 – Novel Study – The Woman In Black / Shiverton Hall</b> <span style="background-color: #90EE90; padding: 2px;">1</span></p> <p><b>The gothic theme progresses on from the ‘fantastic beasts’ theme of year 7 as it also includes exploration of monsters (both fantastic and human!)</b></p> <p>The novel in Year 8 facilitates the further teaching of narrative conventions and pupils study <b>The Woman In Black or Shiverton Hall</b></p> <p>Pupils learn how to analyse the language and structure of a text focusing on narrative perspective, foreshadowing and flashback. Pupils critically evaluate a given extract, supporting points with quotations and developing an analytical response. Pupils embed quotations supporting their ability to critically evaluate a text. Pupils explore the conventions of Gothic writing in the text.</p> <p><b>Creative Writing</b> – Pupils continue to explore the key terms associated with creative writing, writing for effect, characterisation, using the senses for descriptive writing and creating a setting. This progresses from the Year 7 introductions to literary techniques and consolidates understanding for the forthcoming unit.</p> <p><b>Progression</b> - Each year group begins with a novel study to inspire a love of literature. In Year 8, this is through a contemporary gothic text which is engaging, ambitious and accessible and inspires a love of reading and great literature from the start of year 8, building on their reading experiences from year 7. These challenging novels are allocated a whole term so literary techniques and skills can be revisited and developed thoroughly. The novel introduces the gothic conventions.</p> <p>‘The Woman in Black’ is a pastiche of Victorian gothic writing, using a first person narrative which is more challenging than the year 7 novel.</p> <p>On review, a second text was required for lower ability students who did not enjoy ‘The Woman in Black’ because of the Victorian style descriptions and difficult vocabulary. Therefore ‘Shiverton Hall’ was introduced to progress from Year 7 but to facilitate accessibility to the gothic conventions.</p> <p><b>Assessment</b> – Creative Writing</p>	<p><b>Year 8 – Poetry – Gothic</b> <span style="background-color: #90EE90; padding: 2px;">1</span> <span style="background-color: #D3D3D3; padding: 2px;">9</span></p> <p><b>In Year 8</b>, pupils study a range of post and Pre-19<sup>th</sup> century poetry exploring the Gothic theme. Pupils are introduced to and analyse the specific form of poetry such as a sonnet. Pupils in Year 8 will develop an understanding of poetic techniques from Year 7. Students explore gothic poetry from the following poets: <b>Jack Prelutsky, Raymond Wilson, Charles Causley, Brian Patten, Edward Lowbury, Walter de la Mare, Edgar Alfred Bowering, Mary Elizabeth Frye and Christina Rossetti.</b></p> <p><b>Progression</b> - Further exploration of this engaging theme through a different form. Following on from terms 1 and 2 (where students learn about one writer Susan Hill or Emerald Fennell), students now read a range of gothic poems from a variety of poets, times and contexts. Poetic techniques are revisited and developed in this unit and different poetic forms introduced such as sonnets and ballads.</p> <p><b>Assessment</b> – Respond to a taught poem</p>	<p><b>Year 8 – Shakespeare – Macbeth</b> <span style="background-color: #90EE90; padding: 2px;">1</span> <span style="background-color: #FFFF00; padding: 2px;">4</span> <span style="background-color: #DDA0DD; padding: 2px;">7</span> <span style="background-color: #D3D3D3; padding: 2px;">9</span></p> <p>In Year 8, pupils are exposed to the full play text of <b>Macbeth</b>. Pupils learn the context of witches and patriarchy. Pupils analyse plot development and key soliloquies from the play. Pupils explore and analyse the conventions of Tragedy focusing on tragic flaws, endings, the tragic hero, victims, villains, violence and death. Pupils analyse the themes of ambition, greed, power and the supernatural using evaluative vocabulary. Pupils develop analytical, descriptive and transactional writing skills. Pupils’ understanding of Shakespearean tragedy conventions are enhanced and consolidated with the <b>Young Shakespeare Theatre Company’s</b> visit with an interactive performance of the play.</p> <p><b>Progression</b> – This unit further explores the gothic genre through this iconic Shakespeare text. This is a whole text study which builds on the extract study of A Midsummer Night’s Dream in Year 7. This builds on students’ knowledge of Shakespeare’s historical and social context. With the teaching of Shakespeare’s dramatic craft, students can focus on the conventions of tragedy, building on their knowledge of the conventions of comedy from last year. Students progress from Year 7 to explore more challenging and complex themes including power, ambition, witchcraft, regicide and divine right.</p> <p><b>Assessment</b> – Literature – Character Development</p>
Autumn Term 2	Spring Term 2	Summer Term 3
<p><b>Year 8 – Novel Study – The Woman In Black / Shiverton Hall</b> <span style="background-color: #90EE90; padding: 2px;">1</span></p> <p><b>The gothic theme progresses on from the ‘fantastic beasts’ theme of year 7 as it also includes exploration of monsters (both fantastic and human!)</b></p> <p>The novel in Year 8 facilitates the further teaching of narrative conventions and pupils study <b>The Woman In Black or Shiverton Hall</b></p> <p>Pupils learn how to analyse the language and structure of a text focusing on narrative perspective, foreshadowing and flashback. Pupils critically evaluate a given extract, supporting points with quotations and developing an analytical response. Pupils embed quotations supporting their ability to critically evaluate a text. Pupils explore the conventions of Gothic writing in the text.</p>	<p><b>Year 8 – Play Text – Frankenstein</b> <span style="background-color: #90EE90; padding: 2px;">1</span> <span style="background-color: #D3D3D3; padding: 2px;">9</span> <span style="background-color: #FFFF00; padding: 2px;">4</span></p> <p>In Year 8, pupils also analyse and explore a playwright’s messages and intentions and pupils analyse theme and context such as social class, social division, discrimination and prejudice applying their understanding of the Gothic genre from previous units</p> <p><b>Progression</b> - Further exploration of this engaging theme through another different form. This play text revisits and develops students’ understanding of dramatic conventions but allows for the analysis of gothic conventions relevant to the theme. This precedes the study of Shakespeare to facilitate the study of dramatic tragic conventions with the difficulty of the Shakespearean language. The Oxford playscript version is again used to be accessible for younger students.</p>	<p><b>Year 8 – Gothic and 19<sup>th</sup> century fiction unit</b> <span style="background-color: #90EE90; padding: 2px;">1</span></p> <p>In Year 8, the thematic approach to literature study continues with analysis of Gothic and 19<sup>th</sup> century Gothic fiction. Pupils experience a wide range of literature through the ages from writers such as: <b>Brothers Grimm, Edgar Allen Poe, Bram Stoker, Neil Gaiman, Charles Dickens and Arthur Conan Doyle.</b> Pupils develop reading skills by analysing and exploring the conventions of Gothic literature. Pupils explore how writers create meaning in a range of fiction and non-fiction texts and explain how language is used for effect, ensuring they use the conventions of gothic fiction in their analysis.</p> <p><b>Progression</b> - This unit consolidates the study of the theme with a selection of fiction and non-fiction extracts relevant to the theme. This unit has a more detailed focus on the conventions of different non-fiction texts in preparation for Year 9’s dedicated non-fiction unit and GCSE. Students access an overview of</p>

<p><b>Creative Writing</b> – Pupils continue to explore the key terms associated with creative writing, writing for effect, characterisation, using the senses for descriptive writing and creating a setting. This progresses from the Year 7 introductions to literary techniques and consolidates understanding for the forthcoming unit.</p> <p><b>Progression</b> - Each year group begins with a novel study to inspire a love of literature. In Year 8, this is through a contemporary gothic text which is engaging, ambitious and accessible and inspires a love of reading and great literature from the start of year 8, building on their reading experiences from year 7. These challenging novels are allocated a whole term so literary techniques and skills can be revisited and developed thoroughly. The novel introduces the gothic conventions.</p> <p>‘The Woman in Black’ is a pastiche of Victorian gothic writing, using a first person narrative which is more challenging than the year 7 novel.</p> <p>On review, a second text was required for lower ability students who did not enjoy ‘The Woman in Black’ because of the Victorian style descriptions and difficult vocabulary. Therefore ‘Shiverton Hall’ was introduced to progress from Year 7 but to facilitate accessibility to the gothic conventions.</p> <p><b>Assessment</b> – Creative Writing</p>	<p>This unit also furthers students’ exploration of other important themes including prejudice and discrimination.</p> <p><b>Assessment – END OF YEAR EXAM – Woman In Black extract</b></p>	<p>gothic fiction texts establishing timeline and how conventions have been subverted and developed through time e.g. ‘The Mysteries of Udolpho.’ There is focused teaching of transactional writing to build on the skills of creative writing but with the challenge of persuasive, argument and informative writing.</p> <p><b>Assessment</b> – Non-Fiction – Reading – Paper 2 Q3</p>
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No.	<ul style="list-style-type: none"> <li>• Cross Curricular Link</li> <li>• Literacy</li> <li>• Numeracy</li> </ul> <b>highlighted in topics</b>	Examples
1	Literacy and Oracy	
2	Numeracy	
3	RSE **	
4	SMSC /CITIZENSHIP*	
5	Digital Competency	
6	Careers	
7	Enterprise	
8	Economic Understanding	
9	Appreciation of Sports and the Arts	

**YEAR 8 ENGLISH TERM 1 – NOVEL STUDY**

<b>Rationale:</b>									
<b>Week 1</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
The title of the novel and book covers	Novel Study – The Woman in Black	Novel study in Y7 -Harry Potter	Infer, personal response, Interpretation	What can we infer from the title, blurb and a range of book covers?	Verbal class discussion of title. Written responses to a range of book covers. Analysis of what we learn from the blurb.	Create a fact file on Susan Hill	Verbal feedback. Teacher assessed and peer assessed responses to book cover interpretations.	Power point, Images of a range of book covers.	Analytic writing in response to book covers and the blurb.
Creative writing – Creating characters	Literacy	Literacy skills developed in Y7	Showing, telling, characterisation, verb, adverbs, adjectives	How do we create a convincing character?	Written responses to character images. Writing to describe a character		Peer assessment of written character descriptions.	Power point	Writing to describe
<b>Week 2</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Context and the novel	Novel study – The Woman in Black	Novel study in Y7 – Harry Potter	Context, influences, Gothic genre	What does context mean? How is it important when studying a novel?	Written responses to context knowledge sheets. Discussion as a class.	Gothic vocabulary task– how do these words create tension and suspense?	Verbal feedback in class. Teacher assessment of written responses.	Power point	Reading for understanding. Writing in response to context knowledge gained.
Creative writing – developing characterisation	Literacy	Literacy skills developed in Y7	Characterisation, emotions, appearance, vocabulary	How do we create a character? – vocabulary choices	Written task- Create convincing characters - considering vocabulary choices		Teacher assessment of written response	Power point	Writing to describe
<b>Week 3</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Chapter 1- Christmas Eve	Novel study – The Woman in Black	Novel study in Y7 – Harry Potter	Atmosphere, narrator, setting	To give a personal response to the atmosphere/setting in chapter 1. What do we learn about the narrator?	Read chapter 1. Written responses to questions on the setting and the narrator	Read extract from chapter 1 and answer the questions	Verbal feedback. Written teacher feedback.	Power point	Reading the chapter for understanding. Speaking- sharing ideas verbally in class. Writing analytical responses to short extracts
Creative writing – setting	Literacy	Literacy skills developed in Y7	Setting, metaphor, simile, personification senses	How do we create effective settings?	Analysis of short extract to identify reference to the senses. Writing paragraphs to describe settings of given images.		Teacher assessment of written responses.	Power point	Writing to describe.
<b>Week 4</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Chapter 2- A London Particular	Novel study – The Woman in Black	Novel study in y7 – Harry Potter	Atmosphere, pathetic fallacy, narrator, foreshadowing	How does Hill use language to create atmosphere?	Read chapter 2. Annotation and analysis of short extracts	Analyse short extracts from chapter 2. What do they foreshadow? Write a paragraph about what you think happens next.	Verbal feedback, teacher assessment of paragraphed responses	Power point	Reading for understanding. Writing analytical paragraphs.
Creative writing – story telling	Literacy	Literacy skills from Y7	Story, genre, protagonist, antagonist.	What are the key features of a story?	Identifying genre. Note taking on key features. Creating conflict in a story.		Verbal feedback.	Power point.	Speaking – sharing ideas in class. Writing – features of a story.

Week 5	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 3- The Journey North	Novel Study – The Woman in Black	Novel study in Y7- Harry Potter	Atmosphere, characterisation, mood, tension	How does the writer use language to create atmosphere?	Read chapter 3. Verbal discussion Respond to extracts. Write a letter to Stella.	Using an image, write a Gothic story. Sentence starters provided.	Verbal feedback. Teacher written feedback of completed tasks.	Power point.	Reading chapter 3 for understanding. Written responses to short extracts.
Creative writing – story opening	Literacy	Literacy skills from Y7	Effective openings, narrative hook	What makes an effective story opening?	Written responses to a range of story openings. Verbal sharing of ideas.		Teacher assessment of written responses.	Power point. Pdf worksheet printed out.	Reading for understanding of sort extracts. Writing to show understanding.
Week 6	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 4 – The Funeral of Mrs Drablow	Novel study – The Woman in Black	Novel study in Y7 – Harry Potter	Inference, unease, tension, sinister	How does the writer create a sense of unease in the chapter?	Read the beginning of chapter 4. Written response to short extracts.	Read the beginning of the story ‘The Attic’. Now continue the story.	Verbal feedback. Written teacher feedback in books.	Power point	Reading the beginning of chapter 4 for understanding. Writing – responses to short extracts for understanding.
Creative writing – Using a range of sentences in stories.	Literacy	Literacy skills from Y7	Sentences, simple, complex sentences.	How can we use a range of sentences for effect?	Writing a range of sentences.		Written teacher assessment on sentences created.	Power point.	Writing – creative use of a range of sentences.
Week 7	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 4 – The Funeral of Mrs Drablow	Novel study – The Woman in Black	Novel study in Y7 – Harry Potter.	Character, characterisation, impression	How does Hill use language to create an impression of character?	Read to the end of chapter 4. Written responding to extracts. Finding key quotes.	First impressions of the Woman in Black – finding evidence from extracts and explaining findings.	Verbal assessment. Teacher assessment of written work.	Power point.	Reading for understanding. Analytical writing.
Creative writing – story endings	Literacy	Literacy from Y7	Story endings, vocabulary choices.	How to ensure we use an effective story ending?	Writing a story with a given ending.		Teacher assessment of completed story.	Power point	Creative writing
Week 8	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 5 – Across the Causeway	Novel study – The Woman in Black	Novel study in Y7 – Harry Potter	Isolation, senses, structure	How does Hill use language to create contrasting feelings of isolation and comfort?	Reading the first part of chapter 5. Analysing an extract. Zooming in on specific quotes.	Chapter 5 gap fill task	Verbal feedback. Written teacher feedback to language analysis task.	Power point.	Reading for understanding. Speaking –sharing ideas verbally in class. Writing- responses to given extract.
Creative writing – writing to describe	Literacy	Literacy from Y7	Adverb, adjective, simile, metaphor, senses	To consolidate and improve our descriptive writing skills	Verbal response to images. Write a description of a market scene.		Verbal feedback. Peer assessment of descriptive responses.	Power point	Speaking – sharing ideas in class. Writing descriptively.

**YEAR 8 ENGLISH TERM 2 – NOVEL STUDY**

Rationale:									
Week 1	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement

Chapter 5 – Across the Causeway	Novel Study – The Woman in Black	Novel study in Y7 – Harry Potter	Structure, tension, atmosphere, pivotal moment.	How does Hill use language and structure to present the character of the Woman in Black?	Discussion as a class of Arthur’s mood. Read the final part of chapter 5. Analyse for pivotal moments. Plot graph of the events of chapter 5.	Write the first paragraphs of the next chapter. What do you think will happen next?	Verbal feedback.	Power point.	Reading for understanding.
Creative writing – travel writing (writing to describe)	Literacy	Literacy from Y7	Reader, hook, powerful verbs, impact on the reader	How can we describe a travel destination effectively?	Write a description of Majorca.		Paired peer assessment. Teacher assessment of written response.	Power point	Writing to describe
<b>Week 2</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Chapter 5 – Across the Causeway	Novel study – The Woman in Black	Novel study in Y7 – Harry Potter	Fear, feelings, types of fear	How does the writer create a feeling of fear in this part of the novel?	Annotating the extract. Writing paragraphed responses.	Pathetic fallacy task 1.	Written assessment of paragraphed responses.	Power point.	Reading for understanding. Analytical writing using a given extract.
Creative writing – descriptive writing	Literacy	Literacy from Y7	Senses, mood atmosphere	How do writers create mood/atmosphere in their creative writing?	Respond to a series of images. Analyse a short extract identifying where mood and atmosphere are created.		Teacher assessment of written responses. Verbal feedback to class discussion.	Power point.	Speaking – sharing thoughts and ideas as a class. Reading – responding to a short extract.
<b>Week 3</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Chapter 6- The Sound of the Pony and Trap.	Novel study – The Woman in Black	Novel study in Y7 – Harry Potter	Tension, manipulating, feelings.	How does Hill create tension in this chapter by manipulating the reader’s reaction?	Read the first half of chapter 6. Verbally sharing opinions. Written response to key extract. Considering our feelings about the main character.	Pathetic fallacy task 2.	Verbal feedback. Teacher written assessment of completed task.	Power point.	Reading for understanding. Writing – analytical response to an extract. Speaking-responding to verbal questioning.
Creative writing – descriptive writing challenges	Literacy	Literacy from Y7	Verb, adverb, simile, metaphor, adjective, alliteration.	How can we develop our descriptive writing?	Respond to a range of images. Writing a paragraph to describe each image.		Teacher assessment of written response.	Power point	Writing creatively to arrange of images.
<b>Week 4</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Chapter 6 – The Sound of the Pony and Trap	Novel study – The Woman in Black	Novel study in Y7 – Harry Potter	Plot, structure, dramatic impact	How does Hill use structure for sensational and dramatic impact in The Woman in Black?	Read second half of chapter 6. Colour-code plot to consider structure. Debate about what Arthur should do next. Arthur diary entry task.	Synonyms of key Gothic words- complete worksheet.	Verbal feedback of colour coding task and debate responses.	Power point	Reading for understanding. Speaking- sharing ideas as a class.

Creative writing – Gothic images	Literacy	Literacy from Y7	Gothic, darkness, feelings	What impression do we get from a range of Gothic images?	To respond to a range of Gothic images. To answer questions using imagination. To write the opening to a story.		Verbal feedback to questions. Teacher assessment of written story opening.	Power point	Reading a range of thought provoking questions. Speaking-sharing ideas with the class. Writing a creative story opening.
<b>Week 5</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Chapter 7-Mr Jerome is Afraid Chapter 8 – Spider	Novel study – The Woman in Black	Novel study in Y7 – Harry Potter	Perspective, dramatic irony.	How do the different character and narrative perspectives of chapter 7 & 8 create tension for the reader?	Read chapter 7. Read chapter 8. Identifying key quotes. Analysing extracts and interpreting what we learn about the characters.	Gothic ghost story extract –‘The Canterville Ghost.’ Read the extract and respond to the questions.	Verbal feedback. Teacher assessment of written responses.	Power point	Reading for understanding. Written responses to extracts. Speaking – sharing ideas in class.
Creative writing- Gothic writing	Literacy	Literacy from Y7	Haunted, atmosphere, mood.	How do we create an atmosphere in our creative writing?	Respond to a haunted house task. Write a paragraph to continue the story effectively.		Verbal feedback during the lesson. Teacher assessment of written responses.	Power point	Writing creatively using Gothic images.
<b>Week 6</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Chapter 9 – In The Nursery	Novel study – The Woman in Black	Novel study in Y7 – Harry Potter	Structure, tension, pivotal moments.	How and why does the writer increase tension in this chapter?	Written response to Arthur’s journey.  Written advice to a friend about creating an effective ghost story. Debate about our feelings on the novel.	Respond to questions on a range of short extracts from chapter 9	Verbal feedback. Written teacher  Assessment of completed written task.	Power point.	Reading for understanding. Speaking – verbal sharing  of ideas in debate style. Writing – written advice task.
Creative writing – Gothic words	Literacy	Literacy from Y7	Gothic, definitions	How can we use a range of Gothic words in our creative writing?	Using words from a Gothic word bank effectively in our written work.		Teacher assessment of written responses.	Word documents	Writing using Gothic words effectively.
<b>Week 7</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Chapter 9 – In the Nursery Chapter 10 – Whistle and I’ll Come to You	Novel – The Woman in Black	Novel study in Y7 – Harry Potter	Pathetic fallacy, setting.	How does Hill use pathetic fallacy for effect in chapter 9? Creative writing.	Read to the end of chapter 9. Written response to a given extract. Identifying pathetic fallacy. Read chapter 10. Write ghost story.	Reading ‘The Monkey’s Paw’ extract. Responding to questions.	Verbal feedback in class. Peer assessment of completed stories.	Power point.	Reading for understanding. Writing – creative writing piece.
Creative writing – Gothic settings	Literacy	Literacy from Y7	The senses, adjectives.	How can we create an effective Gothic setting?	Consider what makes an effective Gothic setting.		Verbal feedback in class.	Power point	Speaking – sharing ideas in pairs and as a class.

Week 8	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 11- A Packet of Letters Chapter 12 – The Woman in Black	Novel study – The Woman in Black	Novel study in Y7 – Harry Potter	Sympathy, justify, interpretation, reflection	Do we feel any sympathy for the Woman in Black? Does it feel like the end of the story? Is the Woman in Black a true ghost story?	Read chapter 11. Create a timeline of Jennet Humfrye and Alice Drablow. Verbal discussion of our feelings towards the Woman in Black. Read chapter 12. Verbal and written reflection on the ending of the novel. Write your own review of the novel.	Correct the errors – proofreading task.	Verbal feedback during discussion. Written feedback on book review task.	Power point.	Reading for understanding. Speaking – sharing ideas verbally in class. Written response in the form of a book review.
Creative writing – building suspense and tension	Literacy	Literacy from Y7	Suspense, tension, atmosphere	How do writers create suspense and tension in stories?	Respond to short extracts to consider how suspense and tension is created.		Verbal feedback on student responses	Power point	Speaking- sharing ideas verbally in class. Responding verbally to the comments of other students.

YEAR 8 ENGLISH TERM 3 – POETRY									
Rationale:									
Week 1	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
The Vampire	Gothic Poetry	Year 7 Poetry Unit	Personification Juxtaposition Imagery	Language/structure /form analysis Article writing	How does Prelutsky create tension in his poem?	Write a newspaper account of what is found the morning after the vampire’s deeds.	Teacher assessment	PPT Poem	Reading Comprehension Analytical writing
Week 2	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
To Be a Ghost	Gothic Poetry	Year 7 Poetry Unit	Onomatopoeia Formal Stereotype	Language/structure /form analysis Creative writing	Write an advertisement for the job of a ghost.  Write a formal letter of application for the job of a ghost in response to the advert you have written.	Use your exploration of the stereotypical Gothic story features to write the opening of your own ghost story.	Peer assessment	PPT Poem Job advert template Letter template	Reading Comprehension Non-fiction writing
Week 3	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement

Miller's End	Gothic Poetry	Year 7 Poetry Unit	Folk ballad Metre Rhyme scheme	Language/structure /form analysis Letter writing	Write a letter from the narrator of the poem to a friend recounting the events of the poem.	Write a letter from Miss Wickerby's perspective.	Teacher assessment	PPT Poem	Reading Comprehension Non-fiction writing
<b>Week 4</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
The Terrible Path	Gothic Poetry	Year 7 Poetry Unit	Imagery Modal verb Alliteration	Language/structure /form analysis	How does the poet present the passage of time in 'The Terrible Path'?	Write a review of the poem 'The Terrible Path' for the school newsletter, aimed at students ages 11-14.	Self assessment	PPT Poem	Reading Comprehension Analytical writing
<b>Week 5</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Prince Kano	Gothic Poetry	Year 7 Poetry Unit	Colour imagery Dialogue Hyperbole Personification	Language/structure /form analysis	How does Lowbury present fear and tension in 'Prince Kano'?	Using your table on Prince Kano's emotions throughout the poem, write a diary entry for Prince Kano in which he recounts his experiences and feelings during these events.	Teacher assessment	PPT Poem	Reading Comprehension Analytical writing
<b>Week 6</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
The Listeners	Gothic Poetry	Year 7 Poetry Unit	Sibilance Tone Verb	Language/structure /form analysis Persuasive writing	Ghosts: Complete nonsense of a distinct possibility?	Research estate agents' websites – for example on Right Move – and use them to help you create an advert for the house featured in the poem. Draw a picture of what you think the house looks like. Turn any negative descriptions into positives.	Peer assessment Teacher verbal feedback	PPT Poem	Reading Comprehension Persuasive writing
<b>Week 7</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
The Dance of Death	Gothic Poetry	Year 7 Poetry Unit	Onomatopoeia Tone Metaphor Personification	Language/structure /form analysis	How is a frightening atmosphere created in 'The Dance of Death'?	Invite more dead people to the Dance of Death by writing a leaflet persuading other corpses to come!	Teacher assessment	PPT Poem	Reading Comprehension Analytical writing
<b>Week 8</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Do Not Stand at My Grave and Weep/Song	Gothic Poetry	Year 7 Poetry Unit	Anaphora Sematic field Rhyming couplets	Language/structure /form analysis Comparative analysis	Compare how the poets present ideas about death and mourning	Research a famous person (dead or living) who has lived an interesting and fulfilling life. Write their obituary.	Teacher assessment	PPT Poems	Reading Comprehension Analytical writing

**YEAR 8 ENGLISH TERM 4 – PLAY TEXT**

<b>Rationale:</b>									
<b>Week 1</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Gothic conventions  The Prologue	Play study- Frankenstein	Play studied in Y7 – His Dark Materials	Fear, conventions, Gothic, setting, prologue	To explore the conventions and effect of Gothic writing. To understand the prologue.	To mind map features of a Gothic/ghost story To respond to a short extract from Dracula To read and respond to the prologue	Create a fact file on Phillip Pullman (the playwright)	Verbal feedback in the lesson. Teacher assessment of written responses	Power points The play text	Speaking – sharing ideas aloud as a class. Reading a short extract and the prologue. Writing response to an extract and the prologue.
<b>Week 2</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Act 1 - Pathetic Fallacy. Historical and Social Context	Play study- Frankenstein	Play study from last week	Pathetic fallacy, traits, morals, ambition	To explore how the scene is set through the use of pathetic fallacy	Students will consider how the weather can be used to create a mood/atmosphere and to represent a character. Students will respond to short video clips and consider Victorian views on religion. Write a speech from Clerval to Frankenstein.	Draw what you think the monster looks like and label your drawing with relevant adjectives	Verbal feedback in class. Peer assessment of speech. Teacher assessment of completed speech.	Power points. Video clips. The play text	Speaking- sharing ideas aloud. Writing a speech from a given perspective.

<b>Week 3</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Act 2 – Themes – Prejudice	Play study - Frankenstein	Play study from last week	Theme, prejudice, viewpoint, perception, freak show, inference, connotations	To be able to explore the theme of prejudice and how it is presented in the play	Read Act 2. To respond to questions about prejudice and how it is connected to the play. Consider context knowledge – Freak shows and John Merrick. Write a speech as the monster. Design a freak show sign for the monster.	Draw and label Frankenstein’s laboratory	Verbal feedback on ideas shared in class in response to prejudice stimulus. Teacher assessment of speech created.	Power points. Play text.	Speaking – sharing views to the class. Reading Act 2 for understanding. Writing a speech.
<b>Week 4</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum</b>

									<b>Statement</b>
Act 3 – interpretation of character and how tension is created.	Play study - Frankenstein	Play study last week	Characterisation, tension, interpretation, rhetorical question.	To explore alternative interpretations of characters and what it means to be human. To explore how tension is created in the play.	To discuss what it means to be human. Read Act 3. To look at stage directions and consider how they are used to create tension.	Vocabulary task- Write an interesting sentence using each of these words: Mysterious Different Similarly Gothic Genre Suspense Atmosphere Gruesome Revenge Tension	Verbal feedback given in class. Verbal questioning during the reading of Act 3. Teacher assessment of written responses to tension questions.	Power points. Play text	Speaking aloud and sharing ideas verbally. Reading the play aloud. Writing in response to the stage directions and how tension is created.
<b>Week 5</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Act 3 – persuasive language and creating characters	Play study - Frankenstein	Play study last week	Persuasion, aspects, inclusive pronouns, inference, convey	To explore how writers persuade their audiences To create a convincing character	Verbal discussion about the monster and whether he should have a wife. Write a speech arguing if he should have a wife. Write a script of a scene omitted from the play	Write a story which includes a monster of your own creation.	Verbal feedback on discussion in class. Written teacher feedback on speech and script created.	Power points. Play text.	Speaking – sharing ideas aloud in class debate. Writing a speech and script – focus on the features required.
<b>Week 6</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Act 4 – stage directions and effective openings/endings.	Play study - Frankenstein	Play study from last week	Narrative, endings, openings, headline	To explore how openings and endings link and their impact. To sum up opinions and ideas on the play in the form of a newspaper article.	Students will note similarities and differences between the stage directions for Act 4 and at the start of the play. Students will identify the endings used for a selection of stories and consider how effective they are. Read Act 4. Write a newspaper article about the death of William.	Create a poster to advertise the play Frankenstein- use persuasive techniques	Verbal feedback in the lesson. Teacher written feedback on newspaper articles produced.	Power points. Play text.	Speaking – sharing ideas in class. Reading short extracts for understanding of effective endings. Creative writing – newspaper article.
<b>Week 7</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Act 4 – perspective, creative writing.	Play study - Frankenstein	Play study from last week	Perspective, compound sentence, complex sentence	To be able to rewrite a scene	Verbal discussion on perspective in	You are a reporter sent to interview Frankenstein.	Verbal feedback in class. Teacher	Power points. Play text.	Speaking- sharing ideas verbally in

				from a different character's perspective To be able to create a piece of descriptive writing which includes a variety of sentences and sentence openers.	relation to the scene on page 52. To rewrite the scene from the monster's perspective.	Write five questions you want to ask him and then write the answers from the perspective of Frankenstein.	written feedback on scene created. Peer assessment of descriptive writing produced.		class on perspective. Reading – peer assessment task. Writing creatively.
<b>Week 8</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Creative writing – showing not telling.	Play study - Frankenstein	Play study from last week	Zooming in, onomatopoeia, simile, metaphor.	To be able to use the zoom technique to effectively describe a scene in detail.	Read a short extract and as a class discuss the features that make this an effective piece of creative writing. Teacher led zooming in and out to describe an image. Students write a description of Frankenstein's laboratory using a given image.	Write review of the play- What did you like/dislike about it? How would you change it if you were to write it? Would you recommend the play? Who to and why?	Verbal feedback in class during discussion. Teacher assessment of written description.	Power points. Play text	Speaking – sharing ideas and feedback on short extract. Reading extract to identify features. Creating writing – description.

Rationale:									
Week 1	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Act One	Macbeth	Y7 Shakespeare – Midsummer Night’s Dream	Context Atmosphere Anaphora Stage Directions Speech	Play structure/language analysis/	How does Shakespeare show and interest us in the witches at the beginning of the play?  Class discussion: Think about : The setting- mood and atmosphere Characters The witches How do they speak? What devices has Shakespeare used? Does what they say make any sense?	Create a fact sheet about Shakespeare. Include James I and the role of the witches within the play.	Teacher verbal feedback Teacher Assessment	PowerPoint Play Extract	Reading comprehension, analytical writing, creative writing
Week 2	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Act 1	Macbeth	Y7 Shakespeare – Midsummer Night’s Dream	Allusion Bravery Soliloquy	Language analysis/reading/Understanding Shakespearean language	-What words/phrases are used to describe Macbeth? -Comprehension questions -Explain first impressions of Macbeth	Write a PETER paragraph explaining how Macbeth is being presented to the audience within the battle at the start of the play.	Peer assessment Teacher verbal feedback Teacher Assessment	PowerPoint Play Extract	Reading comprehension and analytical writing
Week 3	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Act 1	Macbeth	Y7 Shakespeare – Midsummer Night’s Dream	Gender Ambition Foreshadowing	Creative writing/Letter layout	-Imagine you are Banquo. Following the events of Act 1, scene 3 you decide to write a letter to a friend about what happened - How does the announcement of Malcom as heir to the throne affect Macbeth?	Consider the predictions made by the witches, write a short piece about how you think they will come true?	Peer assessment Teacher verbal feedback Teacher Assessment	PowerPoint Play Extract	Reading comprehension, analytical writing and creative writing,
Week 4	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Act 1	Macbeth	Y7 Shakespeare – Midsummer Night’s Dream	Ambition Greed Aggression Characterisation Courage Patriarchy Conscience	Comprehension/ Writing analysis/Literary devices	-First impressions of Lady Macbeth -Targeted questions about Lady Macbeth’s character - Write a PETER paragraph about Lady Macbeth	Creative writing – imagine what was in the letter sent to Lady Macbeth from her husband. Explain how he feels about the predictions and what he wants to do about them.	Peer assessment Teacher Assessment	PowerPoint Play Extract	Reading comprehension, analytical writing, creative writing
Week 5	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Act 2	Macbeth	Y7 Shakespeare – Midsummer Night’s Dream	Dramatic Irony Atmosphere Conscious Witchcraft	Annotation/language analysis/ analytical writing/Peer and Self assessing	-Text analysis: What does it reveal to an audience about their relationship at this point in the play?	Include an extract. In Macbeth’s soliloquy in Act 1 Scene 7, Macbeth is agonising	Peer assessment Teacher verbal feedback Teacher Assessment	PowerPoint Play Extract	Reading comprehension, analytical writing

			Murder Secrecy Iambic Pentameter		- Macbeth comprehension questions - Highlight key phrases and words that relate to theme -Peer/self-assess	over whether he should kill King Duncan or not. How does his attitude change as the soliloquy progresses? What thoughts cause him to change his mind?			
<b>Week 6</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Act 2	Macbeth	Y7 Shakespeare – Midsummer Night’s Dream	Motif Guilt Comic Relief Pathetic Fallacy Masculinity and Femininity	Masculinity/Femininity / Language analysis/reading	-Creative task: Create your own set of questions for the characters in the play. - Identifying motifs and themes within the play - Identifying the use of comic relief with the Porter -How does Shakespeare create mood and atmosphere?	Prepare an argument for a debate on the following topic: Does Macbeth deserve sympathy for his murderous deeds?	Peer assessment Teacher verbal feedback Teacher Assessment	PowerPoint Play Extract	Reading comprehension, analytical writing and creative writing
<b>Week 7</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Act 3	Macbeth	Y7 Shakespeare – Midsummer Night’s Dream	Trochaic Tetrameter Apparitions Foreboding	Annotation/language analysis/ analytical writing/Acting out of scenes	-Analytical writing with extract question -Explaining the importance of Act 3 - Acting out of scenes	Discuss the mood at the start of Act 3. How do the characters feel and how does Shakespeare use language to create this mood? Use PETER to structure your response	Peer assessment Teacher verbal feedback Teacher Assessment	PowerPoint Play Extract	Reading comprehension, analytical writing and creative writing
<b>Week 8</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Act 4 and 5	Macbeth	Y7 Shakespeare – Midsummer Night’s Dream	Denouement Soliloquy	Annotation/language analysis/ analytical writing/Peer and Self assessing	-Analysing the stage directions -How is evil presented in the apparitions? - Class quote annotations - Macbeth no longer seeks his wife’s guidance but places his trust in the witches. How does this affect the mood of the play? - Considering the violence that took place at the end of the play	Storyboard events from the play in eight scenes in the correct order. Include a caption for each scene	Peer assessment Teacher verbal feedback Teacher Assessment	PowerPoint Play Extract	Reading comprehension, analytical writing and creative writing

YEAR 8 ENGLISH TERM 6 – GOTHIC THEMED UNIT									
Rationale:									
Week 1	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement

Introduction to Gothic	Themed unit: Gothic	Whole class book study – The Woman in Black	Gothic, conventions, setting, character, theme	Develop an understanding of what is meant by the term 'gothic'	Describe the images, list 5 adjectives that you think might be used to describe the term 'Gothic', notes from the 'gothic conventions' video, write your own definition	Write an opening for your own gothic story	Definition peer-assessed  Creative writing – teacher assessed	PowerPoint, Gothic literature timeline, definition sheet, gothic snap cards, Gothic Fiction knowledge organiser	Creative writing
Gothic setting and places			Pathetic fallacy	Explore typical settings in Gothic fiction	Write a list of all the places you think fit the typical Gothic setting. Write a descriptive sentence describing the weather. 'You do annotation'				
<b>Week 2</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Setting – Mysterious and enclosed spaces	Themed unit: Gothic	Whole class book study – The Woman in Black	Atmosphere, entrapment, pathetic fallacy, personification	Explore typical settings in Gothic fiction in more detail	Make a list of all the different places that people might be scared to visit – explain why. Notes from the video. How is setting used to create an unsettling atmosphere in the extract?	Make your own Gothic setting – draw and annotate with detailed labels – write a description about your setting.	PEE paragraphs teacher assessed Annotations – self-assessed	PowerPoint, video, extracts	Reading, creative writing, analytical writing.
<b>Week 3</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Extract study – Brothers Grimm, Little Red Cap – Gothic fairy tales	Themed unit: Gothic	Whole class book study – The Woman in Black	Compare, conventions	Compare the conventions of Gothic literature and fairy tales. How has the writer used gothic conventions to create a spooky and tense atmosphere?	Language analysis paragraphs, annotations, creative writing	Pick a well-known fairy tale and rewrite it to make it more gothic – suggestions included in the PowerPoint.	Paragraphs and – teacher assessed Creative writing – peer-assessed	PowerPoint, extract, videos, Edgar Allan Poe fact file worksheet	Analytical writing, creative writing
<b>Week 4</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Extract study – 'The Oval Portrait', Edgar Allan Poe	Themed unit: Gothic	Whole class book study – The Woman in Black	Evaluate, features, setting, atmosphere, tone, contrast	Evaluate and reproduce effective features of Gothic fiction	Explain the narrative, comprehension questions	Creative writing tasks on slide 6 of the PowerPoint – choice of task and sentence starters provided	Paragraphs and – teacher assessed Creative writing – peer-assessed	PowerPoint, extract, video, Edgar Allan Poe fact file worksheet	Reading comprehension, analytical writing, creative writing
<b>Week 5</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Extract study – Dracula – Vampire fiction	Themed unit: Gothic	Whole class book study – The Woman in Black	Conventions, context, verb, simile, adjective	Consider the history and conventions of Vampire Fiction. What is context? How has the writer used language to describe Dracula?	Annotation and language analysis, PETE table, paragraphs	Practice question: How does Watkins use verbs throughout the story to show us how violent the Baron is? Write at least three paragraphs in response – sentence starters included.	Teacher assessed	PowerPoint, extract, wordsearch, reading comprehension activity	Reading comprehension, analytical writing

Extract study – Dracula			Explicit, implicit, tension, adjective, onomatopoeia, connotations, simile	Identify and interpret explicit and implicit information. How is the appearance of Dracula built up by the writer? How can we tell that Harker is repulsed and frightened by Dracula? What impressions do you get of Dracula?	Annotations, comprehension questions, quotation table, paragraphs in response to the question, creative task	Rewrite this encounter from Dracula’s point of view	Comprehension questions – peer-assessed		
<b>Week 6</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Extract study – Coraline	Themed unit: Gothic	Whole class book study – The Woman in Black	Explicit, onomatopoeia, simple sentence, adverb, adjective, verb, simile	Identify and interpret explicit information and ideas. How has the writer used language to describe the mysterious shape?	Mind-map of the gothic elements in the movie trailer, annotations for language and structure analysis, PETE table, paragraphs, creative task	Write an account of a nightmare	Mind-map – self-assessed Paragraphs – Teacher assessed	PowerPoint, extract, video clip	Analytical writing, creative writing
<b>Week 7</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Extract study – Great Expectations	Themed unit: Gothic	Whole class book study – The Woman in Black	Superlative, adjective, comparisons, connotations, structure	How has the writer structured to text the interest the reader?	Annotations, structure planning table, paragraphs analysing structure, creative task	Write a description of Miss Havisham’s room – success criteria included	True and false activity – self-assessed  Paragraphs – Teacher assessed	PowerPoint, extract, structure help sheet, structure planning table, structure language wordmat	Analytical writing, writing about structure, creative writing
<b>Week 8</b>	<b>Topic</b>	<b>Prior Learning</b>	<b>Key vocabulary/grammar</b>	<b>Key Skills</b>	<b>Project/written work</b>	<b>Homework</b>	<b>Assessment for Learning</b>	<b>Resources</b>	<b>National Curriculum Statement</b>
Extract study – ‘The Hound of the Baskervilles’	Themed unit: Gothic	Whole class book study – The Woman in Black	Features, narrator, explain why, tension	How does the writer create tension and build up to the appearance of the creature?	Mind-map of gothic features, annotations, PEE table and paragraphs in response to the question, draw a picture of the ‘hellish’ hound and label with quotes from the extract	Practice question: Read the whole extract again. How has Sir Arthur Conan Doyle used language and structure to create a sense of horror? Sentence starters and plan included	Self-assessed, peer-assessed and teacher assessed	PowerPoint, extract, PEE table	Analytical writing, creative writing

