

Meden School Curriculum Planning							
Subject	English	Year Group	8	Sequence No.	2	Topic	Gothic Reading (HT4)

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>Week 1</p> <ul style="list-style-type: none"> ○ What makes a good story? ○ What are descriptive language features that are effective in this type of writing? ○ What is gothic fiction and what features do we expect to see? <p>Week 2</p> <ul style="list-style-type: none"> ○ What is gothic fiction? ○ What are the features of gothic fiction? ○ What are three types of gold sentence? <p>Week 3</p> <ul style="list-style-type: none"> ○ What is narrative perspective? ○ What is a cyclical narrative? ○ What is foreshadowing? 	<p>3 lessons per week</p> <p>Week 1</p> <p>Language focus. Reminder of gothic features and explicit teaching of language features (use extract to support this and show examples). Also looking at different sentence types and focusing on vocabulary and improvement. Can use final writing assessment from HT3 to transition into reading from writing.</p> <ul style="list-style-type: none"> • How are the range of sentence types used for effect in the extract? • Which key vocabulary words make the extract successful? • Which key vocabulary words can I use to improve my own story? <p>Extracts: 'The Thing in the Upper Room' by Arthur Morrison</p> <p>See this link for examples for features of classic gothic texts: https://www.invaluable.com/blog/elements-of-gothic-literature/</p> <p>Week 2</p> <p>Structure focus. Looking at foreshadowing, using a new extract to identify and solidify understanding of the concept and build this into explicit teaching of</p>	<p>What voices do we explore in this unit?</p> <p>Fear – the fear of isolation Mental health and its connections to the supernatural and insanity. The 'other' – the idea of the outsider and how those voices are represented</p>

<p>Week 4</p> <ul style="list-style-type: none"> ○ What specific character stereotypes might we see in Gothic literature? ○ What is a contrast? ○ List four gold sentences. 	<p>narrative structure, narrative perspective and shifts (character, time and place etc) again using ones that are prevalent in the extract.</p> <ul style="list-style-type: none"> ● What is foreshadowing and why is it used in gothic literature? ● How is foreshadowing used in 'The Monkey's Paw'? <p>Extracts: 'The Monkey's Paw' by W.W. Jacobs</p>	
<p>Week 5</p> <ul style="list-style-type: none"> ○ What are the five senses? ○ What is an example of a complex sentence? ○ What makes an effective ending? 	<p>Foreshadowing examples and definition: https://literarydevices.net/foreshadowing/</p> <p>Week 3</p> <p>Language focus. Characters: Students to analyse characters in the Gothic genre by exploring stereotypes and specific aspects and features. This also links to language features, writers' methods and vocabulary instruction.</p> <ul style="list-style-type: none"> ● How is the character of Dr Jekyll introduced in this extract? ● How is the character of Mr Hyde introduced in this extract? ● What does the character of Jekyll and Hyde represent? 	
<p>Week 6</p> <ul style="list-style-type: none"> ○ What are the features of gothic literature? ○ What is drop, shift, zoom in, zoom out? ○ List five gold sentences 	<p>Extracts: 'Dr Jekyll and Mr Hyde' by Robert Louis Stevenson</p> <p>Characters: https://study.com/academy/lesson/gothic-novels-characteristics-examples.html</p>	
	<p>Week 4</p> <p>Structure focus. Endings: Students analysing structure in preparation for their assessment – considering writer choices and impact on the reader, how endings make a text more interesting or satisfying and considering structural features.</p>	

	<ul style="list-style-type: none"> • How do writers ensure the end of novels are effective? • What structural techniques make an effective ending to a novel? <p>Extracts: 'Dracula' by Bram Stoker</p> <p>Week 5</p> <p>Bringing together ideas in preparation for final assessment:</p> <p>New extract to read and explore - what is the big idea/focus in the extract? Students then explore both language and structure of a text and write about the effect of both.</p> <p>Extract: 'Rebecca' by Daphne Du Maurier</p> <p>Week 6</p> <p>Summative assessment week:</p> <ul style="list-style-type: none"> • Students complete a knowledge-based MCQ assessment on all terms taught in the unit. • Students also complete two mini assessments: one focusing on language and one on structure. <p>TBD</p>	
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