Meden School Curriculum Planning							
Subject	English	Year Group	8	Sequence No.	2	Topic	Gothic Imaginative Writing

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!'
Week 1: o What makes a good story? o What are descriptive writing features? o What is gothic fiction?	**Week 1** **Lesson 1 - What is gothic literature?** - a genre that emerged as one of the eeriest forms of Dark Romanticism in the late 1700s, a literary genre that emerged as a part of the larger Romanticism movement. Dark Romanticism is characterised by expressions of terror, gruesome narratives, supernatural elements, and dark, picturesque scenery. This fictional genre encompasses many different elements, and has undergone a series of revivals since its inception. **Lesson 2 - What are the features of gothic literature?** - Mystery and fear – **Mary Shelley's Frankenstein.** Shelley includes graveyards, castles and a monster to emphasise the fear factor 'Who shall conceive the horrors of my secret toil as I dabbed among the unhallowed damps of the grave or tortured the living animal to animate the lifeless clay?'	What voices do we explore in this unit? Fear – the fear of isolation Mental health and its connections to the supernatural and insanity. Understanding how the Victorian Period influenced the Gothic Genre – Industrial Revolution, Class Differences.

- Omens and curses – **Nathaniel Hawthorne's The House of Seven Gables**. Hawthorne creates a chill by cursing a family whose ancestor stole land from a man he had hanged. 'Shall we never, never get rid of this Past? … It lies upon the Present.'
- Atmosphere and setting – Horace Walpole's The Castle of Otranto. Walpole sets his novel in an old castle with a mysterious past and secret underground passages. 'Sir, whoever you are, take pity on a wretched princess standing on the brink of destruction: assist me to escape from this fatal castle, or in a few moments I may be made miserable forever.'
- Supernatural and paranormal activity – **Bram Stoker's Dracula.** Stoker uses vampires and werewolves, eerie shadows and the howling winds to create a fear of the unexplainable. 'I want you to believe…to believe in things that you cannot.'
- Romance – **Emily Bronte's Wuthering Heights**. Bronte's characters Catherine and Heathcliff's romance grows before being sabotaged by their families. 'I have not broken your heart – you have broken it; and in breaking it, you have broken mine.'
- Villain – **Charlotte Bronte's Jane Erye.** Bronte's character Edward Rochester starts with a brutish manner, but is driven to immoral behaviour. 'It was not my original intention to deceive as I have deceived you.'
- Emotional distress – **Charlotte Perkins Gilman's The Yellow Wallpaper.** Gilman uses a series of highly emotional diary entries written by a woman suffering from post-partum depression. 'I'm sure I never used to be so sensitive. I think it is due to this nervous condition.'
- Nightmares – **Steven King's Bag of Bones.** King incorporates nightmares to depict daunting visions of death

	including that of his character's wife. 'The dream didn't fade as dreams usually do upon waking.' - Anti-hero – **Oscar Wilde's The Picture of Dorian Grey.** Wilde creates a radiantly handsome gentlemen who quickly transcends into and antihero through immoral pursuits. 'Behind every exquisite thing that existed, there was something tragic.' - Damsel in distress – **Gregory Lewis' The Monk.** Lewis creates a vulnerable, virginal character, Antonia, who is both desired and degraded. 'You are mine, and Heaven itself cannot rescue you from my power.' See this link for examples for each feature in classic gothic texts: https://www.invaluable.com/blog/elements-of-gothic-literature/ **Lesson 3 -** Baseline assessment with gothic genre - Introduction to three gold sentences: (2 simile, comma sandwich, semi-colon. Challenge: combo)	
Week 2 o What is gothic fiction? o What are the features of gothic fiction? o What are three types of gold sentence?	**Week 2** **Lesson 4 -** Response to feedback of baseline assessment. - Introducing students to use of Gold Sentences – more, more more sentence and Simile to start. - Responding with green pen throughout the lesson to improve their work. **Lesson 5 -** Introduction to narrative perspective - First person narration – 'I' - Third person narration – 'They' **Lesson 6 -** Introduction to narrative structure: drop, shift, zoom in, zoom out.	Understanding emotions and how emotions can be expressed through narrative writing.

	- Drop: character or setting development - Shift: a shift in time or place, usually a flashback - Zoom in: shift back to the present and zoom in on a detail that reflects the character's mood. - Zoom out: a general description of the scene. Some resolution occurs. **Lesson 7 -** Drop example – **Woman in Black** – features of gothic literature o Gold sentences – three adjective, three verb to use when writing the drop. o Feedback on the 'drop' using peer assessment / teacher circulation of the room.	
Week 3 o What is narrative perspective? o What is a cyclical narrative? o What is drop, shift, zoom in, zoom out?	**Week 3** **Lesson 8 -** Introduction to shift - a shift in voice and time - Adverbial phrase – creating the shift - Voice – main character first or third person. - Tone or mood – the feeling created in a text - Contrast – a switch in tone or mood - Using language to create a contrast **Lesson 9 -** Shift example – **Dracula's Castle** o Gold sentences – the more, the more, the more and the less, the less, the less, two simile, adverbial start. Use when writing the shift. **Lesson 10 –** Crafting their own shift - Adverbial phrase - Consideration of tone and mood - Careful crafting of perspective.	Perspectives- understanding how people's perspectives can be changed.

Week 4
 	
o What is narrative voice?
o What is a contrast?
o List four gold sentences
	Week 4
	
	Lesson 11 - Introduction to the zoom in
	   o Adverbial phrase – signposting the change in time
	   o Object – described in detail.
	   o Character mood – how the character feels reflected in the description of the object.
	   o Five senses: sight, sound, taste, smell, touch.
	
	Lesson 12 - Zoom in example – **Dickens (Great Expectations – Miss Havisham)**
	   o Identifying and commenting on the perceptions and atmosphere created through the zoom in on Miss Havisham's character.
	   o Analytical paragraph
	
	Lesson 13 – Crafting their own Zoom In paragraph
	   o Gold sentences: adjectives at the start sentence, almost, almost, when sentence, colon to clarify sentence. Use when writing the zoom in.
		Victorian marriages through the talk surrounding Miss Havisham's character.
		
		Highlighting how perceptions of characters can be easily made.

Week 5
 	
o What is an adverbial phrase?
o What are the five senses?
o List five gold sentences
	Week 5
	
	Lesson 14 - Introduction to zoom out
	   - Cyclical narrative structure – a structure that starts and ends in the same place
	   - Reconstruction repetition – a repeat of the first paragraph in the drop, but edited in some way to reflect heightened mood or tension
	   - Resolution: how a story is resolved
	
	Lesson 15 - Zoom out example - cyclical narrative structure, first and last paragraphs
		Why is resolution important in everyday life? How could that be linked to the importance of resolution in a text.

	Lesson 16 – Crafting their own zoom out ○ Gold sentences: the ellipsis sentence, the distance (further, closer, nearer), the more sentence and the prepositional start sentence. Use when writing the zoom out.	
Week 6 ○ What are the features of gothic literature? ○ What is drop, shift, zoom in, zoom out? ○ List six gold sentences	**Week 6** **Lesson 17 -** Summative Assessment preparation – review of narrative structure: drop, shift, zoom in, zoom out ○ Knowledge quiz – multiple choice and short answer ○ Title shared: The Haunting **Lesson 18 -** Assessment planning: use drop, shift, zoom in, zoom out plan. ○ Gold sentences – review and practice **Lesson 19 -** Complete assessment	Understanding the importance of being reflective on their prior learning and to be proud of the improvements they have made. Carefully crafting emotion and atmosphere through their writing.

Week	Key question	Practice task
1	What is Gothic Literature? What are the features of Gothic Literature?	Creating a spider diagram of the facts that they have learnt about Gothic Literature. Then applying these facts to create a paragraph that summarises what Gothic Literature is. Students are to create a spider diagram that they can refer back to throughout the course that shows the Gothic Features that they are learnt. Write a paragraph that identifies the gothic features found within the video.

		Baseline Assessment (Writing a description based on the image from *A Monster Calls*.	Students are to write a description based on the image. They will be introduced to gold sentences.
2		Feedback from Baseline Assessment.	Students will act on the feedback that they have been given from their assessments in Green Pen. Introduce the students to 2 new gold sentences that they can add to their descriptions.
		What is Narrative Perspective?	Mini Quiz to reflect understanding and identifying of Narrative Perspectives. Writing a descriptive paragraph based on the image that uses 1st person perspective accurately.
		What is Narrative Structure?	Making notes on the DROP, SHIFT, ZOOM IN and ZOOM OUT in Alma clip to show understanding. Plan their own DROP, SHIFT, ZOOM IN and ZOOM OUT narrative structure for re-writing their baseline assessment.
		Can I use an effective 'Drop' in my own writing?	Identify the DROP in **Woman in Black**. Go back to their plans from the previous lesson and write a DROP paragraph based on their baseline assessment image. Get the students to look at their original and compare with their new paragraph at the end so that they can visually see their improvements and progression.
3		Can I understand what a 'Shift' is?	Table – Match the technique to the definition (These are of techniques used to create a 'shift'. Oracy Task – Real life example of a shift in perspective. Written task – Why is the Shift important in the story?

			Reading extract from Dracula. Analytical paragraph that answers the question: **What is the effect of the shift in Dracula?**
		Can I craft my own 'shift' into my writing?	Students are to identify the gold sentences that have been used within the class model. Refer back to their original plans from week 2 and then write up their own 'shift' to continue their re-write of their baseline assessment write up.
4		Can I understand what an effective 'zoom in' is?	Using the image to practice and develop skills required for an effective zoom in. (Think, Pair & Share) From the model paragraph of a 'zoom in' they are to identify the Gold Sentences used. Write a short 'zoom in' paragraph based on the image they have been looking at in detail throughout the lesson. Gold Sentence structure has been provided to support them. Peer assesses at the end.
		Can I identify and analyse the effect of the 'zoom in' that has been used by Dickens in **Great Expectations**?	Read through the extract of Miss Havisham. Oracy Task – Discussing how the description of Miss Havisham makes a reader feel and shapes readers perceptions of her character. Analysis of key quotes from the extract. Analytical paragraph answering the question: **How is Miss Havisham presented in the extract?** Students must be able to comment on the effect

		Can I craft my own 'zoom in' paragraph?	that the zoomed in description of her has on readers. Students are to create a bank of gold sentences that they can use in their 'zoom in' paragraph. Refer back to their plans from previous lessons and write an effective 'zoom in' paragraph. They are to then reflect on their work in green pen and peer assess each other's.
5		Can I understand what an effective 'zoom out' is? Can I identify and comment on the cyclical narrative that has been used in the text? Can I craft my own 'zoom out' paragraph?	
6		Can I reflect on prior knowledge that has been developed within the Gothic Writing Section? Can I use the skills I have learnt to craft an effective plan for my assessment? Can I apply drop, shift, zoom when writing my assessment?	