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**Knowledge Rich Curriculum Plan**

English – Unit 2 Modern Novel Clockwork

**Year 7**



| **Unit 2: Modern Novel Clockwork** |  |  |  |  |  |
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| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know that…* | **Curriculum links**  | **Assessment**  |
| **Lesson 1:****What is a preface?**  | * Students will know that the name 'Clockface' is derived from a large clock which was on an inn in the area and then a colliery (mine) also adopted the name.
* Students will know that the novel Clockwork is a gothic fantasy and conventions include magic, myth and folklore
* Students will know that the preface of Clockwork sets up the story which is to come
* Students will know that the term 'wound up' links to time (Clocks used to have to be wound up in order to keep the correct time and keep going) and being in a state of heightened tension; ready for a fight
* Students will know that Pullman has used the term wound up in relation to stories and that by telling a story the tension is released and nothing can stop the story until it runs out of energy
 | **Preface:** an introduction to the main text of a book where an author can write directly to the reader**Genre**: a type or style of literature, art, film or music that you can recognise because of its special features  | * ***Students will need to know what a clock is and that it is built up of many parts to make it work***
* ***Students will need to know that clues to a novel are given on the front cover and that these clues will lead to the genre of a text***
* ***Students will need to know that genre is a term used to group types of literature.***
 | ***>Frankenstein*** ***>Rome and Juliet***  | PL: typical characteristics of a fictional hero? **CCQ**: **What is a preface?**A preface comes at the beginning of a books and explains the aims of the author. BQ: **What do we learn in the preface of Clockwork?** Responses must include:Different parts of a clock working together just like the different parts of a story work together. Homework MCQQuizlet – key words  |
| **Lesson 2:****How is the character of Karl presented?**  | * Students will know that good story openings make us want more information; authors tantalize us with incomplete information
* Students will know that a good opening makes a bold statement. Students will know that the first few lines are important, and they could start with striking character actions, set the tone or lay down the context for the events that follow
* Students will know that Karl is feeling fearful the night before the unveiling and that there are other words which could be used such as: anxious, weak, worried, inadequate, inferior, nervous, exposed
* Students will know how to use what, how, why to construct an analytical paragraph
 | **Absract noun**: a noun indicating a idea, quality or state rather than a concrete object  | * ***Students will need to know how to identify how a character is feeling***
* ***Students will need to know a range of emotions***
 | ***> Language paper 1*** ***> Character analysis***  | KR: use of vocabulary **CCQ**: **How is Karl feeling?** Pupils to refer to what they have read to identity three words to describe the feelings of Karl Homework MCQQuizlet – key words |
| **Lesson 3:** **How are the characters of Karl and Fritz presented?**  | * Students will know how to annotate a text – what to select and what notes to take to help with longer responses
* Students will know how to write a summary of the differences between two characters
* Students will know that Karl is presented as a pessimist as he has failed to create a figure for the town clock.
* Students will know that Fritz is presented as an optimist as he attempts to cheer up Karl and offer solutions to his problem
 | Tier 2: **Optimist:** a person who tend to be hopeful and confident about the future or the success of something **Pessimist**: a person who tends to see the worst aspect of things or believe the worst will happen  | * Students will need to know who Karl is and how he is feeling and why
* Students will need to know who Fritz is and that he is a writer who is trying to cheer Karl up.
 | **> annotating texts** **> Language paper 2 (synthesis question)**  | KR: Karl the apprentice was ashamed Because, but, so, since-perhaps**CCQ**: **is Karl an optimist or a pessimist? Explain your reasons.** Karl is a pessimist; he has not created a figure for the town’s clock and says he should go and throw himself off the tower. **CQ**: **is Fritzl an optimist or a pessimist? Explain your reasons.** Fritz is an optimist; he tries to cheer Karl up by offering advice. Also, despite not having finishing his story he is just going to make up the ending. BQ: **Write a summary of the differences between the characters of Fritz and Karl.** Responses must include:Optimist/optimism Pessimist/pessimism because, so Homework MCQQuizlet – key words  |
| **Lesson 4:****Using sensory language**  | * Students will know how Pullman uses sensory language to develop the description of the setting, this includes sight, sound, feel and taste
* Students will know how this description helps the reader to 'believe' the story and picture themselves within the story
* Students will know how to recognise and use sensory language within their own writing
* Students will know how to use language to create an atmosphere within their writing, for example tension and anxiety as the customers listen to Fritz's story
* Students will know how to describe the setting of a tavern
* Students will know that varying sentence structures keeps writing alive and readers interested.
* Students will know that they need to avoid writing which looks like a list of things or a long winding sentence that might never ends.
* Students will know that different sentence structures include: three verb starter and the more, the more, the more.
 | Tier 3: **Sensory imagery:** a literary device writer’s employ to engage a reader’s mind on multiple levels. Sensory imagery explores the five human senses: sight, sound, taste, touch, and smell.Adverb: a word which modifies a verb, which means that it tells you how, when, where or why something is being done **Simile:** describes something by describing it to something else, using like or as  | * ***Students will need to know that Clockwork has a story within a story***
* ***Students will need to know what sensory language is***
* ***Students will need to know that Karl is expected to create a figure for the town's clock***
* ***Students will know Karl has not made the clock figure***
* ***Students will know that Fritz's story is about the dead Prince Otto arriving by sleigh to his castle with his baby son Prince Florian***
* ***Students will need to know that a tavern is a type of pub and what a typical setting atmosphere is within this place***
 | ***< Myths unit (writing unit)******> Writing tasks*** ***> Language paper 1 section B*** | PL: Hero’s journey **CCQ**: **Can you write an example of each sentence type using your ideas in your sensory chart?** take example, write in teacher book and discuss STR/EBIs. BQ: **Imagine you are in the White Horse Tavern when Fritz tells his horrific story of prince Ott and Florian’s return from the hunting trip.** Responses must include:Sensory language Adverbs Simile Three verb starter sentence structure The more, the more, the more sentence structure Review green pen lesson from Myths hinge task to crea5te success criteria Homework MCQQuizlet – key words |
| **Lesson 5:****The clock of Glockenspiel**  | * Students will know Beecham’s Clock Tower was built in 1877. The building is famous for producing the range Beecham's cold and flu medication. The company was a major employer in the town
* Students will know that Clock towers were invented in the 11th century and were originally used in towns to notify people of emergencies, when it was time to worship and of important events like weddings and funerals and were usually located in the centre of the towns.
* Students will that when reading we put emphasis on specific words to make the reading engaging and expressive
 |  | * ***Students will need to know the story Clockwork is set in a little German town (Glockenheim)***
* ***Students will need to know that Munich is a city in Germany***
* ***Students will need tp know what the word plague means***
 | ***> Reading skills***  | KR: Complete the sentences **CCQ**: **What is the most interesting fact you’ve learnt? Did you find anything puzzling or confusing? (Students will be familiar with these questions stems from primary)** This question aims to test the understanding of the text without focusing on a specific detail. This question is low threat allowing a way in to discuss the text and develop responses with reasons showing a detailed understanding f the question. Homework MCQQuizlet – key words |
| **Lesson 6:****How is the character of Dr Kalmenuis presented?**  | * Students will know that Dr. Kalmenius is the villain in the story
* Students will know that Dr. Kalmenius is a 'tempter' archetype
* Students will know that Dr. Kalmenius tempts Karl with a figure for the clock
* Students will know how to use quotations and language to identify characteristics and deeper meaning, for example, His eyes blazed like coals in caverns of darkness.
* Students will know how to use evaluative verbs to evaluate a writer's methods
 | Tier 2: **Sullen**: bad-tempered and sulky **Prominent**: important, sticking out Tier 3: **Tempter:** a person or thing that persuades someone to do something | * ***Students will need to know what a villain is and typical villainous traits such as clever, jealous, malicious***
* ***Students will need to know what metaphor is***
 | ***> Evaluating methods used by a writer***  | PL: What makes a good literary villain? Where have we encountered a villain before? (Refer back to the myths studied in Autumn 1)**CCQ**: **Summarise Fritz’s story in a couple of words** **Responses should include** who, what, when, where, why When writing into a paragraph always start with when (as stated in TWR) **BQ: A pupil said: ‘Dr Kalmenuis is a typical literary villain’. How far do you agree?** Responses to follow the structure outlined in the booklet Homework MCQQuizlet – key words |
| **Lesson 7:****How do writers use language to create a villain?**  | * Students will know the common differences between male and female villains e.g., often female villains can sometimes be very beautiful in order to lure characters and readers into thinking they are not villains
* Students will know that some animals are stereotyped as villains. Including spiders, large cats, snakes, rats, wolves
* Students will know how to select language used to describe villains (Teacher to address any unknown vocabulary for example cadaverous, countenance)
 |  | * ***Students will need to know what a villain is and the typical characteristics***
* ***Students will need to know how to use the what, how, why structure to write an analytical paragraph***
 | ***< Myths: villains*** ***> character presentation and development***  | KR: Complete the sentences **CCQ**: **what is a villain and what are the typical characteristics?**  A character who opposes the main character or hero Ambitious, manipulative, malicious, jealous, clever **BQ: How is the villainous character of . . . .presented in . . . . ?** Responses to follow the structure outlined in the booklet Homework MCQQuizlet – key words |
| **Lesson 8** **Sir Ironsoul**  | * Students will know that Ironsoul is a clockwork figure created by Dr. Kalmenius and gifted to Karl
* Students will know that his name suggests Ironsoul is cold, strong and has no emotions
* Students will know the word 'clockwork' sets Ironsoul into motion
* Students will know the Lapland tune makes Ironsoul immobile
* Students will know that Karl must pay a price for the gift of Ironsoul
* Students will know that in any form of writing is it important to use punctuation correctly
* Students will know that commas are used to separate items in a list and there is no need for a comma before the ‘and’ at the end of a list
* Students will know that a comma is used after the subordinate clause (not the connective)
* Students will know that the comma is used after the additional clause at the start of a sentence
* Students will know that a comma is used after the adverb at the start of a sentence before the main clause
* Students will know that two commas are used to separate the extra information about the noun in an appositive sentence
* Students will know that there are two uses for the apostrophe: the possessive apostrophe shows that someone or something belongs to another person or thing and the apostrophe for omission are used to show a letter has been missed out
 | Tier 3: **Subordinate**: a clause or word which is less important or adds information to a main clause  | * ***Students will need to know what Adjective, Nouns, Verbs, Adverbs and Prepositions are***
 | ***> any writing form***  | KR: word classes **CCQ: What do we learn about Sir Ironsoul** He is a clockwork figure He was created y Dr Kalmenuis He was gifted to Karl The word ‘Clockwork’ set Ironsoul into motion The tune ‘Lapland’ makes Ironsoul immobile **CCQ: write your own example of a sentence using commas in a list, subordinating comma sentence, appositive sentence,** Take pupil responses and correct as necessay **BQ: write a paragraph about Sir Ironsoul using commas and apostrophes correctly**. Pupils to use knowledge from previous cold calling questions to write an extended response Homework MCQQuizlet – key words |
| **Lesson 9** **Writing to advise**  | * Students will know how to write a nonfiction text to look after the character Ironsoul
* Students will know how topic, purpose, audience and form to write a nonfiction text
* Students will know how to write to advise
* Students will know what key advisory writing criteria is, for example, imperatives, connectives and accurate spelling
 |  | * ***Students will need to know what a nonfiction text is and the key features of this form, for example, headings, bullet points***
 | ***> Non-fiction writing tasks***  | PL: high frequency words Advice/advise **BQ: write a guide to advise Karl on how to look after Sir Ironsoul** Responses to follow the structure outlined in the booklet and include the success criteria listed Homework MCQQuizlet – key words |
| **Lesson 10** **Dr Faustus** | * Students will know The Tragical History of Doctor Faustus is a 1592 play by Christopher Marlowe that tells the story of a man who makes a deal with the devil in exchange for power. Doctor Faustus decides to pursue ungodly magic. The Good Angel and the Bad Angel vie for Faustus’s conscience, but Faustus ignores the Good Angel’s pleas.
* Students will know ‘A deal with the devil’ or ‘Faustus bargain’, is an agreement, bargain, or deal in which a person sacrifices or abandons moral, ethical, or spiritual values in favour of wealth, power, or other benefits.
* Students will know that a Faustus deal is a reference to the legend of Faust, who sold his soul to the devil for unlimited knowledge and power
* Students will know how to make links between the story of Faust and Clockwork, for example the use of the tempter, the use of time and clocks and good and evil
 | Tier 2: **Prediction**: a statement about a future event,  **‘Faustus bargain**’, an agreement, bargain, or deal in which a person sacrifices or abandons moral, ethical, or spiritual values in favour of wealth, power, or other benefits. | * ***Students will need to know what subordinate clause is***
* ***Students will need to know what a metaphor is***
* ***Students will need to know what a tempter is***
* ***Students will need to know about the character Dr. Kalmenius in order to make comparisons***
 | ***> Macbeth***  | KR: identifying subordinate clauses CCQ: **what links can we make between the story of Dr Fauutus and what we have studied so far in Clockwork?** **Some areas to explore:** Temptation (link back to Adam and Eve) Time **BCQ: The novel Clockwork includes a Faustus bargain . . .**.because, but, so, since-perhaps Homework MCQQuizlet – key words |
| **Lesson 11** **Inferences**  | * Students will know what inference means and how we use this action in literature to discuss meaning
* Students will know how to use inference to analyse the deeper meaning in quotations from the story
 | **Tier 3:** **Inference**: a conclusion based on evidence and reasoning**Tier2:** **Sacrifice**: to give up something of value for the sake of other considerations **morality:** principles concerning the distinction between right and wrong **Immorality:** the state or quality of being immoral: wickedness  | * ***Students will need to know who wrote the story of Faustus, what he wanted to learn, how many years he had power, who appeared to him and what time the devils took him away***
* ***Students will need to know the order of events in the first section of the novella***
* ***Students will need to know what a simile is***
 | ***> Reading skills***  | KR: multiple choice quiz **CCQ: what can we infer from the quotations listed:** pupils should comment on the following words: Strike, snake Thundercloud Intricate **BCQ: what three impressions do you have of the character Prince Otto?** Pupils should write down three inferences based on what they have read Homework MCQQuizlet – key words |
| **Lesson 12** **How has language been used to describe Prince Otto?**  | * Students will know about Prince Otto, his wife Mariposa and his son Florian
* Students will know that Kalmenius made Otto's son into a clockwork boy and in order to keep him alive - ‘a life must be taken for a real heart’
* Students will know that Baron Stelgratz sacrificed himself for the prince and his son so Otto believed he must die for his son to live
* Students will know Prince Otto is rude, desperate and foolish
* Students will know how to use inference to understand deeper meaning
* Students will know how to recognise good examples of analytical writing for example, embedded quotations and clear explanation and exploration
 | Tier 2**Heir:** a person who inherits property, money or the title of another on that person’s death **Pilgrimage**: a journey in which a person goes in search of something which help them in their life  | * ***Students will need to know what a complex sentence is***
* ***Students will need to know what a clause is***
* ***Students will need to know what inference means***
* ***Students will need to know who Prince Otto is***
* ***Students will need to know***
 | ***> Character analysis***  | KR: adding clauses to make complex sentences **BQ: what kind of character is Prince Otto?** Responses must include: A triple thesis statementClear impressions supported with evidence from the text See model paragraph in booklet Homework MCQQuizlet – key words |
| **Lesson 13****Comparing two characters** **BOOKLET SAYS TO READ TO PG85, IT SHOULD BE PG95** | * Students will know how to evaluate a character's personality
* Students will know that Gretl has found the clockwork prince
* Students will know that Karl has put Ironsoul and Florian in the clocktower
* Students will know that Karl has been killed
* Students will know that Fritz has abandoned the story and ran away
* Students will know that Gretl s displaying heroic characteristics
* Students will know how to compare the characters Karl and Otto using a Venn diagram
 | Tier 2:**Malice:** the desire to harm someone **Feverish**: frantic excitement or energy  | * ***Students will need to be familiar with the story so far, including Fritz, Gretl and Karl's part in the narrative***
* ***Students will need to know how to compare and use comparative language such as 'on the other hand' and 'likewise'***
* ***Students will need to know how to present ideas in a Venn diagram***
 | ***> Comparing characters in literature texts*** ***>use of Venn diagrams***  | KR: if the answer is . . .what is the question**BQ: How are the characters of Prince Otto and Karl different?** Responses should include: Clear differences Responses to follow the structure outlined in the booklet **CCQ: What did Dr Kalmenuis mean when he said: ‘The heart that is given must also be kept.**’ Love is what saves the day not death and destruction Homework MCQQuizlet – key words |
| **Lesson 14****Discussing themes**  | * Students will know that Clockwork is a fairy tale written in an ironic way
* Students will know that the novel Clockwork has a strong moral message – humanity has been sacrificed as society has become more mechanised
* Students will know that Pullman is also saying that fulfilment cannot come solely from dreams and needs dedicated hard work allied with inspiration to be achieved.
* Students will know that Pullman uses the idea of clockwork as a metaficitive device, comparing the interrelated plot elements to the elements of a clock’s mechanism
 | Tier 2:**Mercy:** forgiveness Threshold: a point of entry **Superstitious**: a belief in a practice linked to fate and luck**Tier 3:** **Metafiction**: a form of fiction which emphasises its own constructiveness in a way that continually reminds the audience to be aware they are reading or viewing a ficti9onal work  | * ***Students will need to know subordinating clauses are and how to use them***
* ***Students will need to know who Frankenstein is and who created him***
 | ***>Frankenstein*** ***>Discussing themes in literature texts*** ***>Discussing writer’s intent in literature texts***  | KR: selecting the correct subordinating conjunction **BQ: ‘all he could see was the wealth and power that would be his’****Wealth and power can corrupt the kindest of men** **To what extent do you agree** Responses should include: References to the actions of Karl References to the actions of Prince Otto A discussion about whether they were kind to begin with Homework MCQQuizlet – key words |
| **Lesson 15****How is a text structured to interest the reader?**  | * Students will know how the structure of the extract engages the reader
* Students will know how the use of structure creates an atmosphere within the extract
* Students will know how to discuss the opening, middle and end of the extract in terms of structure and engagement
 | Tier 2:**Structure**: the way something is put together | * ***Students will need to know what appositive sentences are (refer to lesson which outlined how to use commas)***
* ***Students will need to know how the story ends and what happened on the morning of the reveal***
* ***Students will need to know what structure is***
 | ***>Long Way Down*** ***>Language paper 1 Qu3***  | KR: complete the appositives **CCQ: what type of atmosphere do you think the writer was trying to create at the clockwork reveal?** **BQ: How has the writer structured the extract to interest the reader?** Pupils should refer to where it happens, what happens, why it happens Responses must also include: Focus on Shift Homework MCQQuizlet – key words |
| **Lesson 16****Fairy Tale Conventions** | * Students will know that the basic conventions of a Fairy Tale such as traditional openings and endings, a problem that needs solving and magical elements
* Students will know how to recognise conventions of Fairy tales from the examples provided
* Students will know how Clockwork uses elements of conventional Fairy Tales such as, magical elements and problems that need to be solved
 | Tier 3:Conventions’: refers to what is typically found in a genre of literature, basically the ‘ingredients of’ the genre. | * ***Students will need to know some basic Fairy Tales***
* ***Students will need to know what a convention is***
* ***Students will need to know how respond using evidence from the text***
 | ***> Discussion of genre conventions in literature texts*** ***>Ability to use these clues when reading shorter extracts***  | KR: mind map everything remembered about the novel clockworkThree sentences making links between ideas **BQ: Is Clockwork a typical fairy-tale?** Pupils must give three reasons and explain each one in detail. The first one may be modelled by the teacher. Responses must include reference to the conventions listed I the booklet Homework MCQQuizlet – key words |
| **Lesson 17****What is an allegory** | * Students will know what an allegory is - a story with a hidden moral message
* Students will know that Clockwork can be read as an allegory, that Society has become more mechanised
* Students will know that the fable The Hare and the Tortoise is an allegory
* Students will know that C.S. Lewis's The Lion, the Witch, and the Wardrobe is a famous religious allegory. The lion Aslan is a stand-in for Christ, and the character of Edmund, who betrays Aslan, is a Judas figure
* Students will know that as children we learn about the world through stories
* Students will know that allegories are when we learn about big things through small stories that contain magic and mythical creatures
* Students will know how to apply conventions of allegory and Fairytale to The Snow Queen
 | Tier 3:**Allegory:** a story with a hidden moral message. This means the story has two levels of meaning. First, there's the surface of the story, the characters and plot (focusing on what ‘happens’). Then there's the symbolic level, or the deeper meaning which provides the lesson from the plot. | * ***Students will need to know what the writer’s intention was for writing Clockwork***
* ***Students will need to know the basic conventions of a Fairy-tale***
* ***Students will need to know what symbolism is***
* ***Students will need to know what personification is***
* ***Students will need to know what subconsciously means***
 | ***> Understanding literature texts on a deeper level: understanding the moral message and comment on how a writer has portrayed this message***  | KR: using vocabulary in sentences **CCQ: MCQ to test understanding of article** **BQ: Complete the sentences about the short story The Snow Queen** Homework MCQQuizlet – key words |
| **Lesson 18****Narrative Structure** | * Students will know what Narrative Structure is
* Students will know that a circular plot ends where it began
* Students will know that a linear narrative begins at a certain point and moves through a series of events to a climax and then ends at another point
* Students will know that the Story Mountain pyramid is ordered in terms of tension. The climax is the peak, where the story is most tense, as we don’t know if the characters will defeat the problem in the rising action.
* Students will know that if the writer never reveals what happens, then the story ends on a cliff-hanger. Most authors like to unravel the ending, which leads to a decrease in tension when we discover the ending.
* Students will know how to plot Clockwork on the Story Mountain
 | Tier 3:**Narrative structure:** is a literary element generally described as the structural framework that underlies the order and manner in which a narrative is presented to a reader, listener, or viewer.  | * ***Students will need to know the plot of Clockwork***
* ***Students will need to know the plot of Cinderella***
* ***Students will need to know what tension and climax mean***
 | ***> Plotting literature texts***  | PL: spelling of plural forms **CCQ: what are the stages of the narrative arc and what happens in each** Exposition: introducing character and setting Rising action: explores the story’s conflict up to the climax Climax: the most exciting part of the story Falling action: explores the aftermath of the climax Resolution: the ending of a story where the writer ties up the loose ends Homework MCQQuizlet – key words |
| **Lesson 19****Writing a fairy tale**  | This is not in the booklet but will be useful to discuss possible settings for their own fairy tale * Students will know the forest is one of the most common fairy tale settings. It is a place beyond the safety and familiarity of the town or village.
* It represents the unknown where anything can happen. It is outside of normal experience and is both a magical realm and a place of danger. It is a place of freedom and wildness, where normal rules no longer apply.
* Strange events can take place in the forest, and it can be a place of transformation, where the hero overcomes various difficulties and finds his or her way home.
* It can also represent a hiding place where characters can take refuge, but it can also represent the things that we most fear.
* Students will know how to identify fragments
* Students will know how to change fragments into complete sentences
* Students will know how to plan a narrative and then use the plan to write a piece of extended writing
 |  | * ***Students need to know the typical conventions of a Fairy-tale***
* ***Students will need to know how structure is used in Fairy Tales such as flashback and exposition***
 | ***> Frankenstein (use of forest as a setting)*** ***> Writing a narrative***  | KR: list typical conventions of a fairy tale **BQ: Pupils to write their own fairy tale** Responses should include: Fairy tale conventions Sensory language Different sentence structures Homework MCQQuizlet – key words |