



The Sutton Academy

Knowledge Rich Curriculum Plan

English – Unit 2 Modern Novel Clockwork

Year 7

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
Lesson 1 Narrative Structure	- Narrative structure is a way which stories can be organised. - A flashback structure involves the main action being told through memories or retellings. - The story mountain pyramid is ordered in terms of tension. The climax is the peak, where the story is most tense. - The different parts of the narrative structure: exposition, inciting incident, rising action, climax, falling action, resolution. - A narrative hook is used to grab a reader's attention during the introduction of the story. - A puzzling hook: makes the reader asks questions - A direct address hook: the writer talks to the reader directly - The atmospheric hook: a writer creates a certain mood. - The visual hook: this appeals to what we can see - The comedic hook: the aim to make somebody laugh - The direct speech hook: opens with speech		<i>Students will need to know the order of The Hero's Journey</i> <i>Students will need to know that The Hero's Journey describes a common pattern that many stories, particularly myths follow.</i> <i>Students will need to know the plot of Theseus and the minotaur.</i>	<i>> Plotting literature texts</i> <i>> Use of narrative structure terminology</i>	CCQ: Theseus and the Minotaur Exposition - King Minos demands tributes from the King of Athens. Inciting Incident - Theseus heads to Crete as a tribute. Rising Action - Ariadne gives Theseus a ball of thread to find his way out of the Labyrinth. Climax - Theseus finds the Minotaur and fights it. - Theseus kills the Minotaur, fulfilling his mission. Falling Action - Theseus, the other youths, and Ariadne escape Crete. He leaves Ariadne on an island. Resolution - Theseus returns but his father has thrown himself into the sea believing his son has died. CCQ: Which hook? - Direct address - Atmospheric hook. - Direct speech hook - Puzzling hook - Visual hook - Puzzling hook - Comedic hook
Lesson 2 Fairy Tale Conventions	- The basic conventions of a fairy tale include traditional openings and endings, a problem that needs solving and magical elements - Typical conventions include: settings such as forests, cottages and palaces characters such as damsels in distress, royalty magical elements, begin with 'once upon a time', 'long, long ago'	T3: Genre – a genre is a category or type of story, book, film or a piece of writing that shares common features.	<i>Students will need to know some traditional fairy tales</i> <i>Students will need to know what a convention is</i>	<i>> Discussion of genre conventions in literature texts</i> <i>>Ability to use these clues when reading shorter extracts</i>	CCQ: Fairy tales Three little pigs Goldilocks and the three bears Peter Pan Cinderella Snow White Little Red Riding Hood CCQ: Extract 1: Setting: wood (common in fairy tales, often associated with the unknown, enchantment and adventure)

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
					Characters: Queen (royalty) Opening: 'It was the middle of winter' (Typical to fairy tales), Language choices: magical mirror (magic) Extract 2: Setting: Kingdom Characters: Kind, gentle, hard-working Cinderella. Wicked and cruel stepsisters and stepmother (Clear contrast in character types) Opening: 'Once upon a time' (typical to fairy tales), introduces protagonist and set the tone Language choices: rags'. 'golden carriage' 'ball' Extract 3: Setting: forest Characters: wicked witch, step-mother Opening: 'Near a great forest lived a woodcutter' established setting and character Language choices: 'they lived happily' Extract 4: Setting: forest, floating islands Characters: wolves, deer Opening: Language choices: 'porridge'
Lesson 3 Symbolism	- A simile compares two things using the words like or as - Snow and ice could represent: isolation, lack of compassion, purity and harshness (appearance and reality – beautiful on the surface but hiding a ruthless nature underneath)	T3: simile A simile describes something by comparing it to something else using like or as.	<i>Students will need to know the basic conventions of a Fairy-tale</i> <i>Students will need to know what symbolism is</i> <i>Students will need to know typical qualities of a hero.</i>	<i>> Understanding literature texts on a deeper level: understanding the moral message and comment on how a writer has portrayed this message</i> <i><Use of symbols in texts and what common symbols represent</i>	CCQ: What is symbolism? The use of words or images to symbolise concepts, people, events or objects. CCQ: How is a simile different to a metaphor? The difference is that similes make the comparison by saying that something is like something else but metaphors make the comparison by saying that something is something else. A simile says that one thing "is like" or "is as ... as" another thing. A metaphor says that one thing "is" another thing. Inference - Spell or a curse. The owner may have the power to maintain a frozen landscape. - Possible villainous characters: snow and ice could reflect their lack of compassion. Snow and ice –

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
				<i>< what an allegory is and what messages stories might be conveying</i>	nothing grows or changes -desire to preserve power. 3. The harsh weather could keep the castle isolated. 4. Could be enchanted with protective spells Comprehension questions: 1.The story "The Snow Queen" includes the following fairy tale conventions such as the presence of magic (the magic mirror, a villain (the Snow Queen), a journey (Gerda's quest to find Kay), the transformation of characters (Kay's change of heart) and the opening (Once upon a time). 2.A mirror is a successful symbolic object because it reflects the idea that perception can shape reality. In this case, the magic mirror distorts what is good and beautiful. The shattered pieces show how evil can spread. 3.It is symbolic that the villain of the story is surrounded by ice and cold because it represents emotional detachment and isolation. The Snow Queen's icy palace mirrors her cold, heartless character and her ability to freeze hearts, symbolising her lack of emotional feeling. It also contrasts with Gerda's warmth and love, which ultimately melts the ice and saves Kay. 4.The Queen's eyes sparkle like frost – eyes are cold and sharp, frost is pretty but dangerous 5.The hero of the story is Gerda. I think this because she embarks on a perilous journey to rescue Kay, demonstrating bravery, determination, and unwavering love, which are qualities often associated with heroes in fairy tales. 6. I think the message of the story is that love, warmth and kindness have the power to melt even the coldest hearts and overcome the most challenging obstacles. I think this because Kay's heart begins to thaw when he recognises Gerda, and her love ultimately saves him from the Snow Queen's icy grasp. 7.An example of an adjective attack sentence is 'clever but cruel' – smart but uses this for evil purposes.

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
					8. The climax of the story is when Gerda finds Kay in the Snow Queen's palace. 9. Kay changed after the mirror shard entered his heart because – it made him see everything that was good as ugly. the Snow Queen was powerful but, Gerda's love was stringer and broke the spell. Kay couldn't solve the puzzle, so Gerda's tears helped him remember who he was.
Lesson 4 What is a preface?	- The novel Clockwork is a gothic fantasy and conventions include magic, myth and folklore - A preface is an introduction to a book, especially one that explains an author's aims. - The preface of Clockwork sets up the story which is to come - Fate is like a plan or a destiny that some people believe is already decided for us. It's like a path we are meant to follow and we can't change it no matter what we do. - Free will is the idea that we have the power to make our own choices and decisions. We can choose our own path in life. - Philip Pullman tells a story about characters who seem to be controlled by fate – they follow a set of rules like clockwork. - Clockwork teaches us that we can't control everything but we can make choices that shape our journey.	T2: Fate – It's a bit like destiny, future, fortune. The development of events outside a person's control. Regarded as predetermined by a supernatural power. T2: Free will – It's a bit like independence, autonomy. The power of acting without the constraint of necessity or fate, the ability to act at one's own discretion.	<i>Students will need to know what a clock is and that it is built up of many parts to make it work</i> <i>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</i> <i>Students will need to know that genre is a term used to group types of literature.</i>	>A Christmas Carol preface > Identification of genres based on clues in a text >Fate and free will in Long Way Down, Blood Brothers, Romeo and Juliet, Macbeth	CCQ: What does the word 'Clockwork' make you think of? What are the connotations of the word? Precision – accurate in measuring time Regularity – consistent and regular, suggests predictability Mechanical – gears. Springs, moving parts, high degree of craftsmanship CCQ: Front covers: Images: skull, gears and cogs, knight, girls and boy (looks like she is hiding) Colours: grey, black, red (Hints at death and danger, negative) Blue/green Clockwork: A preface Vocabulary that may need defining: Springs – flexible, coiled or elongated structures cogwheels – commonly known as gears, toothed wheels that connect together and rotate pendulums – weighted objects attached to a fixed point by a rod or string. Swings back and forth in a regular motion quartz – mineral composed of silicon and oxygen atoms solar panel – device which converts sunlight into electrical energy mainspring – coiled wire spring that provides the power to drive the movement of a mechanical watch tempered steel – steel which has undergone a heat treatment process to increase its strength and durability balance wheel – critical component responsible for regulating the timing of the watch oscillating – move back and forth destined – predetermined outcome which cannot be changed

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
					Comprehension 1.How does the author compare modern clocks to traditional clockwork mechanisms? The author contrasts modern clocks, which run on electricity, quartz, and even solar power, with traditional clockwork mechanisms that rely on visible parts like springs, cogwheels, and pendulums. Modern clocks are described as almost magical or incomprehensible, while traditional clocks are depicted as complex but understandable, with all their inner workings visible and tangible. 2.What does the author compare to a snake? What effect is created? The author compares the mainspring of an alarm clock to a snake, noting that it can "spring up and strike at you" if handled carelessly. This comparison creates a sense of danger and unpredictability, emphasising the powerful and potentially harmful force hidden inside clockwork mechanisms. 3.Why do you think the author has used the metaphor of a clock to describe some stories? The author uses the clock metaphor to suggest that, like a wound-up clock, some stories have an inevitable progression. Once set in motion, the story moves forward on its own path toward a predetermined ending, which characters can't change. This creates suspense and a sense of fate, as if the story is a ticking mechanism heading steadily toward a final outcome. 4.What does the author mean by 'frightful' in the sentence "there's something frightful in the way it keeps on going"? The author means that time is scary and unsettling as it is always moving forward and never stops. We can't control it making it seem even more sinister. 5.What might the author be suggesting about fate when he says "no matter how much the characters would like to change their fate, they can't"

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
					The characters are constructs and they can't change what is going to happen. Their fate rests with the writer. 6.Explain why the author might have chosen to begin the story with a reflection on time and machinery. need to understand time and fate and mechanics which are they key elements of the story. CCQ: Fate is like a plan which is already decided for us. Whereas free will is the idea that we have the power to make our own choices and decisions.
Lesson 5 How is the character of Karl presented?	- Karl is feeling fearful the night before the unveiling and that there are other words which could be used such as: anxious, worried, inadequate, inferior, nervous - A thesis statement is one sentence, with two different viewpoints to answer the question - Subordinating conjunctions need to be used when constructing a thesis statement. <i>Exposition:</i> <i>"Today we're going to learn how to write a special kind of sentence called a thesis statement. This is a sentence that shows your opinion about a character, theme, or idea in a story.</i> <i>We're going to focus on Karl, and how he feels the night before his new piece of clockwork is revealed."</i> <i>"Let's read the extract together. As we read, think about how Karl is feeling. Now, write down a list of adjectives to describe Karl. These words should come from your own ideas — not from the text. For example: anxious, frustrated, nervous, ashamed."</i> <i>"There are two ways we can write a thesis statement:</i> <i>Option 1: We can list three adjectives to describe Karl's feelings.</i>		<i>Students will need to know how to identify how a character is feeling</i> <i>Students will need to know that an abstract noun is a feeling or emotion</i> <i>Students will need to know a range of emotions</i>	<i>> Language paper 1</i> <i>> Character analysis</i>	CCQ: How is Karl feeling? Depressed - Depression: Disappointed - Disappointment: Frustrated- Frustration: Distressed – distress BQ: How is Karl feeling the night before his new piece of clockwork is unveiled? Thesis statement examples: - When we first meet Karl, he is presented as being anxious, frustrated and depressed. - At first glance, Karl's is presented as anxious and frustrated showing his disappointment, but at a deeper level, he could be described as depressed because he fears being judged as a failure."

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
	<i>Option 2: We can show how Karl's feelings are mixed or changing — maybe he seems one way on the outside but feels something deeper inside."</i>				
Creating topic sentences and selecting evidence	- To create topic sentences each adjective, from the thesis statement, needs to be transformed into a noun phrase. - The topic sentences are created by: noun phrase + verb + link to question. Pupils need to: Writing your own topic sentences: - Rewrite your thesis statement from last lesson. - Underline the three adjectives used. - Transform each adjective into its noun form. - For each noun form, write it in a noun phrase and a verb and make a link to the question. - Textual reference is any details that prove you're your ideas in your topic sentence. - There are three ways to use evidence: - Textual reference - Embedded quotation - Short quote Embedding your evidence: - The textual detail must be relevant: how does it lead on directly from the topic sentence? - Quotations must be 'quotation marks.' - Quotations that are complete sentences should be introduced and closed with commas (they are 'comma sandwich' sentences) - Short quotations do not require any additional punctuation. - Use ellipses . . . or square brackets [xxx] to show where you have changed a quotation.		Abstract nouns are things that don't have a physical form, but are still things. Abstract nouns might be concepts, ideas, or emotions		1.

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
	6.The more interesting the textual detail you have selected, the more you will have to say when you analyse the writer's use of language.				
How are the characters of Karl and Fritz presented?	- Use connectives such as whereas to write about differences - Karl is presented as a pessimist as he has failed to create a figure for the town clock. - 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 that Karl is a clockmakers apprentice and is feeling depressed because he hasn't made a figure for the unveiling. Students will need to know Fritz is a writer who is trying to cheer Karl up.	> Annotating texts > Language paper 2 (synthesis question)	True/false Karl is optimistic about the unveiling. FALSE Karl is pessimistic about the unveiling because he hasn't crated a new figure for the clock. Fritz's pessimism reassures Karl. FALSE Fritz's optimism reassures Karl, so he tries to offer support to cheer him up. Karl's pessimistic behaviour worries Fritz. TRUE Fritz is an optimist. TRUE Annotations: Character of Karl: Pessimism in Karl - Karl's view of himself and his situation is dominated by negativity and hopelessness. - He sees his failure as final and believes there's no way to fix it, saying, "Karl the failure, Karl the hopeless." - His pessimism makes him feel isolated and unwilling to accept help from Fritz or anyone else. Optimism in Fritz - Fritz is the opposite of Karl. He believes in finding solutions and stays positive, even when Karl is despairing. - He reassures Karl, saying his work "can't fail," showing confidence in Karl's abilities. - Fritz's optimistic nature contrasts sharply with Karl's pessimism, highlighting the difference between seeing challenges as problems or as opportunities to overcome. The Link Between Pessimism and Optimism - Karl's pessimism drives him deeper into despair, while Fritz's optimism allows him to support and encourage Karl.

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
					Their opposing outlooks show how a positive attitude can create hope, while negativity can lead to feelings of failure and isolation. BQ: Write a summary of the differences between the characters of Fritz and Karl. Overall, Karl and Fritz are presented differently. Karl is presented as pessimistic and troubled, whereas Fritz is presented as optimistic and supportive. In the extract, Karl is described as 'the failure. Karl, the hopeless'. From this, we can infer that Karl sees himself in a very negative light and feels like he cannot succeed, no matter what he does. His language shows self-doubt and despair, as he even talks about throwing himself off the tower. Whereas, Fritz is described as 'an optimist', which implies that he looks for solutions and tries to stay positive, even when things seem difficult. For example, Fritz encourages Karl by suggesting he talk to Herr Ringlemann and promises Gretl that he will look after Karl, showing his caring and hopeful nature.
How does a writer create mood and atmosphere?	- Mood refers to the feeling or emotion that the reader experiences while engaging with the text. - Atmosphere refers to the overall feeling or environment created by a combination of elements in a story.		<i>Students will need to know that Clockwork has a story within a story</i> <i>Students will need to know what sensory language is</i> <i>Students will need to know that a tavern is a type of pub and what a typical setting atmosphere is within this place.</i>	> Language paper 1 section A (Commenting on how language has been used to describe a setting) > Being able to recognise the mood/tone of a text and how a writer has created this mood or tone	Extract: bustling, cosy, wintery Imagery: "snow blowing down from the mountains," "wind making the bells shift restlessly," and "fat white flakes of snow" evoke a strong visual imagery of a snowy, cold night. Sensory Details: "blazing brightly," the smells of "sausage and sauerkraut, tobacco, and beer," and the sound of the bells in the church tower. Character Descriptions: The mention of Putzi, the old black cat snoozing on the hearth, adds to the cosy atmosphere. It introduces a familiar and comforting element to the scene. Action and Movement: The description of Gretl, the little barmaid, hurrying to and fro with mugs and plates, conveys a sense of activity and busyness in the tavern, making it feel like a lively and welcoming place. Contrasting Elements: The contrast between the cold and snowy outdoors and the warm and bustling tavern indoors adds to the atmosphere. It creates a homely atmosphere as people seek shelter from the winter weather.

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
					CCQ: What has the pupil done well? What improvements would you make to this response? What has the pupil done well? Use of a subordinating conjunction Attempted to answer the question Improvements to Consider Structure: The sentence does not clearly follow the format given (starting with a subordinating conjunction and moving from a surface idea to a deeper meaning). Encourage the pupil to restructure their response to align with the guide. Thesis statement: Although the setting appears to be set on a cold and snowy night, inside the tavern it is actually warm, cosy and bustling. Topic sentences and evidence: - The tavern's warmth reveals a stark contrast to the cold, snowy setting outside. 'The stove was blazing brightly' - The cosiness reflects the tavern's role as a haven from the harsh winter night. 'Putzi, the old black cat was snoozing on the hearth' - The bustle of the tavern highlights its function as a lively refuge amid the bleak exterior setting. 'hurrying to and fro with foaming mugs and steaming plates'
The clock of Glockenspiel	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.		<i>Students will need to know the story Clockwork is set in a little German town (Glockenheim)</i> <i>Students will need to know what an antonym is.</i> <i>Students will need to know what the word plague means</i>	> Reading skills	Reading comprehension - Munich is in Germany. - Revellers mean people celebrating by drinking, dancing and eating. - The famous beer hall was called Hofbraushaus. - The clock performs three times a day. - The golden rooster chirps three times. - An antonym is vitality. - The writer feels impressed. He says 'standing in front of the Glockenspiel, you can't help but feel amazed'

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
How is the character of Dr Kalmenius presented?	• Dr. Kalmenius is the villain in the story • Dr. Kalmenius is a 'tempter' archetype • Dr. Kalmenius tempts Karl with a figure for the clock	Tier 3: Tempter: a person or thing that persuades someone to do something T2: malevolent: having or showing a wish to do harm to others	<i>Students will need to know what a villain is and typical villainous traits such as clever, jealous, malicious</i>	<i><Identification of a villain and how language has been used to describe them</i> <i>>How temptation is presented in a text</i>	CCQ: Where have we encountered a tempter in the myths scheme? The serpent in the story of Adam and Eve 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) Mysterious Background Phrases like "of whom very few people had heard" and "he wasn't interested in fortune or fame" create an air of mystery, making Dr Kalmenius seem secretive and intriguing. Dark Associations His time spent in graveyards and thoughts about life and death link him to eerie, unsettling themes of darkness and mortality. Ambiguity and Rumours The text hints at disturbing rumours — experimenting on dead bodies and dealings with dark forces — which build suspense and allow readers to imagine sinister possibilities. Striking Appearance His tall, thin figure, blazing eyes, long grey hair, and black cloak with a hood match traditional images of a sinister or powerful figure, adding to the tension. Unsettling Voice His "harsh grating voice" suggests cruelty or hostility, reinforcing the discomfort he causes. Savage Curiosity His intense interest in knowledge feels dangerous, hinting at obsession or a lack of empathy. Contrast with Herr Ringlemann Dr Kalmenius's strange talents and dark interests sharply contrast with Herr Ringlemann's warmth and goodness, making Kalmenius seem even more threatening. Thesis statement: At first glance, Dr. Kalmenius seems to be a brilliant and clever figure, but at a deeper level, he reveals himself as a mysterious and sinister presence. Topic Sentence 1

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
					Dr. Kalmenius's clever nature is revealed when he is described as an expert craftsman. This is indicated when it says, "he could make intricate pieces of calculating apparatus".
Dr Faustus	- 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. '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. - A Faustus deal is a reference to the legend of Faust, who sold his soul to the devil for unlimited knowledge and power	Tier 2: Ambition: a strong desire to achieve something usually something that requires hard work, determination and skill.	<i>Students will need to know what subordinate clause is</i> <i>Students will need to know what a metaphor is</i> <i>Students will need to know what a tempter is</i> <i>Students will need to know about the character Dr. Kalmenius in order to make comparisons</i>	> <i>Macbeth and the temptation of the witches prophecies.</i>	Image: purity – angel – innocence – morality – white – hope – wings evil – devil – temptation – immorality – red – danger – tail Comprehension: 1. How does the play show the conflict between good and evil? The play shows the conflict between good and evil through the presence of the Good Angel and the Bad Angel. These two spirits represent Faustus's conscience and temptation. The Good Angel urges him to repent and seek forgiveness, while the Bad Angel encourages him to enjoy his power and ignore the consequences. This constant struggle reflects the moral battle within Faustus. 2. What does the term 'Faustus bargain' mean? A "Faustus bargain" refers to a deal where someone trades something extremely valuable—like their soul—for power, knowledge, or success. It's often used to describe a dangerous or immoral exchange that leads to regret or destruction. 3. How does Marlowe use the characters of Mephistopheles and Lucifer to emphasise the theme of temptation? Mephistopheles and Lucifer represent the forces of temptation. Mephistopheles tempts Faustus with magical powers and worldly pleasures, while Lucifer seals the deal by accepting Faustus's soul. Their presence shows how temptation can be persuasive and destructive, especially when someone is vulnerable or ambitious. 4. What impression do you get of Dr. Faustus from his decision to trade his soul for knowledge and power? Faustus appears ambitious and dissatisfied. He is highly intelligent but feels that ordinary knowledge isn't enough. His decision to trade his soul shows how desperate he is for greatness, even if it means making a dangerous and

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
					irreversible choice. The summary says he “feels bored and frustrated” and wants “power, fame, and control.” 5. Why might the play end with Faustus being dragged to hell? What is the purpose of this ending in terms of the message of the play? The ending serves as a warning. It shows that actions have consequences and that ignoring your conscience can lead to destruction. Faustus’s fate reminds the audience that some things—like your soul—should never be traded, no matter the reward. 6. Why is Doctor Faustus considered a cautionary tale? It’s a cautionary tale because it warns readers about the dangers of ambition, temptation, and ignoring moral guidance. Faustus’s downfall shows what can happen when someone chooses power over goodness and refuses to repent. 7. What links can we make between the story of Dr Faustus and what we have read so far in <i>Clockwork</i>? Both stories explore ambition and dangerous deals. In <i>Clockwork</i>, Karl makes a risky deal with Dr Kalmenius to gain fame, similar to Faustus’s deal with Lucifer. Both characters are tempted by success and suffer consequences for their choices. The theme of trading something valuable for power is central to both.
How do writers use language to create a villain?	- 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 - Some animals are stereotyped as villains. Including spiders, large cats, snakes, rats, wolves		<i>Students will need to know what a villain is and the typical characteristics</i> <i>Students will need to know how to use the what, how, why structure to write an analytical paragraph</i>	< <i>Myths: villains</i> > <i>character presentation and development</i> < <i>Identification of a villain and how language has been used to describe them</i> > <i>Further practise at what-how-why</i>	CCQ: Evil intentions: often seeking revenge, power or control. Distinctive appearances: striking or intimidating appearance Power/abilities: some have magical/supernatural abilities, while other use intelligence or manipulation Appearance: some villains appear monstrous, while other look human. Male villains: often depicted as power-hungry, physically intimidating, cold and calculating. They tend to rely on brute force, strategy or fear. Female villain: frequently portrayed as manipulative or seductive with a focus on using their magical powers. Some are motivated by vanity.

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
					Animals: predatory nature, crafty and deceitful, immense power and control. Discussion points: Extract 1: The White Witch - Physical Description: Vivid sensory details like “white fur,” “golden wand,” and “red mouth” highlight her regal and unnatural beauty. - Adjectives: Words like “beautiful,” “proud,” and “cold” reveal her intimidating and distant personality. - Similes: Comparisons to “snow or icing-sugar” emphasise her pale, fragile beauty. - Contrast: Her striking appearance contrasts with her stern, cold nature, making her both alluring and unsettling. Extract 2: President Snow - Sensory Details: The scents of roses and blood create a disturbing contrast, hinting at hidden danger. - Imagery: Roses suggest beauty; blood suggests violence—reflecting Snow’s dual nature. - Character Reaction: The protagonist’s fear (“heart skips a beat”) shows Snow’s powerful presence. - Simile: “Snakelike eyes” suggest cunning and threat. - Gestures: His dismissive actions show entitlement and authority. - Mystery: “Vaguely familiar” adds intrigue and suggests hidden motives. Extract 3: Captain Hook - Description: Phrases like “cadaverous” and “black candles” create a sinister image. - Traits: Hook is cruel and commanding, instilling fear in his crew. - Contrast: His handsome face and threatening features suggest charm mixed with menace.

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
					- Eyes: Deep blue eyes hint at sadness, but they turn terrifying when he uses his hook. Extract 4: Ben - Appearance: Descriptions like “yellow ivory” and “knife-like mouth” make him visually striking. - Figurative Language: Similes and metaphors suggest sharpness and danger. - Contrast: His face is both delicate and fierce, showing complexity. - Sensory Detail: Comparing his hair to lettuce adds texture and uniqueness. Thesis Statement At first glance, President Snow appears to be a calm and composed figure, but at a deeper level, he is presented as sinister and a predator who is corrupt and manipulative. Topic Sentence 1 President Snow’s calmness and composure reveals his calculated control over his environment, masking the danger beneath. His gesture to “give me a moment” emphasises his confidence and authority, showing that he is in complete control of the situation. Topic Sentence 2 President Snow’s predatory nature reflects his ability to instil fear and exert dominance. The text describes his “snakelike eyes,” which evoke the image of a predator observing its prey, suggesting danger and malice. OR The conflicting scents of “roses and blood” create an ominous atmosphere, symbolising the blend of beauty and brutality that defines Snow’s character. Topic Sentence 3 Snow’s corruption is revealed when he instils fear to maintain his power. The narrator’s reaction—“my heart skips a beat”—illustrates the immediate fear Snow inspires, demonstrating his ability to control others without needing words.

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
Sir Ironsoul	• Ironsoul is a clockwork figure created by Dr. Kalmenius and gifted to Karl • His name suggests Ironsoul is cold, strong and has no emotions (Important to consider the meaning behind character's names and what they may tell us about a character. • The word 'devil' sets Ironsoul into motion • The Lapland tune makes Ironsoul immobile • Karl must pay a price for the gift of Ironsoul		<i>Students will need to know what adjectives, nouns, verbs, adverbs are</i>	<i>> Meaning behind character names and what they can tell us about a character</i>	CCQ: What do we learn about Sir Ironsoul He is a clockwork figure He was created by Dr Kalmenius He was gifted to Karl The word 'devil' sets Ironsoul into motion The tune 'Lapland' makes Ironsoul immobile Annotations: Sir Ironsoul • Majestic: Described as <i>"the most perfect piece of metal sculpture"</i>, Sir Ironsoul's gleaming armour and Karl's admiration highlight his awe-inspiring presence. • Mysterious: Karl's questions about what powers the figure—<i>"clockwork, goblin, spirit or devil"</i>—and its sudden movement with a <i>"smooth whirr and ticking"</i> create an air of mystery and intrigue. • Formidable: Karl's reaction to the sword—<i>"It's like a razor"</i>—and his admiration for the precise armour suggest danger and strength. Language Features • Superlative: <i>"Most perfect"</i> emphasises Sir Ironsoul's unmatched craftsmanship and status. • Visual Imagery: Phrases like <i>"gleaming silvery metal"</i> and <i>"piece of metal sculpture"</i> evoke a polished, powerful figure that catches the light and commands attention. • Simile: <i>"It's like a razor"</i> conveys the sharpness and threat of the sword, reinforcing the figure's potential danger. • Detail and Wonder: The word <i>"perfect"</i> and Karl's exclamation—<i>"What a piece of work!"</i>—show his amazement and the figure's flawless design. • Reaction and Curiosity: Karl's confusion and questioning reflect the figure's uniqueness and the sense of wonder it inspires. Thesis statements:

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
					- At first glance, Sir Ironsoul appears majestic and mysterious, but at a deeper level, it reveals itself as a dangerous symbol and the perilous consequences of ambition. - Despite Sir Ironsoul's majestic and mysterious appearance, it ultimately reveals itself as a dangerous force that embodies danger and the darker side of human ambition. Topic sentences and evidence: Majesty: The majesty of Sir Ironsoul highlights the awe-inspiring craftsmanship behind its creation. The text describes it as 'the most perfect piece of metal sculpture' with 'gleaming silvery metal' emphasising its flawless and grand design. Mystery: The mystery surrounding Sir Ironsoul reflects the uncertainty and fear of its purpose and power. Karl questions whether it operates by 'clockwork' or if there is 'some kind of goblin in there...a spirit or a devil,' showing his confusion and fear about the knight's puzzling nature. Dangerous: The danger linked to Sir Ironsoul symbolises the dangers and consequences of striving for perfection. When Karl touches the sword, he says 'it's like a razor' showing its dangerous sharpness and the immediate harm it can cause
How does the character of Prince Otto change in the text?	- Prince Otto is concerned by status and power and is desperate for an heir - His son dies when he was born - He demands that Dr Kalmenuis helps him - Later in the story Prince Otto sacrifices himself by giving his heart to his son.	Tier2: Sacrifice: to give up something of value for the sake of other		> <i>Reading skills</i> > <i>Annotation skills – saying a lot about a little</i>	CCQ: What three impressions do you have of the character Prince Otto? Impatient, selfish, desperate, rude, foolish, determined, arrogant, Despite Prince Otto's arrogant belief in his superiority and his selfish desire for control, his desperate actions throughout the story reveal his vulnerability and the consequences of his choices.

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
					Although Prince Otto appears arrogant and selfish in his pursuit of power, his desperate attempts to save his son expose his inner weakness and the tragic consequences of his decisions.
The wolves attack	Annotating Thesis statement Topic sentences Selecting evidence		Students will need to know how to construct the first three sentences		Wolf extract Ferocious, dangerous, terrifying Annotations: • "Maddened by hunger": This phrase characterises the wolves as desperate and ravenous, which sets the stage for their aggressive behaviour. • "the great, grey beasts": These words convey the physical appearance of the wolves, depicting them as large and imposing. • "poured out of the trees": This description creates an image of the wolves emerging rapidly from the forest, emphasising their sudden and menacing appearance. • "sprang up at the horses": This language suggests the wolves' agility and predatory nature as they go after the horses, further emphasising the danger they pose. • "the wolf-pack raced closer and closer": This imagery highlights the impending threat as the pack of wolves relentlessly pursues the sledge. Repetition of closer conveys the sense of urgency. • "leaping, slaving beasts": These words paint a picture of the wolves in action, emphasising their aggressive and saliva-dripping state. • "snarling, howling beasts": These words describe the vocalisations and behaviour of the wolves, highlighting their wild and ferocious nature. • "tore him to pieces": This phrase is a graphic portrayal of the wolves' brutality, indicating their vicious attack on the baron.
Mood and atmosphere	• How to break up a longer extract into smaller sections • How to comment on what a writer focuses on and how this can affect mood and atmosphere		<i>Students will need to know the different sections of the narrative arc</i>	<i>>Long Way Down</i> <i>>Language paper 1 Qu3</i>	CCQ: What kind of atmosphere do you think the writer was trying to create at the clockwork reveal? What does the writer focus on in each section? Why might they be doing this? What mood are they creating? Does the mood change?

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
			<i>Students will need to know how the story ends and what happened on the morning of the reveal</i>		Notes for annotations: The writer appears to be creating an atmosphere of anticipation, excitement, and intrigue in the passage leading up to the clockwork figure reveal. In the first section, the writer focuses on the bustling morning activity in the town, with people getting dressed and having breakfast. The focus is on the normal daily routine of the townsfolk, building a sense of the everyday. In the second section, the writer introduces a sudden and mysterious development: the clockmaker's apprentice has been found dead, and the town is in shock due to the murder. This change in focus creates an atmosphere of tension, suspense, and unease. The mood shifts from normalcy to mystery and concern. In the final section, the writer shifts the focus to the unveiling of the new clockwork figure. The square is described as crowded and filled with anticipation. As the clock chimes and the figures are revealed, the focus is on the surprising and lifelike nature of the new figures, which is in contrast to the mechanical nature of the other figures in the clock. The mood changes to one of wonder and amazement as the townspeople are captivated by the lifelike figures. Overall, the writer masterfully creates a mood that transitions from the ordinary and mysterious to one of astonishment and fascination. The contrast between the tragic events and the magical unveiling of the clockwork figures adds depth to the atmosphere in the passage.
Discussing themes	• Clockwork is a fairy tale written in an ironic way • Clockwork has a strong moral message – humanity has been sacrificed as society has become more mechanised • Pullman is also saying that fulfilment needs dedicated hard work • Pullman uses the idea of clockwork as a metafictional device, comparing the interrelated			<i>>Frankenstein</i> <i>>Discussing themes in literature texts</i> <i>>Discussing writer's intent in literature texts</i>	'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 Prince Otto: corrupted by desire for power, becomes selfish, clockwork heart Karl: ambition leads to immoral choices, deal to gain fame with effort – tragedy Dr Kalmenius: villainous character – temptation leads to destruction

Unit 2: Modern Novel Clockwork					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Curriculum links	Assessment
	plot elements to the elements of a clock's mechanism				