



The Sutton Academy

Knowledge Rich Curriculum Plan

English – Frankenstein

Year 8

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
Mary Shelley: Context and Inspirations	<ul style="list-style-type: none"> Students will know that Romanticism is a genre of literature which deals with high emotion and imagination. Students will know that Romanticism has an appreciation for nature, emotion and purity of art. Students will know that the Renaissance took place between the 14th and 17th centuries and was an explosion of culture where people were free to write about what they wanted. Students will know that the Restoration happened at the end of the 17th Century and free expression was frowned upon and people were retrained in what they could write about due to social and religious beliefs. Students will know that the Romantic era began in the late 18th century (around the same time as the Industrial Revolution) and people were free to write 		<ul style="list-style-type: none"> Students need to know the role of women during the 18th/19th Century. Students will need to know the role of the church during history. Students will know what the Industrial Revolution was and consequences on society Students need to already know that a writer's context is the circumstances that affected their life, work and times. Students need to already know how to relate a writer's context to their work. For example, that a writer's gender influenced how they were received and what was expected of them. 	<p>< Oliver Twist: Contextual knowledge of society at the time. Industrial Revolution.</p> <p>> A Christmas Carol</p> <p>> Romantic Poets</p>	<p>Reading for Understanding:</p> <ol style="list-style-type: none"> Who were Mary Shelley's parents and what was unusual about them for the time? Mary Shelley's parents were Mary Wollstonecraft and William Godwin. What was unusual about them was that they were both radical thinkers who spoke out about social issues like women's rights and corrupt governments, which was uncommon for the time. Find a word which means the same as 'important' Influential What can you infer about Mary Shelley's education compared to other women of her time? C) It was unusual and advanced because of her father's influence. Explain why some people in the 19th century were afraid of new scientific discoveries. Some people in the 19th century were afraid of new scientific discoveries because they felt science was starting to challenge religious beliefs and give humans too much power, such as the power to create life, which many believed should belong to God alone. According to the text, what was the Church of England's role in early 19th century England? The Church of England was the dominant religion in England at the time. It was very powerful, owning land, running schools, and being closely linked to politics. <p>Big Question: What may have influenced Shelley in her writing? Even though Mary Shelley's writing was primarily influenced by Romanticism, the sublime, scientific progress, and the supernatural, the works of Galvani and Volta ultimately played a significant role. As a prominent figure of Romanticism, Shelley drew inspiration from the movement's focus on individualism and intense emotions. The concept of the sublime, with its awe-inspiring and overwhelming qualities, is evident</p>

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
	<p>about what they wanted.</p> <ul style="list-style-type: none"> Students will know that the word sublime describes writing which excites the reader beyond one's normal experience. Students will know that Mary Shelley was the author of Frankenstein. Students will know that science was advancing and while many embraced it other also feared it. Students will know that Luigi Galvani was a scientist who experimented on frogs. Students will know that writers are informed, affected and influenced by their context. 				<p>in her portrayal of nature. Scientific advancements, including Galvani and Volta's experiments on electricity and muscle movement, influenced her depiction of Victor Frankenstein and his scientific pursuits. The exploration of the supernatural in her writing reflects an interest in Gothic literature. Thus, while Romanticism and the sublime were primary influences, the scientific experiments of Galvani and Volta ultimately added depth and nuance to Shelley's works.</p>
Gothic Literature	<ul style="list-style-type: none"> Students will know that the key conventions of gothic horror could include: eerie settings, bad weather, threatening buildings, dark mood and atmosphere, a troubled protagonist, high emotion and supernatural events. Students will be know that writers use specific techniques within their 	<p>T2: Imagery: Descriptive language that creates a picture in the reader's mind by appealing to the senses.</p>	<ul style="list-style-type: none"> Students need to already know that convention means a feature of a literary work that defines its genre. Students need to already know that gothic horror is a genre of literature that links to supernatural events; they need to know that supernatural means something that cannot be explained by science. Students need to already know that supernatural means 	<p><Gothic Horror – continuing to develop an understanding following the exploration of conventions in Year 7. >Short Stories – students will understand the techniques</p>	<p>Gothic Conventions: Darkness / Night Nature is powerful Fear Extreme Emotions Isolation Good vs. Evil Derelict Settings Abandoned environments Romance Supernatural Innocent Victims</p> <p>Gothic Conventions in the extracts:</p>

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
	<p>work to create mood and atmosphere.</p> <ul style="list-style-type: none"> Students will know the specific techniques that can impact the perception of the reader. Students will recap thesis statements and topic sentences 		<p>something that cannot be explained by science.</p> <ul style="list-style-type: none"> Students need to already know how to select effective vocabulary to create descriptive writing. For example, they should know how to use pathetic fallacy to create setting. Students need to know a range of descriptive writing techniques including adverbs and figurative language. 	<p>that feature in short stories to engross readers.</p> <p>>Language paper 1 – analysis and discussion of unseen texts.</p> <p>>A Christmas Carol – Setting and convention analysis.</p>	<p>Bleak House:</p> <p>The gothic conventions present in the extract include:</p> <p>Atmosphere and Setting: The description of smoke, soot, and fog creates a gloomy and oppressive atmosphere. The presence of fog, particularly in the river and city, contributes to a sense of mystery and foreboding.</p> <p>Pathetic Fallacy: The imagery of the smoke, fog, and mournful atmosphere reflects the protagonist's emotional state or sets the tone for a dark and unsettling narrative.</p> <p>Symbolism: The smoke and soot, resembling snowflakes, can be seen as a symbol of decay and pollution. The fog represents obscurity, isolation, and a sense of the unknown.</p> <p>Desolate Surroundings: The mention of mire, defiled waters, and polluted cityscape evoke a sense of desolation and decay, which are typical elements in gothic literature.</p> <p>Wuthering Heights:</p> <p>Atmosphere and Setting: The moaning wind, violent storm, and the mention of darkness create a gloomy and foreboding atmosphere. The descriptions of wintry drifts, blackened leaves, and the destruction caused by the storm contribute to a sense of desolation and decay.</p> <p>The Power of Nature: 'The wind, which shook the windows every now and then' – 'the storm came rattling over Heights in fully fury.' Demonstrates the power and beauty of nature,</p> <p>Pathetic Fallacy: The moaning wind and the storm reflect the emotional turmoil and unrest within the story. The destructive power of the storm mirrors the chaos and upheaval in the narrative.</p> <p>Symbolism: The wintry drifts covering the spring flowers symbolize death and the suppression of life. The violent storm and the falling tree</p>

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
					<p>represent the disruptive forces that threaten the characters' safety and well-being.</p> <p>Desolate Surroundings: The image of the house in a remote and desolate location, battered by the storm, evokes a sense of isolation and the vulnerability of the characters.</p> <p>Stevenson:</p> <p>Atmosphere of Mystery: The description of the fog as it "slept on the wing above the drowned city" creates an eerie and mysterious atmosphere, which is a common element in gothic literature.</p> <p>Desolate Setting: The reference to the "drowned city" suggests a desolate and abandoned environment, evoking a sense of decay and isolation, which are characteristic of gothic settings.</p> <p>Contrast of Light and Darkness: The comparison of the lamps to jewels and the use of the phrase "muffle and smother of these fallen clouds" creates a contrast between light and darkness, adding to the atmospheric tension often found in gothic literature.</p> <p>Symbolism: The reference to the procession of the town's life rolling in through the great arteries, accompanied by the sound of a mighty wind, carries symbolic weight. It suggests the hidden undercurrents and secrets that exist beneath the surface of society, a common theme in gothic narratives.</p> <p>Sensory Descriptions: The use of descriptive language, such as "glimmered like jewels" and "sound as of a mighty wind," appeals to the senses, creating a vivid and evocative portrayal of the scene. This attention to sensory details is often employed in gothic writing to intensify the reader's experience.</p>

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
The Plot of Frankenstein	<ul style="list-style-type: none"> Students will know that the full title of the of the novel is Frankenstein or the Modern Prometheus Students will know that Prometheus is credited with the creation of humanity from clay. Students will know that the name Prometheus means Forethinker Students will know why this is an important title for the novel. For example: Frankenstein was a forward thinker for the time and he created life Students will know what an adaptation is. Students will know that Philip Pullman adapted the novel Frankenstein into a play script. Students will know that Frankenstein is the story of a gifted scientist who succeeds in giving life to his own creation; only to see it go horribly wrong when the creature is rejected by Victor and society. Students will know that Frankenstein is the scientist - not the 	<p>T3: Tragedy: A serious play, film, or story where terrible events happen to the main character, often ending in death or disaster.</p>	<ul style="list-style-type: none"> Students need to already know what a scientist is. Students need to already know about structural features of texts including: exposition, rising action, climax, falling action and resolution. Students need to know that character, setting and themes are essential to a narrative's success. 	<p>>Poetry: Power and conflict > Macbeth (Consequences for their actions)</p>	<p>CCQ: Prometheus stole fire from the gods and gave it to humanity and was punished eternally for doing so. He was chained to a rock and an eagle ate part of his liver every day.</p> <p>CCQ: Perhaps Frankenstein subverts the religious principles and steals power that humans should not have access to. He may have to face his own form of punishment for his acts.</p> <p>CCQ: Frankenstein may not have had a name because nobody loved him enough to give him a name.</p> <p>CCQ: Victor Frankenstein is so horrified because the monster is disgusting to look at.</p> <p>CCQ: The Monster reveals that he killed William, Frankenstein's younger brother.</p> <p>CCQ: At the end of the story, Frankenstein dies following a period of illness.</p> <p>CCQ: Revisit Modern Prometheus – stole control of 'life' from the Gods and treated it as something to be experimented with.</p> <p>Reading for Understanding:</p> <p>Who does Robert Walton rescue from the ice and take aboard his ship? B) Victor Frankenstein</p> <p>Find a word in the sentence below which means the same as 'deep regret or guilt'. Remorse.</p> <p>Why does Victor Frankenstein agree to create a female Monster? Victor Frankenstein agrees to create a female Monster because the Monster begs for companionship and promises to leave Victor and humanity alone if he has a mate.</p> <p>Explain why Victor is horrified by the idea of creating a second Monster. Victor is horrified by the idea of creating a second Monster because he fears the consequences. He worries that the second creature might be</p>

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
	<p>monster (who is nameless).</p> <ul style="list-style-type: none"> Students will know the plot of Frankenstein 				<p>even more dangerous or that the two monsters could reproduce and threaten humanity.</p> <p>Who does Victor marry when he returns to Geneva? B) Elizabeth</p> <p>What does the Monster do after Victor dies? After Victor dies, the Monster weeps over his body, expresses his immense loneliness and suffering, and then leaves to die alone in the icy wilderness.</p> <p>Why does Victor think he will die on his wedding night? Victor thinks he will die on his wedding night because the Monster vowed revenge and warned, "I shall be with you on your wedding night." Victor assumes the Monster intends to kill him then.</p>
The concept of a monster	<ul style="list-style-type: none"> Students will know that there are several definitions of the noun 'monster' and that their own experiences will influence their own definition. Students will know key words associated with the concept of monster are: ugly, monstrous, frighten, grotesque, deviate, horror, wickedness, cruelty. Students will know that Shelley uses the theme of monstrosity to illustrate that is isn't someone's outward appearance that makes them a monster but 	<p>T3: Villain: A character in a story, play, or film who does bad or evil things and often works against the hero.</p> <p>T2: Deceit: When a person lies, tricks, or hides the truth to get what they want or to harm someone else.</p>	<ul style="list-style-type: none"> Students need to already know that people can have different opinions and that opinions are influenced by context. Students need to already know how to prioritise ideas and information and arrive at conclusions. Students need to already know the concepts of heroism and villainy. 	<p><Myths and legends: Heroes and Villains <Gothic Horror: The characteristics of Villains. >Heroes >A Christmas Carol: Character creation and characteristics. Scrooge and the ghosts. >An Inspector Calls – the influence of the supernatural on individuals.</p>	<p>Model: Clearly, Romanticism aimed to challenge the pollution of cities by admiring the beauty of nature.</p> <p>What does the word 'monster' make you think of? Think about the associations and connotations of the word.</p> <ul style="list-style-type: none"> Fear and terror Unusual or frightening appearance Danger or threat Abnormal or unnatural characteristics Misunderstood or outcast Violence or destruction Supernatural or mythical beings Evil or malevolent intentions Loneliness or isolation Impact on society and morality <p>Annotate the extracts:</p>

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
	<p>rather their actions towards others.</p> <ul style="list-style-type: none"> Students will know that Propp created character types relating to archetypal characters in literature. Students will know the key characteristics of a hero and a villain. 			<p>>Macbeth – the influence of the supernatural.</p>	<p>Lovecraft:</p> <ul style="list-style-type: none"> "Colossal and nameless blasphemy": The use of these words creates a sense of something enormous and indescribable, suggesting a terrifying and forbidden presence. "Glaring red eyes": This description evokes a sense of intensity and malevolence, emphasizing the monstrous nature of the creature. "Bony claws": The use of "bony" suggests a skeletal and unnatural aspect, emphasizing the creature's inhuman attributes and its ability to inflict harm. "Thing that had been a man": By emphasizing the transformation of a human into a monstrous being, it highlights the abomination and horror of its existence. "Gnawing at the head": This image creates a gruesome and unsettling scene, evoking the idea of devouring and destruction. "Dog face with its pointed ears, bloodshot eyes, flat nose, and drooling lips": These physical characteristics align the creature with animalistic features, adding to its otherworldly and terrifying nature. "Scaly claws, mould-caked body, half-hooved feet": These descriptions emphasize the non-human attributes of the creature, portraying it as unnatural and repulsive. "Immortal fountain-head of all panic": This phrase suggests that the mere sight of the creature instils a deep and everlasting fear, establishing it as a source of perpetual terror. <p>Martin:</p> <ul style="list-style-type: none"> "A shadow emerged from the dark of the wood": The use of "shadow" immediately creates a sense of mystery and the unknown, suggesting a lurking and ominous presence. "Tall, gaunt and hard as old bones": These physical descriptions convey a skeletal and emaciated appearance, emphasizing the creature's eerie and unnerving nature. "Flesh pale as milk": The comparison to milk evokes a sense of paleness and lifelessness, enhancing the creature's otherworldly and ghostly quality.

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
					<ul style="list-style-type: none"> "Armor seemed to change color as it moved": This description adds to the creature's mystique, suggesting an ability to blend with its surroundings and making it difficult to pin down. "White as new-fallen snow, black as shadow, deep grey-green": The use of contrasting colors and the association with nature adds to the creature's enigmatic and shapeshifting nature, creating an atmosphere of unease. "Patterns ran like moonlight on water": This simile evokes a sense of fluidity and ethereal movement, further enhancing the creature's supernatural attributes. "Deeper and bluer than any human eyes, a blue that burned like ice": This vivid description of the creature's eyes creates a chilling and intense image, suggesting a sense of power and coldness. <p>Big Question: CCQ: Frankenstein could be considered the hero as he attempts to save his family from the monster, however, it could be argued that he is more of a villain as he selfishly prioritises himself over his creation, abandoning it to the abuse of humanity.</p>
Captain Walton's Letters	<ul style="list-style-type: none"> Students will know that Frankenstein is an epistolary novel and that an epistolary novel is a novel that is made up of letters. Students will know that the prologue of Frankenstein documents a correspondence between Captain Robert Walton and his sister. Students will know how writers use language to create specific 	T3: Prologue: An introduction at the beginning of a book, play, or film that gives important background information.	<ul style="list-style-type: none"> Students will know that a prologue is an introduction to a piece of literary work which addresses the reader and introduces the text. Students need to already know the important qualities of a text's opening or exposition. For example, they should know that characters and setting should be established at the start of a text. Students need to already know how to infer meaning and make assumptions based on the language that a writer uses; they need to know that an 	<p><Clockwork >Romeo and Juliet < > Analysis of writer's craft</p>	<p>Question: What is a prologue?</p> <p>A prologue serves as an introductory section that enhances the reader's understanding, establishes the story's context, and sets the stage for the main narrative. It can be a valuable tool for the author to establish key elements of the story and engage the reader from the very beginning.</p> <p>Annotations for the prologue Pathetic fallacy / setting description: "landscape of bright snow and ice", "eternal snow" The harsh, frozen setting creates a sense of isolation and danger — typical in Gothic fiction, where hostile environments mirror inner turmoil and fear.</p> <p>Sensory details: "hearing voices in the empty air... one voice like someone crying in pain... another... monstrous, howling of revenge" Builds an eerie, supernatural atmosphere — the unexplained sounds make the environment feel haunted and unsettling.</p>

Unit: Frankenstein					
Lesson/Learning Sequence	Intended Knowledge: Students will know that...	Tiered Vocabulary	Prior Knowledge: In order to know this students, need to already know that...	Wider Curriculum Links	Assessment
	<p>atmospheres and moods, for example, bad weather can create a negative or threatening atmosphere.</p> <ul style="list-style-type: none"> Students will know that the prologue contains a number of gothic horror elements - such as isolated setting, strange noises and sights (unexplained events) Students will know that adjectives support imagination and develop the exposition of a story exceptionally well. 		<p><i>assumption is something that is accepted without solid proof.</i></p>		<p>Theme of madness / psychological disturbance: “I began to worry they’d go mad with fear, crazy with isolation” Reflects Gothic obsession with the fragile human mind, fear of madness, and how extreme settings affect sanity.</p> <p>Supernatural description: “a creature like a man, but huge and hideous beyond belief” Introduces a monstrous, unnatural being — a core Gothic feature highlighting humanity’s fear of the unknown and unnatural.</p> <p>Suspense / mystery: “And then I saw it myself, and I could doubt no longer” The narrative builds tension by delaying what ‘it’ is, creating intrigue and dread before revealing the monstrous figure.</p> <p>CCQ: What does this suggest about his character?</p> <p>Ten adjectives: Frozen, Isolated, Barren, Icy, Dangerous, Natural, Perilous, haunting, dark, dismal,</p> <p>Thesis Statement: At first glance, the Arctic setting is presented as isolated and eerie, showing the extreme emptiness and danger of the landscape, but at a deeper level, it could suggest a sense of human insignificance</p> <p>Topic Sentence: The writer builds a sense of isolation through Walton’s description of “a landscape of bright snow and ice”, which makes the setting feel endless and empty.</p>
Act1: Victor Frankenstein – Tracking a Character	<ul style="list-style-type: none"> Students will know that the conventions of a playscript include: character names, stage directions (for directors and actors) and dialogue. 	<p>T3 – Stage Directions: Instructions in a script that tell actors what to do or how to say their lines.</p> <p>T2: Ambition: A strong desire to</p>	<ul style="list-style-type: none"> Students need to already know who the key characters are in <i>Frankenstein</i>: Victor; the Monster; Henry Clerval; Elizabeth; Professor Waldman. Students need to already know how adverbs are used to modify verbs. 	<p>>Blood Brothers >An Inspector Calls <The Tempest – stage directions and their purpose.</p>	<p>Setting Description: ‘The Arctic. A landscape of bright snow and ice. Character Name: Captain Walton Character Description: ‘clothed in furs’ Character Direction: speaking quietly / he exist quietly. Set Effects: The light fades and the curtain rises</p> <p>Options for quotations:</p> <ul style="list-style-type: none"> ‘Frankenstein reacts with nervous anger’.

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
	<ul style="list-style-type: none"> Students will know that the form of the story has changed and that the play version was written by a man, Philip Pullman and some people find that problematic in terms of gender and voice Students will know that theatre has more limitations than prose as the performance depends on the director, actors and the adaptation of the story - things can often be left out Students will know how the key character of Frankenstein thinks and feels. Students will know that a writer uses specific words to communicate a character's thoughts and feelings. Students will know how to use adverbs to influence line delivery when reading a script aloud. For example: frantically is more intense than excitedly Students will know that Pullman has used a number of techniques to create tension such 	<p>achieve something, often requiring hard work and determination.</p>		<p>The format of a play.</p>	<ul style="list-style-type: none"> '(Frankenstein) Drains the glass, fills it again, hands it to Clerval.' 'He [Frankenstein] gets up anxiously, crosses to where the rucksack is lying... He starts nervously.' 'that is the power of life and death. I'll harness it. I'll study it and master it.' 'I've begged the university for specimens.' <p>Examples for table:</p> <p>Topic Sentence: Frankenstein's obsession with power is revealed in his ambitious declaration. "That is the power of life and death. I'll harness it. I'll study it and master it."</p> <p>Step1: This declarative statement conveys a sense of dangerous ambition and pride.</p> <p>Step 2: Pullman uses the metaphor "harness it" to suggest that Frankenstein views life and death as something he can control, like taming a wild force.</p> <p>Step 3: Furthermore, the phrase "life and death" evokes huge moral and religious questions, highlighting Frankenstein's arrogance and setting up the play's central conflict.</p> <p>Topic Sentence: Frankenstein's secrecy and guilt are hinted at through his physical actions. "He gets up anxiously, crosses to where the rucksack is lying... He starts nervously."</p> <p>Step1: This stage direction hints at Frankenstein's desire to conceal something or protect a dangerous secret.</p> <p>Step 2: Pullman uses the verb "starts" to show sudden, fearful movements, implying paranoia and hidden guilt.</p> <p>Step 3: Furthermore, the focus on Frankenstein's movements around the rucksack suggests that it holds something significant or forbidden, building suspense and hinting at his moral conflict before the Monster is revealed.</p>

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
	<p>as withholding information and stage directions. Students will also know what the effect of these techniques are</p> <ul style="list-style-type: none"> Students will know that first impressions of characters are important and that they are created through a variety of methods such as: how they are described, what they say, how they say it and how they interact with others characters 				
Character analysis: Elizabeth	<ul style="list-style-type: none"> Students will know how to comment on the presentation of a character and that this can change throughout a text Students will know how to use structure markers in their writing such as: at the start, then, at the end 	<p>TT2: Sympathy: feelings of pity and sorrow for someone else's misfortune.</p> <p>T2 – Empathy: the ability to understand and share the feelings of another.</p>	<ul style="list-style-type: none"> <i>Students need to already know about the characters of Elizabeth and Frankenstein</i> <i>Students will need to words fluctuate and conflicted</i> 	<p>< > Analysis of writer's craft >Character Analysis in plays: Blood Brothers, An Inspector Calls, Macbeth</p>	<p>Adjectives to describe Elizabeth:</p> <ol style="list-style-type: none"> Anxious Loyal Frustrated <p>Options for quotations:</p> <ul style="list-style-type: none"> "She sways as if tired or about to faint." "I've come a long way today. He wasn't expecting me, but there was no time to let him know I was coming." "I don't know what else to do" "You haven't even asked me why I'm here." "What are you doing, Victor? Why don't you answer my letters?" <p>Examples for table:</p>

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
					<p>Topic Sentence 1: Elizabeth's anxious nature is shown through her physical weakness and nervous behaviour. "She sways as if tired or about to faint."</p> <p>Step1: This stage direction conveys a sense of vulnerability and emotional strain.</p> <p>Step 2: Pullman uses the word "sways" to suggest how overwhelmed and anxious Elizabeth feels after her long journey and worrying about Victor</p> <p>Step 3: This reflects her deep concern for Victor's wellbeing and how his absence has emotionally affected her.</p> <p>Topic Sentence 2: Elizabeth's loyalty is revealed through her determination to reach Victor despite obstacles. "I've come a long way today. He wasn't expecting me, but there was no time to let him know I was coming."</p> <p>Step1: This dialogue portrays Elizabeth as loyal and committed.</p> <p>Step 2: The phrase "I've come a long way" highlights both the physical and emotional effort she's made out of care for Victor.</p> <p>Step 3: This shows the audience her unwavering devotion and how she prioritises Victor's safety above her own comfort.</p> <p>Topic Sentence 3: Elizabeth's frustration is made clear through her blunt challenge to Victor's neglect. "You haven't even asked me why I'm here."</p> <p>Step1: This interrogative sentence conveys a sense of frustration and disappointment.</p> <p>Step 2: The words "haven't even" emphasise Elizabeth's anger and sadness at Victor's selfish behaviour.</p> <p>Step 3: This makes the audience sympathise with Elizabeth, as Victor's obsession with his experiment causes him to neglect those who care about him.</p>

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
					<p>Model:</p> <p>At the beginning of the play, Elizabeth's anxious nature is revealed through her physical weakness and nervous behaviour. This is shown in the stage direction, "She sways as if tired or about to faint." This conveys a sense of vulnerability and emotional strain, suggesting that Elizabeth is overwhelmed by both her long journey and the fear of what she might discover about Victor. Pullman uses the word "sways" to emphasise how unsteady and fragile she has become, reflecting the anxiety she feels after being ignored by Victor for so long. This moment helps the audience understand the depth of her worry and how emotionally affected she is by Victor's silence and disappearance.</p>
Creating a Set	<ul style="list-style-type: none"> Students will know that there are a range of jobs and careers in the theatre including: director, playwright, set designer, costume designer, lighting technician. Students will know what each of the jobs in the theatre industry entails. Students will know how to make links between a writer's setting description and a theatre set design. 	<p>T2: Atmosphere: the tone or mood of a place, situation, or creative work.</p> <p>T3: Symbolism: The use of symbols—objects, characters, or colours—that represent bigger ideas or themes in a story, poem, or play.</p>		>An Inspector calls	<p>Annotations:</p> <p>Picture 1: Laboratory, chaotic, electricity, animals and science.</p> <p>Props: (Machine) 18th/19th Century, electricity, complex, dangerous, mysterious ,</p> <p>(Candelabra) gothic, wealth, ornate, spooky</p> <p>(Corpse) scientific, death, reanimation, unease, fear, curiosity</p> <p>Lighting: (Image 1) Immersive, fire-effect, warm, mimicking an explosion</p> <p>(Image 2) a sense of coldness, scientific/futuristic, falling light effect.</p> <p>(Image 3) tall and vertical lights, clinical colours, ghostly</p> <p>Table Example:</p> <p>In the centre of the stage we could have the bed with the monster strapped to it – there are cables attached to the bed that run to the big machines behind.</p> <p>Reason: The creation of the monster is central to the story therefore it needs to be the focus for the scene.</p> <p>Intended Effect: The audience should be able to see the consequence of science – the monster appearing as a grotesque, gargantuan being in the middle of the stage should be a moment of alarm and concern for Frankenstein.</p>

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
Act 2: stage directions	<ul style="list-style-type: none"> Students will know how to comment on stage directions linked to setting/set design. Students will know how to make comments on atmosphere and how this has been created by a writer Students will know how to make links to gothic horror conventions in particular those surrounding character: such as frightening monster and damsel in distress 		<ul style="list-style-type: none"> <i>Students will need to know ideas surrounding the concept of a villain and how they are viewed by others</i> <i>Students will already know the function of stage directions</i> <i>Students need to already know gothic horror conventions and how Frankenstein conforms to the Gothic genre through its atmosphere of darkness and interest in the supernatural.</i> 	<p><Gothic horror <Clockwork >Blood Brothers >An Inspector calls</p>	<p>First extract questions:</p> <ol style="list-style-type: none"> The cottage perhaps belongs to people living a rural lifestyle – maybe they are hunters or farmers. I envision them to be simplistic in their lifestyle as Pullman describes them as having 'a couple of rough chairs, a simple fireplace' and 'some bread, an apple, a piece of cheese' to eat. Pullman seems to be creating a peaceful atmosphere at this point. The setting is idyllic. The description makes me feel at peace; clearly this is the kind of atmosphere that Pullman is trying to create here by describing this simple lifestyle. <p>Second extract:</p> <ol style="list-style-type: none"> The atmosphere changes quite quickly through these three sentences. The barking of dogs arguably foreshadows that something ominous is about to happen, then when 'the light is blocked in the doorway', the atmosphere quickly becomes darker, both literally and metaphorically. <p>Third extract:</p> <ol style="list-style-type: none"> From the stage directions, we learn that the monster seems to have been through a tough time. Pullman tells us that 'his hands and arms are torn and bloody', suggesting that the monster has been persecuted in some way or has been in an accident or altercation. Moreover, the monster is hungry and desperate. Despite being nervous, Pullman describes how the monster should be seen 'devouring' food 'ravenously'. Pullman clearly wants the audience to understand how desperate the monster is. Perhaps he is afraid of human beings after being targeted them before this scene (which is why he has bloody and torn hands and arms). <p>Link to prior knowledge: bullet point links to Gothic genre</p> <ul style="list-style-type: none"> Dark and gloomy atmosphere Supernatural creature Sense of tension and fear Interest in deathliness

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
The monster	<ul style="list-style-type: none"> Students will know that at this point in the play the monster is solitary and isolated, but also innocent and moral. Students will know that in a play, the character's speech reveals their emotions and feelings to the audience. 	<p>T3: Monologue: One person performing a speech of their thoughts and feelings to the audience.</p> <p>T2: Isolated: Far away from other places, people, or things; separated.</p>	<ul style="list-style-type: none"> Students will need to already know the experiences of the monster Students will need to know how to construct an appositive sentence. Students will need to know the definitions of the words grotesque, sympathy and isolated. 	<p>>Blood Brothers < > Analysis of writer's craft</p>	<p>Questions:</p> <ul style="list-style-type: none"> What does his speech reveal about his character? His speech reveals that the Monster is intelligent, emotional, and deeply lonely. How does the playwright want us to feel towards the Monster? Pullman wants the audience to feel sympathy and pity for the Monster. Even though he looks frightening, his words show that he is sensitive and capable of love and thought. <p>Adjectives to describe the Monster: Lonely Thoughtful Misunderstood</p> <p>Options for quotations:</p> <ul style="list-style-type: none"> "I have no home." "I come a long way. I look for friends." "Everywhere I go, they hate me." "But I am good. I want to love them, not hurt, not kill." "My heart is unhappy." "Am I not good?" "Men see me, they hurt me – dogs – they shout, they throw stones." "I look bad. But I am good." "Everywhere I go, they hate me." <p>Topic Sentence 1: The Monster's loneliness is revealed through his desperate search for a home and companionship when he declares, "I have no home."</p> <p>Step 1: This declarative statement conveys a sense of isolation and rejection.</p>

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
					<p>Step 2: Pullman uses this statement to portray the Monster as a character who is cut off from human contact and warmth, making the audience feel sympathy for his situation.</p> <p>Step 3: Furthermore, the noun “home” evokes an image of safety, belonging and love — things the Monster painfully lacks, increasing the audience’s pity for him.</p> <p>Topic Sentence 2: The Monster’s thoughtfulness is revealed through his reflection on kindness when he insists, “But I am good. I want to love them, not hurt, not kill.”</p> <p>Step 1: This use of contrast and emotive language conveys a sense of gentleness and moral awareness.</p> <p>Step 2: Pullman uses this juxtaposition between positive and violent verbs to suggest the Monster’s inner conflict. The positive words “good” and “love” are positioned alongside “hurt” and “kill”, showing that although he is capable of violence, his true desire is for kindness and connection.</p> <p>Step 3: Furthermore, the verb “love” evokes an atmosphere of tenderness and warmth, sharply contrasting with how others treat him. This emotive word challenges the audience’s assumptions about what makes someone truly monstrous.</p> <p>Topic Sentence 3: The Monster’s misunderstanding by others is revealed through society’s prejudice when he explains, “I look bad. But I am good.”</p> <p>Step 1: This antithesis conveys a sense of unfairness and prejudice.</p> <p>Step 2: Pullman uses this antithetical structure to depict the Monster’s frustration at being judged by his looks rather than his actions. The clear opposition between “bad” and “good” highlights the theme of appearance versus reality, a common feature in Gothic literature.</p> <p>Step 3: Furthermore, the verb “look” evokes an image of surface-level judgement and reflects society’s obsession with appearances. This makes</p>

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
					<p>the audience aware of how cruelly and wrongly the Monster is treated, provoking sympathy and moral reflection.</p> <p>Model paragraph:</p> <p>The Monster's thoughtfulness is shown when he says, "But I am good. I want to love them, not hurt, not kill." This contrast creates a sense of kindness and emotion. Pullman uses this juxtaposition of positive and violent verbs to show the Monster's feelings. Words like "love" and "good" show he wants to be kind, while "hurt" and "kill" show the danger he faces. Furthermore, the word "love" creates a feeling of warmth and care, which makes the audience feel sorry for him.</p>
Act 3: Victor Frankenstein – Tracking a Character	<ul style="list-style-type: none"> Students will know that Frankenstein's character develops between Act 1 and Act 3, and his emotions and reactions reflect his growing instability and guilt. Students will know that writers use language choices, stage directions, and dramatic devices to present character changes and create audience reactions. 	<p>T2: Conscience: A person's sense of right and wrong that guides their actions and decisions.</p> <p>T2: Immorality: Example: The character's immorality is shown when he lies and cheats to get what he wants.</p>	<ul style="list-style-type: none"> <i>In Act 1, Frankenstein was shown as ambitious, determined, and secretive.</i> <i>Plays use stage directions, character dialogue, and dramatic devices to create meaning.</i> 	<p>Myths - characters like Prometheus suffer consequences for defying natural laws, linking directly to Frankenstein's ambition.</p> <p>Clockwork - explored the theme of characters being driven by obsession and guilt,</p>	<p>Adjectives to describe the Monster:</p> <p>Anxious Overwhelmed Guilty Remorseful Tormented Defeated</p> <p>Options for quotations:</p> <ul style="list-style-type: none"> "Any news of William?" "Frankenstein sinks to his knees in despair" "(Groans) Oh dear God, this is my doing!" "Why did I ever start this cursed thing" "You did this, didn't you? You killed my brother!" "Frankenstein moves helplessly" <p>Examples for table:</p> <p>Topic Sentence 1: Frankenstein's guilt and despair is shown when he sinks to his knees in despair</p> <p>Step1: This stage direction conveys a sense of hopelessness and emotional breakdown.</p> <p>Step 2: Pullman uses this stage direction to portray Frankenstein's physical and mental breakdown.</p>

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
					<p>Step 3: Furthermore, the word “sinks” evokes an image of falling or losing control, which reflects Frankenstein’s overwhelming guilt in this moment.</p> <p>Topic Sentence 2: Frankenstein’s regret and torment is revealed when he exclaims, “Why did I ever start this cursed thing?”</p> <p>Step1: This rhetorical question conveys a sense of regret, frustration and self-loathing.</p> <p>Step 2: Pullman uses this rhetorical question to depict Frankenstein’s deep remorse for creating the Monster and his inability to undo the damage.</p> <p>Step 3: Furthermore, the word “cursed” evokes an atmosphere of doom, guilt and unnatural consequences, reminding the audience of the dangers of defying natural order, a typical theme in Gothic literature.</p> <p>Topic Sentence 3: Frankenstein’s remorse is expressed through his groan and words, “Oh dear God, this is my doing!”</p> <p>Step 1: This exclamation conveys a sense of blame and guilt.</p> <p>Step 2: Pullman uses this exclamation to suggest Frankenstein’s acceptance of responsibility for the tragedy.</p> <p>Step 3: Furthermore, the phrase “my doing” evokes an atmosphere of confession and personal torment, highlighting Frankenstein’s inner struggle.</p> <p>Model Response: Frankenstein’s regret and torment is revealed when he exclaims, “Why did I ever start this cursed thing?” This rhetorical question conveys a sense of regret, frustration and self-loathing. Pullman uses this rhetorical question to depict Frankenstein’s deep remorse for creating the Monster and his awareness that his ambition has led to terrible consequences. Furthermore, the word “cursed” evokes an atmosphere of doom, guilt and unnatural consequences, reminding the audience of the dangers of defying natural order — a key theme in Gothic literature.</p>

Unit: Frankenstein					
Lesson/Learning Sequence	Intended Knowledge: Students will know that...	Tiered Vocabulary	Prior Knowledge: In order to know this students, need to already know that...	Wider Curriculum Links	Assessment
Act 3 The Monster	<ul style="list-style-type: none"> Students will know that Elizabeth suffers from recurring dreams (a gothic horror convention) and that this is a technique used by the writer to create tension Students will know that the encounter between Frankenstein and the monster is one of the most significant moments in the play. A prominent theme in Frankenstein is the idea of nature vs nurture. Nature refers to how genetics influence an individual's personality, whereas nurture refers to how their environment (including relationships and experiences) impacts their development. 	T2: Betrayal: The act of being disloyal to someone or something by breaking their trust.	<ul style="list-style-type: none"> Students will already need to know the relationship between Frankenstein and the monster There are many factors that make up who we are. Staff may wish to use the analogy of people who grow up with books in households and people who do not (or something similar) to explain different education outcomes. 	<p><Gothic Horror</p> <p>>a Christmas carol</p> <p>>Blood Brothers</p> <p>nature vs nurture.</p>	<p>Linking our learning:</p> <ul style="list-style-type: none"> Frankenstein's Monster is like Caliban from The Tempest because both are seen as outsiders who are judged by their appearance and treated with fear or cruelty. Their creators control them because both Victor Frankenstein and Prospero believe they have power over life and knowledge. Both of these characters reveal that nurture is arguably more important than nature in developing a person's character because the Monster and Caliban become angry and violent largely because of how they are treated. If they had been shown kindness and acceptance, they may have developed into good and loyal individuals. <p>Annotations:</p> <p>"I – betray you? If I knew how to laugh, Frankenstein, I'd shake the house with scorn"</p> <p><i>Frankenstein never taught the monster the importance of joy – he was its creator and did not support its growth.</i></p> <p>"It was that I wanted love. I came to life full of goodwill and friendship for every living creature – "</p> <p><i>The Monster is/was not inherently evil; it is a consequence of the society it found itself part of. Abstract nouns – goodwill, friendship, love.</i></p> <p>"You are my god. You made me, and you owe me happiness."</p> <p><i>Repetition of 'you' places the responsibility and blame on Frankenstein. The reference to a 'god' elevates Frankenstein to the role of a 'creator' and reinforces the concept of responsibility for his actions. He created, he must support.</i></p> <p>"I had no wish to hurt him."</p> <p>'wish' indicates a fantasy or dream, something that is desperately desired. The Monster, when presented with vulnerability, did not want to hurt or injure.</p> <p>"I can make him unhappy as he made me – and I killed your brother, and I laughed!"</p>

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
					<p><i>The idea is again reinforced that Frankenstein created the evil within the Monster through negligence and disgust. The Monster is a reflection of the world around him and therefore Pullman asks the question of whether the Monster is evil, or just imitating the evil around him.</i></p> <p>“Let me have someone to love – someone like myself. Make me a companion – make me a wife!”</p> <ul style="list-style-type: none"> <i>The Monster, despite its evil actions, maintains the position of wanting love; this creates an exceptional juxtaposition of nature and nurture. Society has created an evil being, capable of murder, yet we see the inherent desire for love driving the Monster forward.</i> <p>CCQ: Why is the monster’s first encounter with his creator significant?</p> <p>The theme of nature versus nurture is an integral one in <i>Frankenstein</i>. Pullman explores this theme through the significant first encounter between the monster and his creator, when the monster pleads with Victor 'How can I love, when I'm met with nothing but hatred and disgust'. Pullman wants his audience to understand how the monster's lack of nurture has turned him into someone capable of committing a heinous crime such as murder. Due to the fact that the monster has never been loved, he is incapable of loving. This lack of love, Pullman suggests, is what drives people to extreme actions.</p>
Act 3 Gothic features	<ul style="list-style-type: none"> Students will know how each character is responsible for the actions of the monster Students will know that the writer has subtly used gothic horror conventions such as references to curses and misfortune Students will know that Frankenstein is not willing to accept that he has brought the 	Ethics: moral principles which govern a person's behaviour	<ul style="list-style-type: none"> <i>Students will need to already know the events of the play</i> <i>Students will need to already know a range of gothic horror conventions</i> 	<Gothic Horror >An Inspector Calls – ethics > Reinforcing ideas around the Gothic – A Christmas Carol	<p>How does Pullman use Gothic conventions to present Frankenstein as an immoral character?</p> <p>Pullman uses Gothic conventions to reveal how immoral Victor Frankenstein, the 'modern Prometheus', is. In the stage directions at this point in the play, there are consistent references to 'darkness', 'doom and horror'. Pullman uses these Gothic conventions to create a dismal and sinister atmosphere. We also get the impression that other characters are starting to become unnerved by the atmosphere in the play. This is indicated when Elizabeth notices 'a monstrous figure'. Pullman uses these supernatural conventions of the Gothic to build tension as the play escalates towards its climax, and to make the consequences of Frankenstein's actions clear.</p>

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
	<ul style="list-style-type: none"> events of the play on himself. Students will know that Clerval is not willing to accuse his friend or voice his suspicions 				
Humanity	<ul style="list-style-type: none"> Students will know that humanity means the qualities of being human. Students will know that the monster believes that humanity is not always kind and compassionate. Instead it often destroys what it does not understand. Students will know the monster believes that humans, far from being kind and compassionate, are driven by impulses and not rational thought. 	<p>Tier 2</p> <p>Humanity: the quality of being kind to people and animals by making sure that they do not suffer more than is necessary; the quality of being humane</p> <p>Impulses: a sudden strong wish or need to do something, without stopping to think about the results</p>	<ul style="list-style-type: none"> <i>Students will need to already what each of the characters are like</i> <i>Students will need to know how to analyse the language choices of a writer.</i> 	<p>>The Hunger Games</p> <p>>An Inspector calls</p>	<p>CCQ: What is the monster trying to say about humanity?</p> <p>The monster believes that humanity is not always kind and compassionate. Instead it often destroys what it does not understand.</p> <p>CCQ: What does the monster believe humans are driven by?</p> <p>The monster believes that humans are driven by impulses and not rational thought.</p> <p>Big Question: What is Pullman trying to say about humanity in the play?</p> <p>Through the monster, Pullman makes the point in this play that humanity is not always defined by kindness. Instead, humanity can be driven by destructive impulses, especially when it is afraid. As the monster declares, 'When a human sees a living thing, his first impulse is to destroy it'. Pullman wants the audience to understand that the monster is an advocate for love and care in the first instance. By contrast, Clerval here is at his most afraid, and insists on the need to destroy the monster rather than show it any compassion.</p>
Victor Frankenstein – Tracking a character	<ul style="list-style-type: none"> Victor Frankenstein is a character whose hamartia is his obsession with his work, which represents an over-ambitious nature. Frankenstein's over-ambition makes him the modern Prometheus: 'Yes, if 	<p>T3- Hamartia: a fatal flaw leading to the downfall of a tragic hero or heroine. Example: Sarah's hamartia, her overwhelming pride, ultimately lead to her downfall. Non-example: The hamartia spread through the voters.</p>	<ul style="list-style-type: none"> <i>Students are building here on their prior knowledge of tracking a character across a whole text.</i> 	<p><> Tracking a character.</p> <p>>Ambition as hamartia in Macbeth</p>	<p>Adjectives to describe Frankenstein in Act 4:</p> <p>Vengeful Desperate Grief-stricken Defeated Tormented</p> <p>Options for quotations:</p> <ul style="list-style-type: none"> "I'll find you. However long it takes me, I'll follow you to the ends of the earth, and when I do, I'll tear you apart!" "What have I done? What have I done?"

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
	<p>we're lucky tonight and it storms...well, my dear fellow, we're in the threshold of a new age.' Frankenstein thinks that he is shepherding in a new age for mankind; in fact he is creating something that is beyond his control.</p> <ul style="list-style-type: none"> Frankenstein ends the play in despair at what he has done as he questions himself: 'What have I done? What have I done...' 	<p>T2 – Responsibility: the state or fact of having a duty to deal with something or of having control over someone.</p> <p>T2- Ambition: A strong desire to do or achieve something. Example: Her ambition was to work in the field of astrophysics. Non-example: The project proposes the most ambition plans for the parish church in over 100 years.</p>			<ul style="list-style-type: none"> Frankenstein kneels again and takes up the body of Elizabeth in his arms. "Never! She'll never live now! Monster, what have you done?" "Elizabeth – no – no –" Frankenstein throws himself to his knees beside her. <p>How does Pullman present Victor as a character who changes throughout the play?</p> <p>Suggested quotations: Act 1: 'that is the power of life and death. I'll harness it. I'll study it and master it.' Act 3: "(Groans) Oh dear God, this is my doing!" Act 4: "I'll find you. However long it takes me, I'll follow you to the ends of the earth, and when I do, I'll tear you apart!"</p> <p>Examples for table:</p> <p>Topic Sentence 1: Act 1: Frankenstein's obsession with power, which acts as his hamartia, is revealed in his ambitious declaration, "That is the power of life and death. I'll harness it. I'll study it and master it," highlighting the reckless flaw that ultimately leads to his downfall.</p> <p>Step 1: This declarative statement conveys a sense of dangerous ambition and pride.</p> <p>Step 2: Pullman uses the metaphor "harness it" to suggest that Frankenstein views life and death as something he can control, like taming a wild force.</p> <p>Step 3: Furthermore, the phrase "life and death" evokes huge moral and religious questions, highlighting Frankenstein's arrogance and setting up the play's central conflict.</p> <p>Topic Sentence 2: Act 3: Frankenstein's remorse is expressed through his groan and words, "Oh dear God, this is my doing!"</p> <p>Step 1: This exclamation conveys a sense of blame and guilt.</p>

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
					<p>Step 2: Pullman uses this exclamation to suggest Frankenstein's acceptance of responsibility for the tragedy.</p> <p>Step 3: Furthermore, the phrase "my doing" evokes an atmosphere of confession and personal torment, highlighting Frankenstein's inner struggle.</p> <p>Topic Sentence 3: Act 4: Frankenstein's vengeful obsession is shown when he threatens, "I'll find you. However long it takes me, I'll follow you to the ends of the earth, and when I do, I'll tear you apart!"</p> <p>Step 1: This violent threat conveys Frankenstein's descent into obsession, hatred and an all-consuming desire for revenge.</p> <p>Step 2: Pullman's use of 'tear you apart' evokes brutal, animalistic violence, suggesting Frankenstein has abandoned reason and humanity in favour of destructive rage.</p> <p>Step 3: Furthermore, this vengeful outburst reflects the Gothic theme of obsession and the destructive consequences of unchecked ambition, showing how Frankenstein's desire for revenge mirrors the violence of his own creation.</p> <p>Model response to be used at teacher's discretion.</p> <p>At the beginning of the play, Frankenstein's obsession with power, which acts as his hamartia, is revealed in his ambitious declaration, "That is the power of life and death. I'll harness it. I'll study it and master it." This declarative statement conveys a sense of dangerous ambition and pride. Pullman uses the metaphor "harness it" to suggest that Frankenstein views life and death as something he can control, like taming a wild force. Furthermore, the phrase "life and death" evokes huge moral and religious questions, highlighting Frankenstein's arrogance and setting up the play's central conflict.</p> <p>As the play develops, Frankenstein begins to experience remorse and guilt for the consequences of his actions. This change in Victor's character is evident when he groans, "Oh dear God, this is my doing!" This exclamation conveys a sense of blame and guilt. Pullman uses this</p>

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
					<p>moment to suggest Frankenstein's acceptance of responsibility for the tragedy. Furthermore, the phrase "my doing" evokes an atmosphere of confession and personal torment, highlighting Frankenstein's growing isolation and inner struggle as he begins to recognise the horror he has unleashed.</p> <p>However, after facing terrible loss and devastation, Frankenstein becomes determined and vengeful. His descent into obsession is shown when he threatens, "I'll find you. However long it takes me, I'll follow you to the ends of the earth, and when I do, I'll tear you apart!" This violent threat conveys Frankenstein's hatred and all-consuming desire for revenge. Pullman's use of "tear you apart" evokes brutal, animalistic violence, suggesting Frankenstein has abandoned reason and humanity in favour of destructive rage. Furthermore, this vengeful outburst reflects the Gothic theme of obsession and the destructive consequences of unchecked ambition, showing how Frankenstein's desire for revenge mirrors the violence of his own creation.</p> <p>In conclusion, Pullman presents Victor Frankenstein as a character who changes dramatically throughout the play — from ambitious scientist, to guilt-ridden creator, to vengeful pursuer — exposing the tragic consequences of pride, obsession, and irresponsible ambition.</p>
Epilogue	<ul style="list-style-type: none"> Students will know that characters within a text do not need to be completely heroic or completely villainous and by blurring the lines of blame, writers and playwrights can involve the audience by allowing them to form their own opinions. Students will know and understand the difference between narrators within a text. 	<u>T2 - Sympathy</u> : the feeling of being sorry for somebody; showing that you understand and care about somebody's problems	<ul style="list-style-type: none"> <i>Students will need to already the events of the play</i> <i>Students will need to already know how the monster has been treated</i> 	>An Inspector Calls – ethics and responsibility.	<p>CCQ:</p> <p>What are the main types of third-person narrators</p> <p>Third-person omniscient</p> <p>Third-person limited</p> <p>Challenge: What are the key differences between these two?</p> <p>What is the difference between a first-person narrator and a third-person narrator?</p> <p>First-person deals with I and can tell the story from their own perspective while a third-person narrator can tell the same story but without the immediate connection of 'I'</p> <p>Why is it important to consider the type of narrator?</p> <p>A first-person narrator can often be seen as unreliable; they are experiencing the story from their own perspective and are often unaware</p>

Unit: Frankenstein					
Lesson/Learning Sequence	Intended Knowledge: Students will know that...	Tiered Vocabulary	Prior Knowledge: In order to know this students, need to already know that...	Wider Curriculum Links	Assessment
	<p>The main ones explored are:</p> <p>Third-person omniscient</p> <p>Third-person limited</p> <p>First-person narrator</p> <p>Second-person narrator</p> <ul style="list-style-type: none"> Students will know that the writer had used a range of techniques to create sympathy for the monster. For example: emotive language, stage directions 				<p>of the actions or events taking place elsewhere in the story. Third-person limited narrators do create a more intimate feeling than a third-person omniscient narrator however the reader may feel distanced from the main character as it can be tougher to reveal their feelings and thoughts.</p>
The Hunchback in the Park	<ul style="list-style-type: none"> Students will know that a hunchback is a medical condition caused by the spine curving. Students will know that the Hunchback of Notre Dame is a novel by Victor Hugo and the key character - Quasimodo - has a hunchback. Students will know how to communicate their thoughts on 'The Hunchback in the Park.' Students will need to know how to identify and make notes on key images in a poem Students will need to know how to comment on how the Hunchback is presented in the poem. 		<ul style="list-style-type: none"> Students will already need to know what is meant by the term 'monstrosity'. Students will need to know a range of poetic techniques and their definitions (recapped in starter). Dickens presents Fagin in an anti-Semitic way – identifying him often as 'the Jew', as if that is the only characteristic about him that matters. 	<p>> Riots and rebels</p> <p>> Poetry: power and conflict</p> <p>> the word ostracised is very useful when discussing the poem</p> <p>Kamikaze at GCSE.</p> <p>Perhaps also Lady Macbeth as the play goes on.</p> <p>< Fagin in Oliver Twist.</p>	<p>Suggested annotations:</p> <p>Slept at night in a dog kennel But nobody chained him up.</p> <p>Metaphorical language that suggests that the man has been reduced to the state of an animal. He is not literally chained up but he is metaphorically as he is neglected by society.</p> <p>Like the water he sat down And Mister they called Hey mister</p> <p>The simile seems to suggest that the man has almost blended into his environment – he has become 'like the water'. Moreover, the next line reveals how the man is tormented by the boys truanting from school – an insight into how the man is ostracised by society.</p> <p>Made all day until bell time A woman figure without fault</p> <p>The man is preoccupied with the figure he is sculpting. He takes care and time over it. The figure is perhaps a symbol of his isolation, but it might also represent how even this man who is neglected by society, can still leave an impression on this world and leave something behind.</p>

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
	<ul style="list-style-type: none"> The man is presented as almost blending into his environment due to his solitariness ('Like the water he sat down') The man is tormented by others in society 'Mister they called Hey mister' The man is cut off from society. Even if he is not physically chained, he is metaphorically: 'Slept at night in a dog kennel, But nobody chained him up'. The man whittles a figure out of wood during the day. Thomas suggests, perhaps, that this figure gives him a sense of satisfaction and purpose – things that have been taken away from the man by his ostracism from society. The use of the definite article in 'the hunchback' identifies the man by his disability. This perhaps marks him out as different and is related to his ostracism from society. This language is also seen in Dickens's anti- 				<p>Possible cold call questions (should be in booklet – this needs correcting for next year. Saved in M Drive):</p> <p>CCQ: Do you think it is fair to refer to the man in question as 'the hunchback'?</p> <p>The use of the definite article in 'the hunchback' identifies the man by his disability. This perhaps marks him out as different and is related to his ostracism from society.</p> <p>CCQ: How is this language similar to how Dickens described Fagin in Oliver Twist?</p> <p>This language is also seen in Dickens's anti-Semitic description of Fagin as 'the Jew'. In both cases, the character is not seen as a human being. Instead they are defined by their characteristics, in a negative way.</p> <p>Why is the language that we use important?</p> <p>The language that we use is important because we can end up labelling someone in a derogatory way, therefore ostracising them from society.</p> <p>Model response:</p> <p>Model Response: How does Thomas present the Hunchback? At the beginning of the poem, Dylan Thomas presents the Hunchback as an isolated and lonely figure. The poet describes him as “a solitary mister, propped between trees and water”. The word “solitary” immediately suggests that he is cut off from other people and lives on the edges of society. Thomas creates a sense of quiet sadness around the character by showing how he spends his days alone in the park, surviving by “eating bread from a newspaper” and drinking from a “chained cup”. This image makes the reader feel sympathy for the Hunchback, as it suggests a life of poverty and rejection.</p> <p>As the poem develops, Thomas shows how the Hunchback is mocked and mistreated by others. The truant boys from the town call out “Hey mister”</p>

Unit: Frankenstein					
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>	Wider Curriculum Links	Assessment
	<p>Semitic description of Fagin as 'the Jew'.</p> <ul style="list-style-type: none"> Students will use their annotations (indicative content above) to plan and write a response to the question, 'How does Thomas present the homeless man in the poem 'The Hunchback in the Park'? 				<p>and laugh at him when he shakes his paper. The poet uses the phrase “hunchbacked in mockery”, which suggests that the boys imitate his bent shape to humiliate him. This image of cruelty highlights how the Hunchback is an outsider who is bullied for being different, and Thomas presents him as a victim of society’s unkindness.</p> <p>Later in the poem, Thomas suggests that, despite his loneliness, the Hunchback has a rich inner world and imagination. The poet describes how he spends his day making “a woman figure without fault, straight as a young elm, straight and tall from his crooked bones.” This image is powerful because it shows that, although he is physically deformed and rejected by others, the Hunchback dreams of beauty, perfection and companionship. The contrast between his “crooked bones” and the “straight and tall” woman figure he creates emphasises his longing for connection and escape from his harsh life.</p> <p>Finally, at the end of the poem, Thomas presents the Hunchback as a tragic, restless figure, still alone and forgotten. The poem finishes with the image of the boys and the park’s life disappearing into darkness while “the hunchback [returns] to his kennel in the dark.” The word “kennel” is particularly striking as it suggests that he is treated like an animal, not a person, and reinforces the theme of isolation.</p>