



The Sutton Academy

Knowledge Rich Curriculum Plan

English – ***Thematic study Gothic Horror***

Year 7



Unit 3: Gothic Horror					
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
Lesson 1: <u>What is the Gothic Genre?</u>	- Students will know that that the word gothic refers to a medieval style of architecture, a style of fashion and make-up dominated by the colour black; - a genre of music popular in the early 1980s and a genre of literature focused on terror. - Students will know the etymology of the word gothic. They will know that the Goths were an East Germanic tribe who were violent and barbaric. - Students will know the purpose of gothic fiction. They will know that audiences in the 17th, 18th and 19th Century were obsessed with the supernatural, monsters, dreams and the unknown. They will know that the purpose for gothic fiction was to evoke feelings of terror.	<u>Tier 3 – Connotation</u> An idea suggested by a word in addition to its main meaning <u>Tier 3 – Genre:</u> A style or category of art, music or literature	- Students will need to know that there are different types of writing each with their own conventions and we call these genres. - Students will need to know what a century is - how long a century is and how you work out the century - Students will need to know that a tribe is a group of people linked in some way with a recognised leader	- History & Art - Literary history	<u>PL: mind map task recalling previous knowledge of the term gothic</u> <u>CCQ: What is the Gothic Genre?</u> The word Gothic refers to gloomy, morbid styles of architecture / fashion / music – in literature it is a genre focused on terror that was first popularised in the 18th century by Horace Walpole's 'Castle of Otranto' <u>Reflect & Respond: What does Gothic mean to you?</u> <u>Responses could include:</u> In literature Gothic links to a narrative with gloomy settings and terrifying characters. Gothic can link to a Medieval style of architecture characterised by high arches and ornate stone masonry. <u>Homework:</u> <u>Quizlet: spellings</u> <u>MCQ: key knowledge</u>
Lesson 2: <u>What are the conventions of the Gothic Genre?</u>	- Students will know that gothic settings might include wild and remote places, dark and gloomy settings, graveyards, tombs and corpses, old ruined, isolated castles or buildings, unusual natural events such as storms and full moons. - Students will know that gothic plot events might include family curses and dark secrets, supernatural events or powers, science used for evil or disastrous purposes, nightmares, madness and mental torment. - Students will know that gothic characters might include mysterious and frightening creatures or people, female characters as either victims	<u>Tier 3 – Convention</u> A set of rules that writes use to follow for a style or genre of writing	- Students will need to already know that different genres have their own set of conventions for example adventure stories will always have a courageous hero. - Students will need to know that different genres have typical settings for example, a fairytale might be set in a castle. - Students will need to know that there are different types of writing each with their own conventions. - Students will need to know that words are chosen for effect. - Students will need to know that settings and characters are brought to life through imagery.		<u>KR: Write down five thing you can remember about the Gothic genre</u> <u>CCQ: What are the conventions of the Gothic Genre?</u> Notes made in response to the film clips focus on students making notes on setting / characters / themes Responses should include all elements of the genre learnt in the previous lesson. <u>Guided Practice: Rewrite the paragraph, adding detail so that the setting becomes atmospheric and frightening and more suitable for a gothic horror story.</u> Plan together key criteria to be successful in task: Adjectives / adverbs / metaphors / similes / personification / focus on setting linked to genre <u>Homework:</u>

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	- or predators, male protagonists with dark secrets or a troubled past. - Students will know that through specific language choices a gothic setting can be created.				Quizlet: spellings MCQ: key knowledge
Lesson 3: <u>How can language be used to create a monster?</u>	- Students will know that a villain is a character whose evil actions or motives are important to the plot. - Students will know that language choices have been made to create an image in the reader's mind.		<i>Students need to know that different characters have different roles to play in a story; for example, a villain is often used to make the hero look even more heroic and virtuous.</i> <i>Students need to already know that there are a range of descriptive techniques which writers can choose from to create specific effects. For example, similes create images for readers and help readers to make comparisons.</i>	➤ Introduction of villainous characters in literature – first impressions ➤ Myths & Clockwork – previous study of villains	KR: Write a definition for genre / write down synonyms for barbaric / use the word isolated in a sentence / what is a protagonist? / what is a villain? Genre: A style or category of art, music or literature Synonyms: Cruel / brutal / vicious Possible response – The house stood isolated and alone on the hillside. <i>A protagonist is the main character in a play or narrative.</i> <i>A villain is a character in a story or play who opposes the hero; a deliberate scoundrel or criminal.</i> CCQ: How can language be used to create a monster? Guided Practice: teacher modelling of quote explosion from extracts 1-3 Independent Practice: Create a Gothic Villain of your own: students maps should include key elements of the gothic genre such as gruesome appearance / scary voice / strange or sinister movement or behaviour Quizlet: spellings MCQ: key knowledge

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Lesson 4: <u>Creating a Gothic character</u>	- Students will know a range of ways to improve a sentence such as the more, more sentence, verb opening and prepositional phrase - Students will know a range of techniques which could be employed to create a gothic character		- Students need to already know typical settings in gothic horror stories. For example, graveyards, abandoned places - Students need to already know typical characters in gothic horror stories. For example, damsels in distress, vampires - Students will need to already know typical plots in gothic horror stories. For example, curses and family secrets - Students will need to already know examples of gothic horror fiction. For example, Twilight, Dracula	➤ Discussion and practice of character development and description	KR: List five techniques you could use when creating a Gothic character. Students lists could include similes / metaphors/ adjectives / verb and adverbs BQ: Creating a Gothic character Students complete the sentences tasks guided by teacher to practice sentence variation when crating a gothic character BW: Write a description of a Gothic character. Model example: Slowly but purposefully, the dark, shadowy figure came straight towards them. The more he stared, the more his eyes bore into their souls... Quizlet: spellings MCQ: key knowledge
Lesson 5: <u>What is an Ellipsis and how can it be used to create effects in Gothic Writing?</u>	- Students will know that a range of punctuation, specifically 'ellipsis' are used by writers to evoke specific emotions from readers including: fear, sympathy, excitement and horror. - Students will know that a common feature of gothic fiction is to set them in wild or remote places; they will know that something remote is far away from anywhere else or distant. - Students will know that descriptions of settings will include the following: nature personified as strong and powerful, elements of death and decay, weather used to create an eerie mood (pathetic	Tier 3 – Ellipsis – a narrative device of omitting a portion of the sequence of events, allowing the reader to fill in the narrative gaps	- Students will need to already know that writers have an intended purpose in mind when writing; they will need to know the phrase 'a writer has consciously crafted ...' and understand that it means a writer has made purposeful and conscious decisions about their writing. - Students will need to know how to take notes around a text; they will need to know how to annotate. - Students will need to know examples of wild and remote places.	➤ Gothic settings in Clockwork analysed and discussed	KR: Use the following punctuation in a sentence. Complete four sentences using a comma / semi-colon / question mark / exclamation mark CCQ: What is an Ellipsis and how can it be used to create effects in Gothic Writing? You are going to write 3 sentences using ellipsis and inspired by the spooky image: Example: 'The deserted graveyard felt soulless ... it had long been forgotten by humanity.' - The wind howled through the crumbling ruins... as if something sinister lurked within. - The darkness closed in... and with it came a sense of unease. - The old mansion stood abandoned for decades... but the screams that

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	fallacy), darkness used to symbolise danger or an evil presence. Students will know how to annotate a text using the 'I do, we do, you do' approach, looking for common features of gothic settings.		<i>Students need to know what the common features of a gothic setting are.</i>		echoed from within suggested otherwise. - The graveyard was silent... except for the faint sound of scratching coming from one of the graves. - The villagers whispered of a curse... and of a monster that stalked the night. Quizlet: spellings MCQ: key knowledge
Lesson 6: <u>What makes a Gothic Setting? How can it be used to create an unsettling atmosphere?</u>	- Students will know that the setting of any story is always an important, if not crucial, element of a gothic novel. - Students will know that places such as the isolated house, the spooky castle, dense woods, a graveyard or wild moorland have powerful associations with isolation, loneliness and being cut off. - Students will know that language analysis is a very important skill; they will know that it is the ability to comment on the impact of words, phrases or language techniques on readers. - Students will know that, when analysing language, they have to ask themselves the following questions: what does it make them think? What does it make them feel? What does it make them imagine?		<i>Students need to already know what isolation is and what loneliness is.</i> <i>Students need to already know that writers make very specific language choices to create an intended effect and influence readers.</i>	➤ Gothic settings in Clockwork analysed and discussed	KR: What are the connotations of the words – wild & remote? Students answers could include – unkempt / rough / barren / isolated / alone... CCQ: What makes a Gothic Setting? Guided and modelled annotation of 'Hound of the Baskerville' extract – focus on connotations of key words and phrases – reading for meaning CCQ: How can it be used to create an unsettling atmosphere? Guided and modelled annotation of 'Rebecca' extract focus on connotations of key words and phrases – reading for meaning Quizlet: spellings MCQ: key knowledge

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Lesson 7: <u>Dracula and Gothic setting</u>	- Students will know that Dracula is written in the form of journals and letters and that this is called an epistolary novel; something used by writers to give a close view of a character's thoughts, feelings and emotions. - Students will know there are many common myths surrounding vampires including that they attack their victims at night and they feast on their blood. - Students will know that people believed they could protect themselves against vampires by using garlic or confronting them with a cross. - Students will know that writers make language choices to create different atmospheres and to make the reader feel different emotions. - Students will aim to use a variety of language choices in their Big Write to create an unsettling atmosphere- panoramic view / zoom in / change in the weather / zoom in		<i>Students will need to already know that vampires are popular characters within the gothic genre.</i> <i>Students will need to already know that vampires appear in various forms, including as wolves and bats.</i> <i>Students will need to know that the use of 'I' signals the use of a first person narrator and that writers use this narrative technique to give readers a deeper insight into a specific character's thoughts and feelings.</i>	Literary history	KR: Write down everything you know or think about vampires Students answers could include – they drink blood / have no reflection / can turn into bats... BIG WRITE: Describe a Gothic setting using language to create an unsettling atmosphere <i>Students planning could include:</i> Vocabulary ideas – petrifying / chilling / desolate / decaying Sentence ideas – The howling wind crept across the deserted graveyard. Punctuation ideas – ‘A solitary crow screeched at the moon...then silence. Techniques – ‘It grew colder and colder still.’ Quizlet: spellings MCQ: key knowledge
Lesson 8: <u>What is Pathetic Fallacy and how can it be used?</u>	- Students will know that writers use language to describe the mood and feeling of a setting or situation. - Students will know that pathetic fallacy is a technique that writers use when they use the weather, setting or landscape to reflect the characters' action, mood or emotions. - Students will know this is used in Dracula.	Tier 3: Pathetic fallacy: A literary device where a writer uses the weather / setting / landscapes to reflect the characters' actions, moods or emotions.	<i>Students will need to know the different range of feelings created by different types of weather. For example, mist and fog can create a bleak and sometimes eerie mood.</i> <i>Students need to know how to create a piece of imaginative creative writing; they will need to know that key ingredients include a range of figurative devices.</i>		KR: Label the language techniques used on the sentences below: - Adjectives - Onomatopoeia - Adverbial opening / repetition - Simile - Personification - Adverbial opening - Metaphor - Metaphor / personification - Personification - Sensory imagery

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	Students will know how to use language to plan a piece of writing which includes pathetic fallacy.				CCQ: What is Pathetic Fallacy and how can it be used? <i>Identify any examples of pathetic fallacy in the Dracula extract.</i> Guided and modelled annotation of 'Dracula' extract focus on examples of pathetic fallacy and how they add to the atmosphere of the setting. CCQ: What is Pathetic Fallacy and how can it be used? <i>Write a description of the house in the image using pathetic fallacy – image and planning sheet to assist students in the planning stage for this lesson.</i> Quizlet: spellings MCQ: key knowledge
Lesson 9: Using Pathetic Fallacy	- Students will know that similes, metaphors, adjectives, personification, sensory imagery, onomatopoeia, adverbs and pathetic fallacy are techniques that writers use to create images in a reader's mind. - Students will know how to convert their initial planning ideas into a piece of extended writing.	Tier 3: Pathetic fallacy: A literary device where a writer uses the weather / setting / landscapes to reflect the characters' actions, moods or emotions.	- Students need to already know a range of descriptive writing techniques and be able to use their own examples. - Students need to already know that planning is a crucial part of the writing process.	Descriptive writing skills covered in Clockwork scheme	KR: Write your own example of each technique listed below: simile / adjective / metaphor / personification / sensory imagery / onomatopoeia / adverb / pathetic fallacy CCQ: Using Pathetic Fallacy – students write up previous planned description using pathetic fallacy Quizlet: spellings MCQ: key knowledge
Lesson 10: How is <i>The Woman in Black</i> a Gothic Text? How does it create a sense of anticipation for the reader?	- Students will know the correct use of the their / they're / there homophones. - Students will know that <i>The Woman in Black</i> is a pastiche of Dickens' <i>Work</i>; it imitates his style of writing. - Students will know that Susan Hill is the author of <i>The Woman in Black</i> - Students will know that, despite the famous phrase 'never judge a book by its cover', book covers are	Tier 2: Evoke: - to bring a feeling or memory to mind Anticipation – the act of expecting something. Tier 3: Pastiche – The imitation of a style	- Students will need to understand the homophones there / their / they're. - Students will need to already know that a composition is a piece of work; something that is put together or composed. - Students will need to already know a range of gothic horror conventions including an eerie	Literary History / History	KR: Match the correct homophone to its correct definition: Their – means it belongs to them They're – is short for 'they are' There – refers to a place CCQ: How is <i>The Woman in Black</i> a Gothic Text? Guided discussion and analysis of book covers / film trailers – clarification of understanding through completion of because / but / so sentences by students

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	important in giving readers hints about what a book might be about: what genre it is and who the writer is. - Students will know that a good book cover focuses on the 'big picture' and has a strong focal point and a clear title. - Students will know how to retrieve information from a text; they will draw on their experiences of scanning and skimming. - Students will know how a sense of anticipation is created in an extract from <i>The Woman In Black</i>.	Retrieval – The process of getting something from somewhere	<i>setting and a troubled protagonist.</i> <i>Students will need to know that a solicitor is somebody who gives advice to private or business clients.</i>		CCQ: How is <i>The Woman in Black</i> a Gothic Text? How does it create a sense of anticipation for the reader? Guided completion of tension graph based on extract -demonstrating the rise in tension and development of anticipation for the reader as the extract progresses. Quizlet: spellings MCQ: key knowledge
Lesson 11: <u>How is Eel Marsh House a Gothic setting?</u>	Students will know that Eel Marsh House is a typical gothic setting because it is remote, dark, separated and is located somewhere vast.	Tier 2: Causeway: A raised road or track across wet ground Estuary: The mouth of a large river where the tide meets the stream Marshes: Wetland dominated by grasses, rushes and reeds Trap: A carriage pulled by horses Bonnet: A cloth hat tied under the chin	<i>Students will already need to already know the key gothic horror conventions including: eerie setting, troubled protagonist and states of high emotion.</i> <i>Students will already need to know how to select and comment on evidence from a text; they will need to know how to identify and explore linguistic and literary features.</i>	Annotating skills used in previous schemes	KR: Complete the sentences (students' responses could include) - Pathetic fallacy is a literary device where a writer uses the weather, setting or landscapes to reflect the characters' actions, moods or emotions. - Arthur Kipps lives in London. In the winter there were bad mist and fog. - Arthur is not able to tell his story because it is so terrible. - Arthur decides to write down his terrible story. - A sense of anticipation is created through the fear evoked by Arthurs terrible memories. CCQ: How is Eel Marsh House a Gothic setting? Guided and modelled annotation of 'Eel Marsh House' extract focus on examples of Gothic setting conventions Independent Practice: completion of Quote / Explanation grid using annotations from extract – focus on Gothic Setting conventions.

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					Students complete because / but / so sentences demonstrating understanding of Eel Marsh house being a Gothic setting. Students responses could include... <i>Eel Marsh House is a typical gothic setting because it is located at the ned of a remote and isolated causeway.</i> Quizlet: spellings MCQ: key knowledge
Lesson 12: <u>How is 'The Woman in Black' a Gothic character?</u>	- Students will know that the root of fear of ghosts comes from the fact that it is unknown what they are capable of. - Students will know that ghosts are scary because they are supernatural and associated with darkness and death. - Students will know that ghosts often have significant physical ailments; this links to their 'age'. - Students will know that people have many anxieties around ghosts as they do not know when they will appear. - Students will know what the woman by the gravestone looks like.	Tier 2: Malevolent: production of harm or evil Supernatural: attributed to some force beyond scientific understanding or the laws of nature	- Students need to already know what a ghost is. - Students need to already know that writers use descriptive language (for example similes) to create an image in the reader's mind. - Students need to already know how to retrieve information from a text.	Literary History / History	KR: Use the words below in sentences <i>Example response</i> - Susan Hill creates a sense of anticipation through the fear evoked by Arthurs terrible memories in chapter 2. CCQ: How is 'The Woman in Black' a Gothic character? Guided and modelled annotation of extract 1 focus on descriptions of the woman's features. Independent Practice: Describe a mysterious figure wearing black – students use highlighted vocabulary from extract 1 to aid their own descriptive writing. Quizlet: spellings MCQ: key knowledge
Lesson 13: <u>How can we use a range of sentence types in our writing?</u>	- Students will know what simple, compound and complex sentences are and be able to identify them being used. - Students will know what an abstract noun is and be able to use them in a diary entry writing piece.		- Students will need to already know what abstract nouns are. - Students will need to already understand how to write a diary entry. - Students will need to already know how Arthur Kipps feels about his encounter with the Woman in Black at the graveyard.		KR: Complete the sentences: <i>Example response</i> - A ghost in a gothic novel is a key convention. Independent Practice: - CX - CX - CP - S

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					CCQ How can we use a range of sentence types in our writing? & Independent Practice: Students demonstrate their understanding of sentence types and abstract nouns by writing a diary entry as Arthur Kipps – using the success criteria to aid writing. Quizlet: spellings MCQ: key knowledge
Lesson 14: What is narrative structure?	- Students will know that stories can be broken into five stages: exposition, rising action (conflict), climax, falling action and resolution (denouement). - Students will know that the exposition is the beginning of the story where readers are introduced to the setting, characters, time period or previous event. - Students will know that in the rising action, there is a struggle which prevents the protagonist from being happy or content. - Students will know that, in the climax, the conflict worsens and reaches the highest or most intense point. - Students will know that, during the falling action, the tension from the climax eases and the story moves towards the end. - Students will know that the resolution is the final part of the story where all the plot strands come together and matters are explained or resolved.		<i>Students need to already know that stories are structured using: exposition, rising action, climax, falling action and resolution.</i> <i>Students need to already know that writers structure their stories to interest the reader and create specific effects (for example, tension or calm).</i>	Narrative writing in Clockwork scheme	KR: Think back to your work on narrative structure during the Clockwork scheme – What were the different stages of a narrative? Exposition, rising action (conflict), climax, falling action and resolution (denouement). CCQ: What is narrative structure? After watching the video ‘Francis’ students demonstrate their understanding of narrative structure by plotting out the different points from the narrative they’ve just watched. Independent Practice: Re-read the narrative ‘Faces’ identify the different narrative steps by drawing a box around relevant sections and labelling them. <i>If needed give guidance to the students to make notes on effects created by each part of the structure.</i> Complete sentences from booklet explaining the effects of each section of the narrative structure. Quizlet: spellings MCQ: key knowledge

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Lesson 15: <u>How are Gothic features used in 'Click Clack the Rattle-bag'?</u>	- Students will know how to use onomatopoeic words in sentences for effect. - Students will know that to predict means to guess what might happen in the future; they will know that this is a vital English skill. - Students will know how to analyse and comment on the narrative structure of a text using quotations. - Students will know how to analyse and comment on how terror is created in the denouement of the narrative Click Clack the Rattle-bag. - Students will know how to use a range of devices including onomatopoeia in a descriptive writing piece.	<u>Tier 3 – Onomatopoeia</u> the formation of a word from a sound associated with what is named	<i>Students will need to already know that Onomatopoeia is the formation of a word from a sound associated with what is named.</i> <i>Students will need to already know the different stages of a story.</i> <i>Students will need to already know how to comment on language used by a writer.</i>		KR: Use the following examples of onomatopoeia in sentences. Can you think of two of your own? <i>Example – 'A dark and devilish thud echoed along the floorboards.'</i> <u>Independent Practice:</u> <u>Look at the image and make a prediction of what today's story is about. Consider, character, plot and setting.</u> <i>Student responses could include – isolated / confused / lost characters – a haunted house / abandoned house / parent and child get lost / are trapped in the house</i> <u>CCQ: How are Gothic features used in 'Click Clack the Rattle-bag'?</u> Students use the sentence stems from the booklet to structure their analysis of the features used in the text – guide students and model if needed. <u>Independent practice</u> Students annotate the denouement from the narrative – should focus on the use of onomatopoeia and examples of key words or phrases that create a feeling of terror. <u>Big Write:</u> <u>Describe the attic room in detail using the image page 52</u> Students complete a description of the image using the success criteria as a guide from age 52 Quizlet: spellings MCQ: key knowledge

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Lesson 16: <u>How are women presented in Gothic Literature?</u>	- Students will know that women in gothic stories, usually fall into categories: dolls and demons. - Students will know that a 'doll' is usually a woman who is seen to be trembling, vulnerable and an innocent victim. - Students will know that a 'demon' is usually a shameless, insane and dangerous predator.		<i>Students need to already know that writers use language to create an image in the reader's' mind.</i> <i>Students need to already know that women in literature are often presented as needing help or rescue.</i>	Similar female characters looked at and explore in Myth and Legends unit – e.g Medusa.	KR: Students complete the sentence stems demonstrating prior knowledge from the unit. <i>Example – Onomatopoeia is the formation of a word from a sound associated with what is named.</i> CCQ: How are women presented in Gothic Literature? Independent practice: Students annotate the key words 'doll' and 'demon' considering their connotations. Student annotations could include – doll – fragile / pretty / innocent Demon – dangerous / evil / malevolent Students read a range of descriptions and decide whether the female character is a 'doll' or 'demon'- must explain their reasoning. Independent practice: Write a description of a malevolent female character. Students must use all their prior knowledge of descriptive writing from the unit o far – also guide them to use vocabulary from the extract used in the lesson. Quizlet: spellings MCQ: key knowledge
Lesson 17: <u>What is the Day of the Dead?</u>	- Students will know that the Day of the Dead is a Mexican holiday. - Students will know that the day focuses on gatherings of family and friends to pray and remember friends and family members who have died, helping to support their spiritual journey. - Students will know how to use the five senses to create detailed descriptions.	Tier 3: Noun phrase: A group of two or more words headed by a noun that includes modifiers (e.g. the, a , of, them, with her) Article: A word that describes or modifies a noun. It is used before the noun to show whether it refers to something specific or not (the, an, a)	<i>Students will need to already know that the five senses are touch, taste, sight, sound and smell.</i> <i>Students will need to already know where Mexico is.</i>	Cultural Capital links - PSHE	KR: Write everything you can remember about the gothic genre CCQ: What is the Day of the Dead? Independent practice: If you were at a Day of the Dead celebration, what do you think you might: Hear / See/ Taste / Touch / Smell? <i>Students use new knowledge from the video watched to list a range of examples from the five senses. Responses could include – Mariachi bands playing / colourful decorations in the streets / sugar skull sweets / flowers left at the graves / food</i> Activate new knowledge:

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					Create five expanded noun phrases based on what you see at the Day of the Dead festival – use model in booklet and word bank to guide students CCQ: What is the Day of the Dead? Activate new knowledge: Use everything we have read, watched and discussed about Day of the Dead festival so far to write sentences describing the images below Students write a range of sentences using the grid and image on page 60 to guide their writing. Quizlet: spellings MCQ: key knowledge
Lesson 18: <u>Why is the Day of the Dead celebrated?</u>	- Students will know a range of synonyms for a list of key vocabulary. - Students will know that the Day of the Dead is a Mexican holiday. - Students will know that they can use a range of devices and paragraph structures to develop their creative writing skills. - Students will know how to develop ideas into a description of the Day of the Dead festival.		- Students will need to already know that a synonym is a word that has nearly the same meaning as another word. - Students will need to already know that the five senses are touch, taste, sight, sound and smell. - Students will need to already know where Mexico is and what the Day of the Dead celebration is. - Students will need to already know that different sentence structures can be used for specific effects. - Students will need to already know the basic sentence types: simple, compound, complex, exclamatory, declarative, imperative and interrogative.	Cultural Capital links – PSHE Descriptive writing skills covered in Clockwork scheme	KR: Draw a line from the words on the left to their synonym Grieve – Mourn Vivacious – effervescent Captivating – engaging Deceased – departed Vibrant – vivid Sinister – foreboding Isolated – deserted CCQ: Why is the Day of the Dead celebrated? Independent practice: Write a description of the Day of the Dead festival: Quizlet: spellings MCQ: key knowledge

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Lesson 19: <u>Who is Edgar Allen Poe and how does he link to the Gothic genre?</u>	- Students will know that, in order to gain a deeper understanding of a story, it helps to know more about the surrounding influences and who wrote it. - Students will know that context includes: when a text was written, what a society was like at the time a text was written, what or who influences writers, what influences there may have been in a specific genre that may have affected a writer. - Students will know that Edgar Allen Poe was a writing icon, famous for macabre mystery stories. - Students will know about the narrator in the first section of The Tell Tale Heart.	Tier 2: <u>Acute: being insightful about something</u> <u>Dissimulation: Hiding thoughts and feelings</u> <u>Vexed: Annoyed and frustrated</u> Tier 3: <u>Context: The surrounding influences to a piece of writing.</u> <u>Unreliable narrator: A narrator whose credibility is compromised.</u>	<i>Students will need to already know that writers are influenced by what goes on around them.</i> <i>Students will need to already know how to accurately retrieve information from a text.</i>	Historical context – Edgar Aleen Poe and the Romanticism movement in history & society Romantics studied at KS4 within the AQA poetry anthology.	KR: Complete the because, but, so sentences in our books. <i>Example – Descriptive techniques are important in our writing because they help paint an image in the readers mind.</i> CCQ: Who is Edgar Allen Poe and how does he link to the Gothic genre? Independent practice: Students complete because, but, so sentences demonstrating their knowledge of Poe <i>Example – Edgar Allen Poe is a writing icon because of his unique, fearless and morbid writing style.</i> Students show their understanding of how Poe's writing fits into the Gothic genre by completing the questions linked to short extracts from The Tell-Tale Heart: What is your first impression of the narrator? What is the narrator fixated on and why? What is the narrator doing here? What does the narrator keep doing and why? Exit ticket – summarise the story so far Quizlet: spellings MCQ: key knowledge
Lesson 20: <u>What happens in The Tell-Tale Heart and to what extent could the narrator be considered a psychopath?</u>	- Students will know the plot of The Tell-Tale Heart. - Students will know that the narrator is haunted by the old man's eye. - Students will know that the narrator tries to convince the reader that he is not insane. - Students will know that the narrator tried to conceal all evidence of his crime. - Students will know that narrator's guilty conscience drives him to confess to the police officers.	Tier 2: <u>Psychopath: A person suffering from chronic mental disorder with abnormal or violent social behaviour.</u> <u>Psychotic: suffering from psychosis</u> <u>Vehemently: In a forceful, passionate or intense manner, with great feeling.</u>	<i>Students need to already know that a narrator is a person who tells a story: the voice that we hear.</i> <i>Students need to have already formed an opinion of the story's narrator.</i> <i>Students will need to already know how to accurately retrieve information from a text.</i>	PSHE – discussion on a mental disorder and how it can affect people.	KR: List five things you learnt about the narrator in The Tell-Tale Heart? <i>Example – The narrator is very nervous and possibly mad.</i> CCQ: What happens in The Tell-Tale Heart and to what extent could the narrator be considered a psychopath? Independent practice: Students show their understanding of how the narrator could be seen as a psychopath by completing the questions linked to short extracts from the rest of The Tell-Tale Heart: Why is the narrator sure he is beyond suspicion? What is different about this night?

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					What is it that the narrator thinks the old man feels? What does the narrator emphasise with? What happens next? What do we now understand? What do we understand is happening in this section? What do we learn at the end of the story? CCQ: What happens in The Tell-Tale Heart and to what extent could the narrator be considered a psychopath? Exit ticket – write down how you feel about the narrator and after reading the text do you feel the narrator could be considered a psychopath? Quizlet: spellings MCQ: key knowledge
Lesson 21: <u>How can we create an unreliable narrator – like in 'The Tell-Tale Heart'?</u>	- Students will know that punctuation can affect meaning. For example, an exclamation mark can be dramatic and increase tension. - Students will know the function of a range of punctuation marks. For example, a colon can be used to introduce a list. - Students will know that there are a range of techniques which can contribute to the creation of an unreliable narrator: questions, simple sentences, hyphens, exclamation marks, direct address and talking to the reader, first person pronouns, repetition, minor sentences, boasting, list of three, capitalised words and imperatives.		<i>Students will already know how to identify complete and fragment sentences and create their own.</i> <i>Students need to already know the function of basic punctuation marks: full stop, question mark, exclamation mark, ellipsis, hyphen and semi-colon.</i> <i>Students need to already know that an unreliable narrator is a narrator whose views cannot always be trusted.</i>		KR: Complete & fragment sentences: - Fragment - Fragment - Complete - Fragment - Fragment <i>Example – The old man's eye was sore and bloodshot.</i> KR: MCQ – The Tale-Heart - C - A - C - A - C - B - B - C - B - C - C - C - B - A - c KR: Punctuation – students label the range of punctuation explain their function.

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					<u>CCQ: How can we create an unreliable narrator – like in ‘The Tell-Tale Heart’?</u> Independent practice: <u>You are going to write the opening of a story told by an unreliable narrator like in The Tell-Tale Heart:</u> <i>Students choose a scenario from the list on page 72 and use their narrative writing skills and knowledge of the text to create a written piece. Also use guidance on pages 73-74</i> Quizlet: spellings MCQ: key knowledge
<u>Lesson 22:</u> <u>How is ‘The Raven’ – presented as a gothic horror text?</u>	- Students will know that The Raven is a narrative poem about a man who is grieving for his lost love: Lenore. - Students will know that the man is distracted from his reading by a tapping at his bedroom which he believes to be a visitor or the wind. - Students will know that the man opens up a shutter and a raven flies in saying one word: Nevermore! - Students will know that 'nevermore' is an old fashioned way of saying 'never again'.		<i>Students need to already know about the writer Edgar Allan Poe and what influenced his writing.</i> <i>Students needs to already know the differences between poetry and prose.</i> <i>Students will already know what an ‘Epic’ is.</i> <i>Students need to already know what a raven is.</i>	Links to the study of Epics in Myth and Legends scheme.	<u>KR: Complete the sentence stems based on prior learning:</u> <i>Example – An unreliable narrator means a narrator whose credibility is compromised.</i> <u>CCQ: How is ‘The Raven’ – presented as a gothic horror text?</u> Independent practice: <u>Write your own Gothic poem which features an animal associated with the Gothic genre.</u> <i>Students plan out ideas for their gothic poem – animals used could be snakes / bats / rats</i> <i>Use guidance questions on page 80 to aid planning.</i> Quizlet: spellings MCQ: key knowledge