

Scheme of Work 2020-2021

Subject: English

Year Group: 8

Specification: Gruesome Gothic Literature

Express/Mainstream: Mainstream

Lesson No	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment (Include relevant GCSE Q stem)	Homework	Lit Num SMSC Codes
1	<p>What is the Gothic?</p> <ul style="list-style-type: none"> - To be able to explain what the gothic is as a genre as well as to recall key themes, motifs 	<ul style="list-style-type: none"> - Starter: Create a spider diagram of what you think of when you hear the term “gothic” or “horror” - Choose a theme, a motif and a symbol. Write a creative paragraph describing a spooky scene. SW - Watch clips from iconic horror movies, note down what themes, motifs and symbols you can spot. - Plenary: which gothic text do you like the sound of the most? Why? 	<ul style="list-style-type: none"> - S&C: Write a paragraph with the juxtaposing idea of beauty and horror in the scene 	AO3	Research a Gothic text of your choosing and create a powerpoint or paper document detailing your findings.	SP9 SP6 C5
2	<p>Key Components of the Gothic</p> <ul style="list-style-type: none"> - To be able confidently recall key elements to gothic literature - To gain an understanding of the paradox of the sublime as inciting 	<ul style="list-style-type: none"> - Starter: What is the difference between horror and terror? - Reading through extract from <i>The Mysteries of Udolpho</i>. Underline areas where sublime beauty is described. - Read through extract from <i>Zofloya</i> how is this a different form of the gothic compared with <i>The Mysteries of Udolpho</i>? - Table exercise comparing the two extracts SW - Plenary: What is the sublime? 	<ul style="list-style-type: none"> - S&C Read extract, underline beauty in one colour. Use a different colour to underline the sublime. - Plenary S&C: What is paradoxical about the sublime? 	AO1		SO6 C5 SO8

	fear and the supernatural.					
3	Introduction to Frankenstein <ul style="list-style-type: none"> - To look at the context in the novel 	<ul style="list-style-type: none"> - Starter: What is the difference between beauty and the sublime? SW - Clips and taking notes (Shelley's Life, The Age of Enlightenment and Romanticism) - Reading the preface, underline and label where you can identify any of the context earlier discussed? - Reading extract from chapter 2, choose three quotes that relate to the context studied and explain how. - Plenary: What is The Enlightenment? 	Reading chapter 2 extract S&C: Can you identify any literary techniques here?	AO3 & AO2		C5 SO8 SP6
4	Describing a Monster <ul style="list-style-type: none"> - To analyse Shelley's style of description - To study various techniques and how they aid description 	<ul style="list-style-type: none"> - Starter: Write a short description of Frankenstein's monster as you know it. - Reading extract from chapter 5, what do you notice about Shelley's description (or lack of?) - Why do you think Shelley would choose to omit heavily describing the creation process? - Write a short description of a monster in the style of Mary Shelley SW - Plenary: Name one technique and why it is effective in describing a monster. 	<ul style="list-style-type: none"> - S&C: What techniques does Shelley do to create suspense instead of telling us how the monster looks? 	AO1 & AO2	Doddle Frankenstein	C5 SO8 SO6 SP1

5	<p>Blue Book Piece</p> <p>Write a descriptive piece on <u>either</u>:</p> <ul style="list-style-type: none"> - the appearance of a monster (you can use Frankenstein's monster or make up your own) - The creation of a monster 	<ul style="list-style-type: none"> - Blue book piece to be conducted all lesson 		<p>Language Paper 1 Question 5</p> <p>AO5 & AO6</p>		<p>SP1</p> <p>SP3</p> <p>SO6</p>
6	<p>Reason Vs. Nature in <i>Frankenstein</i></p> <p>To understand the context behind reason and how this feeds creates a collision with nature in the text</p>	<ul style="list-style-type: none"> - Starter: List all the areas of context in <i>Frankenstein</i> - Read through ch10 extract and plan PEEL paragraph on how Shelley shows the sublime intruding on the beauty of the scene - Read through extract from ch11 and answer questions SW - Plenary: How does Shelley appear to feel about reason in <i>Frankenstein</i>? 	<p>S&C: Support answers with quotations from text</p>	<p>AO1 & AO3</p>		<p>C5</p> <p>SO8</p> <p>SO6</p>
7	<p>Introduction to <i>The Strange Case of Dr Jekyll and Mr Hyde</i> & Feed Forward</p> <p>To gain a sense of the plot as well as to conduct feed forward exercise.</p>	<ul style="list-style-type: none"> - Feed Forward (20 minutes) - Starter: Front cover analysis - what can we infer about the plot ? - Reading ch 1, what do you notice about Stevenson's description of the strange man? - Plenary: Draw a picture of the strange man SW 	<p>S&C: Can you support with quotations?</p>	<p>AO1 & AO2</p>	<p>Research the context behind Louis Stevenson's <i>The Strange Case of Dr Jekyll and Mr Hyde</i></p>	<p>C5</p> <p>SP6</p> <p>SO8</p> <p>SP9</p>
8	<p>The Notion of Class in <i>Dr Jekyll and Mr Hyde</i></p> <p>To understand how class works to help develop characterisation in the novel.</p>	<ul style="list-style-type: none"> - Starter: Why may class in this period of time have been important to a work of gothic fiction? - Read through the extract, how does class help us to understand the character of Dr Jekyll? SW - Read through the second extract, how does class help us to 	<ul style="list-style-type: none"> - Can you bring context in to support your answer? 	<p>AO1 & AO3</p>		<p>C5</p> <p>SO8</p> <p>SP6</p>

		<p>understand the character of Mr Hyde? SW</p> <ul style="list-style-type: none"> - Plenary: If the classes were switched for each character why wouldn't it work? 				
9	<p>The Doppelganger: The Duality of Human Nature To gain an understanding of the term 'doppelganger' and relate this to the characters' Dr Jekyll and Mr Hyde</p>	<ul style="list-style-type: none"> - Starter: What do you think is meant by the term 'double goer' ? - Where else may we have seen a doppelganger in what we have studied so far in this unit? SW - Clip - Read all three extracts in pairs and answer the questions. - Plenary: Why is Mr Hyde a doppelganger of Dr Jekyll? 	<p>S&C: Can you find a quote that supports this?</p> <p>S&C: What literary techniques is the author using in these extracts to help enhance this idea of Dr Jekyll's 'two sides' ?</p>			<p>C5</p> <p>SO8</p> <p>SP1</p>
10	<p>Your Doppelganger: Creating Tension and Suspense To identify key techniques used that create tension and suspense in preparation for the BB piece.</p>	<ul style="list-style-type: none"> - Starter: List as many literary techniques as you can. - Read through the extract as a class: What do we notice about how Louis Stevenson creates tension and builds suspense? - Your turn: Write a paragraph where you meet your very own doppelganger SW - Plenary: Choose one technique and write one short, snappy sentence describing <u>either</u> your own doppelganger or Mr Hyde. 		AO3, AO4 & AO5		<p>C5</p> <p>SO8</p> <p>SP1</p> <p>SP6</p>
11	<p>Blue Book Piece You are entering a gothic writing competition. Imagine you have your very own Mr Hyde-style doppelganger.</p>	Blue Book Piece to be conducted all lesson		<p>Language Paper 1 Question 5</p> <p>AO5 & AO6</p>		<p>SO6</p> <p>SP3</p>

	Write a narrative piece based on this, making nods to Dr Jekyll and Mr Hyde as well as other conventions of the gothic genre as you go.					
12	<p>An Introduction to Dracula</p> <p>To look at the context behind Bram Stoker's <i>Dracula</i></p>	<p>Feed Forward Task</p> <ul style="list-style-type: none"> - Starter: What do you already know about <i>Dracula</i>? - Context behind Dracula note taking exercise - Extract reading and question answering: What do we learn about Dracula and the area in which he inhabits? SW - Plenary: Clip comparison 	<p>S&C: What conventions of gothic fiction do you notice here?</p>	AO1, AO2 & AO3	<p>Research question: Did Stoker invent the vampire?</p>	<p>C5</p> <p>SO8</p> <p>SP9</p>
13	<p>The Relationship Between Life and Death</p> <p>To examine how the lines between life and death are blurred in Stoker's <i>Dracula</i></p>	<ul style="list-style-type: none"> - Starter: What is your first impression of Dracula so far? - Reading extracts from Chapter II and Chapter IV - Questions on extracts SW - Reading extract from Chapter XVII - Questions SW - Plenary: Hot-seating exercise 	<p>S&C: Can you support this with a quotation?</p>	AO1 & Ao2		<p>SP1</p> <p>C5</p> <p>SO8</p> <p>SP9</p>

						SP2
14	<p>Corruption and Religion in <i>Dracula</i></p> <p>To look at how corruption and religion are presented and how they can be interpreted in opposing ways</p>	<ul style="list-style-type: none"> - Starter: How is the character of Dracula paradoxical? - Read extract in Chapter II: What is the significance of the blood and the mirror? - Reading extracts in chapters' VIII and XII - how can we turn the idea of religion freeing you from corruption on its head? SW - Plenary: Relate <i>Dracula</i> to the WOTD 	<p>S&C: What techniques has Stoker used to give you this impression?</p>	AO1, AO2		<p>C5</p> <p>SO8</p> <p>SP6</p>
15	<p>The Consequences of Modernity</p> <p>To Consider how Stoker may have been writing in protest against the forming of the modern world</p>	<ul style="list-style-type: none"> - Starter: Why might a gothic author of this time period find modernity a problem? - Mindmap exercise: What themes has Stoker explored already? - Reading extract from chapter XVI - In pairs, how could the extract represent a rejection of modern values and a change in the way women were viewed? - Plenary: Write a sentence summing up how Stoker could be seen to be rejecting modernity in <i>Dracula</i> SW 	<p>S&C: Can you support this with quotes?</p>	AO1, AO3		<p>C5</p> <p>SO8</p> <p>SP10</p> <p>SP1</p>

16	<p>Horror Vs. Terror - Writing the External and the Internal</p> <p>To consider how one may describe external horror in conjunction with internal terror</p>	<ul style="list-style-type: none"> - Starter: Is describing horror and terror the same? - Extract reading: Chapter I (external) Chapter III (internal) - Underline what you notice in each extract SW - Feedback to rest of the class - Plenary: Write one sentence describing internal terror and one sentence describing external horror 	<p>S&C: Are Stoker's literary techniques the same for each?</p>	AO1 & AO2	Doddle Exercises	<p>C5</p> <p>SO8</p> <p>SP1</p> <p>SP3</p>
17	<p>Blue Book Piece</p> <p>You are taking part in a writing competition for your school. <i>Either</i> describe the picture of the three sisters <i>or</i> write a narrative that begins "I couldn't help but notice in him/her that all was not as it appeared"</p>	<ul style="list-style-type: none"> - Blue Book piece to be carried out for the entirety of the lesson 		<p>Language Paper 1 Question 5</p> <p>AO5 & AO6</p>		<p>SO6</p> <p>SP3</p>
18	<p>An Introduction to The Woman in Black</p>	<p>Feed Forward</p> <ul style="list-style-type: none"> - Susan Hill's life - note-taking task 		AO3	Research the plot of The Woman In Black	<p>C5</p> <p>SO8</p>

	To understand the context behind Susan Hill's <i>The Woman in Black</i>	<ul style="list-style-type: none"> - Reading extract from Chapter 1 - Questions on extract SW - Plenary: Write a sentence describing where you live in the style of a gothic writer 	<ul style="list-style-type: none"> - What typical conventions of the genre can you notice? 			SP6
19	<p>The Modern Gothic</p> <p>To examine how Hill's modern text alludes to classic gothic conventions as well as to the authors we have already studied</p>	<ul style="list-style-type: none"> - Starter: Write 'Shelley', 'Louis-Stevenson' and 'Stoker' in three columns. List as many features/quirks as you can for each author - Extract reading (Chapter 1, 2 and 6) - Questions on extracts SW - Plenary: Peer marking 		AO1, AO2 & AO3		SO8 SP1 SP6
20	<p>Isolation and Fear</p> <p>To study how Hill creates a sense of isolation and fear in <i>The Woman in Black</i></p>	<ul style="list-style-type: none"> - Starter: How does the sublime lend itself to isolation and fear? - Extract reading Chapter 5: Underline where Hill alludes to the sublime - Write your own sentence describing a derelict building. Remember the sublime! SW - Extract reading Chapter 9: What techniques does Hill use to create a sense of fear? - Plenary: You have heard a bump in the night. Describe how you feel in a 	<p>S&C: How has Hill used punctuation and structure?</p>	AO1 & AO2		C5 SO8 SO6

		<p>sentence. Make your sentence as short as possible!</p>				
21	<p>Maternal Vengeance in <i>The Woman in Black</i></p> <p>To discover the secret behind <i>The Woman</i> and examine the theme of maternal vengeance in the novel.</p>	<ul style="list-style-type: none"> - Starter: What has made the novel scary or spooky to you so far? - Extract reading Chapter 8: - What clues do you discover? Bullet point a PETAL-style paragraph SW - Extract reading Chapter 11: How is maternal vengeance shown in this extract? Bullet point another PETAL-style paragraph - Plenary: Hot-seating exercise 	<p>S&C: Can you bring context into your plan?</p>	AO1, AO2 & AO3		<p>SP1</p> <p>SP2</p> <p>SO8</p> <p>SO6</p> <p>C5</p>
22	<p>Summary Lesson</p> <p>To sum up the content of this half term</p>	<ul style="list-style-type: none"> - Starter: What have you enjoyed the most about this unit? - Movie clip watch from each novel - Clip exercise: Were they how you imagined? - Creative writing exercise - Plenary: What is your favourite text and why 	<p>S&C: Can you look past aesthetically viewing the clips and make your judgement based on dialogue? How have they nodded to the authors?</p>	AO1, AO5 & AO6		<p>C5</p> <p>SO8</p> <p>SP1</p> <p>SP9</p>