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| **Unit Overview:** Gothic Fiction | | | | | | | | | |
| **Half- Term:** | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | | **No of Lessons:** |  |
| **Key Focus for Unit:**  *What is the key knowledge being delivered?*  *What is the intent of this unit?* | | | | | | | | | |
| This unit is an exciting introduction to the idea of genre and convention, through extracts from gothic texts including ‘The Monkey’s Paw’, ‘Dracula’, and ‘Great Expectations’.  The unit has three key aims:   * To introduce students to creative writing and crafting their own story. * To provide students with a strong knowledge of gothic tropes. * To assess and bridge the gap between primary school and Year 7 by building on student’s prior writing skills. | | | | | | | | | |
| **Key Knowledge and Big Ideas:**  *What* ***Powerful Knowledge*** *and* ***Big Ideas*** *are explored in this Unit?*  *How have these progressed from previous learning? What* ***gaps in knowledge*** *have you identified from* ***baselining*** *and how are the being closed?* | | | | | | | | | |
| **Big Ideas:** Power, Conflict and Morality   * What does each short story tell us about power and status? * How does the conflict between natural and supernatural reflect the nineteenth concerns about morality and the Other?   **Literary Convention Knowledge:**   * Students will be introduced to the conventions of gothic genre, including gothic setting, themes, characterisation and weather. This will enable students to replicate the gothic style in their own creative writing. * Students will understand gothic tropes and imagery, such as the supernatural, family curses, mystery and madness. * Students will learn how to create and structure tension, and how to create mystery and intrigue using language techniques and style of writing. * Students will revise the fundamentals of spelling, accuracy and grammar at base sentence level and paragraph structure.   **Contextual Knowledge:**  Students will be introduced to nineteenth century social attitudes to do with class, status and morality. | | | | | | | | | |
| **Unit Assessment:**  *How will this unit be assessed?*  *What is the frequency of assessments – baselines etc?* | | | | | | | | | |
| Students will write their own piece of creative writing, using the conventions and features of the gothic that they have learnt from studying the extracts.  Students will be assessed on the following criteria:   * Ambitious vocabulary * Writing techniques * Features of gothic writing * Spelling * Punctuation * Grammar   **Baseline Assessment:** Write the next part of the story (‘A Monkey’s Paw’).  **Final Assessment:** Write a story in the gothic genre. | | | | | | | | | |
| **Key Skills Explored** | | | **Vocabulary Selected for DVI** | | | | **Links to Previous Unit** | | |
| Students will be assessed on the following flash codes:  AV – ambitious vocabulary  WT – writing technique’s  G – features of gothic writing  M/A – language to create a strong atmosphere  FS – full stops and capital letters  Student’s writing skills will be developed as they advance their creative writing and SPAG. | | | **Tier 2**  Natural  Supernatural  Sinister  Dismal  Menacing  Weariness  Remarkable  Ominous  Bleak  Mood  Status  **Tier 3**  Genre  Explicit  Implicit  Metaphor  Simile  Implied  Gothic tropes  Pathetic fallacy  Tone  Imagery  Otherness | | | | Pupils will have explored writing techniques and creative writing in primary school. This unit plans to consolidate and add to this knowledge. | | |
| **Links to Careers/Employability** | | | **How does this unit prepare students for the next unit?** | | | | | | |
| * Students develop their formal writing style. * SPAG – accurate spelling, punctuation and grammar | | | **Y8 – Frankenstein**  Students will develop their ability to craft their own language and write their own story on related themes and ideas to ‘Frankenstein’. This will be completed using drafting and re-drafting processes.  **Y9 – Fiction Short Stories**  Students will develop their creative writing skills by writing the opening to their own short story.  **Y11 – A Christmas Carol**  Students will have a knowledge of nineteenth century social attitudes to do with class, status and morality which will support their GCSE study of ACC. Students will read 19th Century texts, including Great Expectations, to prepare them for reading complex language.  **KS4 – Language Paper 1**  Students will build up the key skills required for creative writing at GCSE. | | | | | | |