



YEAR 8 2023-24 Summer Term 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Gothic Fiction

Curriculum Intent	In addition to working further on objectives from Year __, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/National Curriculum Links	Reading Pupils should be taught to: <ul style="list-style-type: none">▪ develop an appreciation and love of reading, and read increasingly challenging material independently through:▪ reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:<ul style="list-style-type: none">• English literature, both pre-1914 and contemporary, including prose, poetry and drama• Shakespeare (two plays)<ul style="list-style-type: none">• seminal world literature<ul style="list-style-type: none">▪ choosing and reading books independently for challenge, interest and enjoyment.▪ re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.▪ understand increasingly challenging texts through:▪ learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries▪ making inferences and referring to evidence in the text▪ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension<ul style="list-style-type: none">▪ checking their understanding to make sure that what they have read makes sense.▪ read critically through:▪ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning▪ recognising a range of poetic conventions and understanding how these have been used▪ studying setting, plot, and characterisation, and the effects of these<ul style="list-style-type: none">▪ understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play▪ making critical comparisons across texts▪ studying a range of authors, including at least two authors in depth each year.
	Writing Pupils should be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through:
- writing for a wide range of purposes and audiences, including:
 - well-structured formal expository and narrative essays
- stories, scripts, poetry and other imaginative writing
- notes and polished scripts for talks and presentations
 - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- plan, draft, edit and proof-read through:
- considering how their writing reflects the audiences and purposes for which it was intended
- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

Grammar and vocabulary

Pupils should be taught to:

- consolidate and build on their knowledge of grammar and vocabulary through:
- extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts
- studying the effectiveness and impact of the grammatical features of the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
 - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
 - using Standard English confidently in their own writing and speech
 - discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.¹

Spoken English

Pupils should be taught to:

- speak confidently and effectively, including through:
- using Standard English confidently in a range of formal and informal contexts, including classroom discussion

	<ul style="list-style-type: none"> ▪ giving short speeches and presentations, expressing their own ideas and keeping to the point ▪ participating in formal debates and structured discussions, summarising and/or building on what has been said <ul style="list-style-type: none"> ▪ improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. • In this scheme, there will be a focus on teaching extracts from novels from the English literary heritage. • Develop their knowledge of figurative language and learn new terminology. • Build on skills of analysing language and structure from the modern novel studied in year 7. • Develop and consolidate analysis of figurative language from the Shakespeare play studied in year 7. • Students will be able to identify specific features of the Gothic genre, e.g. setting, characters, themes. They will be able to analyse the specific language choices made by writers to create an effect on the reader. • Develop creative writing skills and be able to write using Gothic genre conventions in their own writing. • Students will begin to understand the importance of context and its influence on a text. • Read and practise their skills of analysing poetry, using the poetry framework used in the Ballads scheme of work.
Spiritual, moral, social, and cultural development	SMSC: gothic fiction texts link to contexts 18/19 th C PSHE/British Values: Skills Builder: listening, creativity
Numeracy	
Literacy	Refer to PPTS for more detail Vocabulary Tier 2: Vocabulary Tier 3: genre, literary conventions, tension, atmosphere, symbolism Reading: gothic texts, analysis of text Writing: gothic description Oracy: class and paired discussion
Becoming future ready	Careers/Employability: editor, writer, journalist, copy writer, teacher
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	By product: texts are accessible to all students By resource: there are a range of resources to suit the ability of the class By Intervention: by providing different levels of supervision and support By Progressive Questioning: exploring pupils' understanding through interactive dialogue. By Grouping: according to prior attainment, gender, social preference, preferred learning style. By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. By Offering Optional Activities: In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
Implementation Curriculum Delivery	<ul style="list-style-type: none"> • Teachers should focus on modelling and analysing extracts and paying close attention to writers' use of language and figurative language.

**Learning
Outcomes
(Knowledge)**

- Develop and build on skills of inference as well as understanding and identifying genre features.
- Students should be taught to develop their understanding of context and its relevance to both Pre1900 texts, such as Dracula, as well as Post modern Gothic novels and films. They should be taught how the Gothic genre has developed, and its links to popular culture, for example 'The Raven' appears in The Simpsons etc.
- Slow writing techniques could be used in this scheme. As students develop and perfect their skills of description throughout the unit, the extracts should be used as models for their own writing. A description of a Gothic character or an opening to a ghost story could be developed over a few lessons by re-drafting and honing their work, so that figurative language and concise, ambitious vocabulary choices are used.
- There are differentiated extracts for each week of teaching.

Overall core skills and knowledge to cover:

Skills of analysing language, character and themes of Pre and Post 1900 texts.

Exposure to archaic language to prepare students for more difficult texts at GCSE.

Consolidate knowledge of literary terminology and learn new literary techniques, for example pathetic fallacy.

Use writers' techniques in their own writing.

This unit of work has been devised so that students will gain a knowledge of the Gothic genre its conventions. They will study a range of texts, including many from the English Literary heritage, such as 'Dracula', as well as developing their knowledge of American Gothic, where they will study Edgar Allan Poe (The Raven and The Tell-Tale Heart). The last week will focus on modern and postmodern Gothic literature and how the genre has developed and adapted over time in both fiction and film. By the end of the unit, students will be familiar with reading Gothic texts and using these elements in their own writing. This unit will consolidate skills of reading and analysis from year 7 and the start of year 8 and prepare them for more challenging texts in year 9 and GCSE.

Reading:

Students will be given a variety of texts to analyse, from both Pre and Post 1900 texts.

Students will analyse literary techniques and explore the use of gothic features and context.

Writing:

There will be opportunities throughout the unit for students to develop their writing skills.

A focus on slow writing, where work is re-drafted until it is perfected, (for example a description of a character, or the opening paragraphs of a ghost story) would benefit students.

Key knowledge:

Core skills:

Reading for meaning – literal, metaphorical

Approaching challenging language, particularly archaic language

Core knowledge:

Gothic texts and their contexts.

Form, structure, language – how they convey meaning

Gothic conventions

A range of extracts from Gothic texts.

A range of figurative terms to use in their analysis

Teaching how to use PEE/PETER paragraphs to explore language in depth.

Red denotes interleaving; aspects of knowledge covered previously.

<p>Current learning to be developed in the future within:</p>	<p>Links to future learning: Preparation for understanding gothic elements in 'A Christmas Carol' at GCSE. Students will develop the skills required to successfully analyse Pre and Post 1900 texts in GCSE Paper 1 Language. Students will learn how to recognise genre features and to write their own descriptions to suit a specific genre, which will be necessary for all future reading and writing tasks at KS4. Analysis of character and themes in Pre 1900 fiction.</p>
<p>Assessment</p>	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
<p>Impact</p>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p> <ul style="list-style-type: none"> • Formative and summative assessments used for both reading and writing. • Assessments will be a range of peer, individual and teacher assessment. • Teachers will share the reading and writing descriptors with their classes, so that students know how to improve and progress in both reading and writing. <p>Links to previous learning: This unit builds on the themes of tragedy and romance from the ballads scheme of work. The extracts used in this scheme of work will also build on their analysis of Pre1900 texts and will reinforce their ability to identify figurative language and use it in their own writing. The texts may be quite challenging but will prepare them for the texts used in year 9 and at GCSE.</p>

