**Colton Hills Community School medium term planning – English**

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| **Topic title:**Daring to Discover | **Year: 8Term: Autumn**  | **Why we teach this:**Developing students’ knowledge of Victorian Literature and the Gothic.Introducing students to big ideas and concepts alongside contextual information required for GCSE. | **Why we teach this here:**We are building stamina in reading as students will be required to read an entire text, this will also enable students to explore key structural techniques of plot (in Year 7 we focus primarily on extracts). |
| **Big question:**How do Victorian writers explore societal fears through Literature?**Small question:**1. Who is Edward Hyde?
2. How do Victorian character descriptions link outward appearance and internal self?
3. How do Victorian Gothic texts create a sense of horror?
4. To what extent are Edward Hyde and Dr Jekyll ‘Gothic Villains’?
5. How do writers explore the importance of friendship and loyalty in Victorian Society?
6. How do Victorian writers use literature to explore the debate between religion and Science?
7. To what extent is Jekyll and Hyde still relevant today?
 | **Builds on previous topics:**In Year 7 students will already have studied Victorian Literature with a focus on childhood. They also will have explored big ideas about good versus evil. | **Links to future topics:**In Spring 2 students will be reading another key text, but a more modern text, concerned with different aspects of contextual influence, enabling students to recognise the importance of context. Students will start to see the importance of key themes and contextual influence. They will also continue to gain knowledge of the writer’s craft and structural techniques used by writers. |
| **Key knowledge:*** Contextual knowledge and an awareness of influences on Victorian writers including ‘big ideas’ such as the debate between science and religion and Victorian ideas about appearance.
* Students will be able to consider the relevance of
* these ideas and influences in today’s society.
 | **Key knowledge continued:*** Students will develop knowledge of the Gothic, including key terms, and key Gothic texts in the Victorian era such as Bram Stoker’s Dracula and Mary Shelley’s Frankenstein.
* Students will explore the writer’s craft and methods used by writers to create horror.
* Students will have knowledge of key events in the text and characters.
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| **Skills developed:*** Text analysis and differentiation.
* Writing using different narrative styles.
* Persuasive language techniques.
* Consolidating language analysis and evaluation skills.
* Reading for pleasure.
* Considering the writers’ craft.
* Exploring contextual influences on the writer and life in the nineteenth century as well as social issues of the time.
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| **Mini/Interim assessments:*** Creative writing narrative showing a knowledge of how writers create a sense of horror.

**Termly summative assessment:*** PIRA assessment
* Essay response to the question: To what extent are Edward Hyde and Dr Jekyll ‘Gothic Villains’?
 | **Independent study tasks/resources:**Bedrock VocabularyOnline knowledge quiz | **Key vocabulary 1:**PhysiognomyDualityJuggernautEvolutionAmbitionHeresyChristianityBravos | **Key vocabulary 2:**GothicAnalyseInferTensionTerrorHorrorContextConvention |
| **Cultural capital opportunities:** … | **Whole school Curricular Concept links:**… |

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| **Week/Phase** | **Key Features** |
| 1 | **Small Questions:** … |
| **Key Activities/Resources:**… | **Retrieval focus:**…**Independent study:**… |
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| 2 | **Small Questions:** … |
| **Key Activities/Resources:**… | **Retrieval focus:**…**Independent study:**… |
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| 3 | **Small Questions:** … |
| **Key Activities/Resources:**… | **Retrieval focus:**…**Independent study:**… |
| **Week/Phase** | **Key Features** |
| 4 | **Small Questions:** … |
| **Key Activities/Resources:**… | **Retrieval focus:**…**Independent study:**… |
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| 5 | **Small Questions:** … |
| **Key Activities/Resources:**… | **Retrieval focus:**…**Independent study:**… |
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| 6 | **Small Questions:** … |
| **Key Activities/Resources:** … | **Retrieval focus:**…**Independent study:**… |