



Key Stage Three English - Unit Overview

Year 7 – Spring – ‘Myths, Legends and Biblical Allusions’

Main – *Frankenstein*

- Resourcing – see J Drive. Past resources uploaded here.



<p>Unit rationale</p>	<p>1. The text can be used to address the identified transition priorities, with the demand on reading skills increasing from <i>The Hobbit</i> unit:</p> <ol style="list-style-type: none"> i. Building inference skills <ul style="list-style-type: none"> - Students struggle with this skill. This unit with focus upon teacher modelling of this skill, with pupils working towards independent application. Close character study to develop this skill. Teachers are to model transferring inference discussions into analytical writing ii. Locating and selecting judicious textual evidence to support the expressed inferences iii. Extending and consolidating the core reading strategies from <i>The Hobbit</i> unit: questioning, predicting, clarifying and summarising. Modelling skimming and scanning to develop further reading independence <p>2. Studying nineteenth-century extracts alongside the play will build resilience around challenging vocabulary (subsequent KS3 units will familiarise pupils with this further as they work towards 19TH Century components at GCSE)</p> <p>3. Pupils will be introduced to the conventions of the gothic genre (Year 8 unit will build upon this knowledge as students work towards GCSE 19th C prose text)</p> <p>4. Studying the play text will develop pupils' knowledge and confidence with drama based texts (future Shakespeare study)</p>	
<p>Assessment (this unit's outcome IS formally assessed)</p>	<p>Unit outcome:</p> <p>Reading test on knowledge and skills.</p> <p>Aim: for pupils to display their inference skills and to support ideas with textual references</p>	<p>Informal assessment and low-stakes testing:</p> <ul style="list-style-type: none"> • Students are to be encouraged to self and peer assess their analytical writing throughout the unit on a regular basis. Success criteria to be made available by teachers.

	How is the Monster presented in Act 3 (focus on pages 41-46)?	<p>Students must engage with this, redrafting their work on a regular basis</p> <ul style="list-style-type: none"> Students are to use their knowledge organisers for the unit to develop core knowledge retention and learn the unit's key vocabulary in order for it to be applied independently
Core knowledge	<p>1. Gothic conventions (an introduction):</p> <ul style="list-style-type: none"> Setting and atmosphere Characterisation (internal and external ideas) Themes <p>2. Contextual links:</p> <ul style="list-style-type: none"> Biographical – Mary Shelley Creation of the novel Contemporary Science Social and historical events <p>3. Unit vocabulary (see below)</p> <p>4. Developing knowledge recall from memory (see knowledge organiser)</p>	
Core skills	<p>1. Application of core reading strategies independently: questioning, predicting, clarifying, summarising, skimming and scanning (building independence from <i>The Hobbit</i> unit)</p> <p>2. Inference skills: developing accurate inferences based upon evidence in the text</p> <p>3. Retrieval skills: selecting judicious, precise evidence to support inferences</p> <p>4. Spoken language: to experiment with and discuss how language can be altered (intonation, tone, volume, mood, silence and pitch) in order to generate alternative meanings and impacts. Drama opportunities for students to develop spoken language skills in improvised contexts. Structured discussions to develop interpretations and wider inference skills.</p>	
Key questions for the unit	<ul style="list-style-type: none"> What is the Gothic genre? Why is setting important? Why does Victor Frankenstein create the Monster? How do we feel towards the Monster? How do we feel towards Victor Frankenstein? What do we learn about family and friendship in the play? What does it mean to be human? What does the play teach us about responsibility? How can we make good inferences? 	
Key vocabulary	1. Tier 2 vocabulary:	2. Tier 3 vocabulary:

	<ol style="list-style-type: none"> 1. Reckless 2. Immoral 3. Arrogant 4. Naive 5. Irrational 6. Desperation 7. Integrate 8. Solitude 9. Remorseful 10. Vengeful 	<ol style="list-style-type: none"> 1. Prologue 2. Monologue 3. Soliloquy 4. Tone 5. Entrances 6. Exits 7. Genre/conventions 8. Exposition 9. Climax 10. Resolution
Homework opportunities	<ul style="list-style-type: none"> • <i>Frankenstein</i> menu tasks • Knowledge organisers to prepare for in class quizzes – core knowledge and vocabulary • Spellings to address high frequency word gaps • SPAG exercises to address identified gaps and to consolidate skills 	
Wider English curriculum links	<p>1. Reading</p> <ul style="list-style-type: none"> • The theme of 'the outsider' links to potential GCSE texts: <i>A Christmas Carol</i>, <i>The Strange Case of Dr Jekyll and Mr Hyde</i>, <i>An Inspector Calls</i> and conflict with identity within poetry clusters. 'The outsider' also links to themes in subsequent KS3 texts: <i>Frankenstein</i>, <i>Noughts and Crosses</i> and 'character/voice' poetry • The play acts as an introduction to Gothic works, providing pupils with an insight into conventions of the genre - Year 8 Spring and potential GCSE 19 C prose texts • The reading 'challenge' increases in this unit, with pupils developing independence surrounding the core reading strategies, whilst focusing upon making inferences and selecting relevant textual evidence • Complementary enrichment unit will develop pupils' understanding of relevant allusions in the text: e.g. Prometheus. This unit will seek to develop pupils' cultural capital further <p>2. Writing</p> <ul style="list-style-type: none"> • Pupils develop their analytical writing during this unit, focusing on how to express their ideas in writing. There will be a focus on formulating topic sentences to transfer discussed inferences into writing 	