



Key Stage Three English - Unit Overview

Year 8 – Spring – ‘The Gothic’

Enrichment – Nineteenth-century Gothic Fiction

- Resourcing – EY resources in J Drive



<p>Unit rationale</p>	<p>1. Students are to study nineteenth-century extracts throughout this unit. Exposure to these extracts will build resilience around nineteenth-century vocabulary and ideas in preparation for KS4 study. The focus on the Gothic will enhance students' understanding of the genre in preparation for potential KS4 prose texts. Potential texts:</p> <ul style="list-style-type: none"> - <i>Dracula</i> - <i>The Strange Case of Dr Jekyll and Mr Hyde</i> - <i>Wuthering Heights</i> - <i>The Hound of the Baskervilles</i> - <i>The Castle of Otranto</i> - 'The Red Room' - 'The Tell-Tale Heart' <p>2. Exposure to a wider range of texts and themes will develop students' crafting skills to a greater extent. Students will use their reading to inform their writing. The following writing skills will be focused upon:</p> <ul style="list-style-type: none"> - Creating character and setting - Adapting and crafting writing for greater effects, emulating dystopian generic features - Developing the skill of editing and re-editing 	
<p>Assessment (this unit's outcome IS NOT formally assessed)</p>	<p>Unit outcome:</p> <p><u>Warm Task</u> - creative writing response</p> <p>Aim: for pupils to display the writing knowledge and skills focused upon throughout the unit, with an emphasis on <u>building tension</u></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 writing throughout the unit on a regular basis. Success criteria to be made available by teachers. Students must engage with this, redrafting

	<p>Create your own Gothic story</p> <p><i>Students should draft and redraft this across the unit with a finished product being crafted. Students could redraft their short story from the previous dystopia unit, aiming to recraft according to different genre conventions</i></p>	<p>their work on a regular basis. Staff to encourage 'slow writing'</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>'Writing knowledge':</p> <p>1. Crafting of language:</p> <ul style="list-style-type: none"> • Choosing the best word available • Metaphors, similes, personification • Implicit description (show not tell) <p>2. Punctuation:</p> <ul style="list-style-type: none"> • Starting to use more sophisticated punctuation accurately and for effect <p>3. Creating setting</p> <p>4. Paragraphing (TIPTOP)</p> <p>5. Spellings – high frequency words (TBC)</p> <p>6. Methods of characterisation</p> <p>7. Narrative structure</p> <p>8. Conventions of gothic writing:</p> <ul style="list-style-type: none"> • Character states • Settings • Themes, motifs and symbols 	
Core skills	<p>1. Application of 'writing knowledge' independently including drafting and redrafting</p> <p>2. Application of core reading strategies independently: starting to zoom in on small details to formulate interpretations</p>	
Key questions for the unit	<ul style="list-style-type: none"> • What are the conventions of the Gothic genre? • How is setting used in Gothic stories? • What makes a successful Gothic story? • How are characters presented in the stories? • How is tension created and what is its effect? • What makes a well-structured story? 	

	<ul style="list-style-type: none"> • How do the authors use and adapt language for particular purposes? • What impact does different punctuation have? • How do you create your own successful Gothic story? 		
Key vocabulary	<table border="1"> <tr> <td> 1. Tier 2 vocabulary: <ol style="list-style-type: none"> 1. Dilapidated 2. Grotesque 3. Withered 4. Anguish 5. Alienated 6. Sinister 7. Wretched 8. Obscure 9. Remote 10. Supernatural </td> <td> 2. Tier 3 vocabulary: <ol style="list-style-type: none"> 1. Pathetic fallacy 2. Contrast 3. Semantic field 4. Juxtaposition 5. Personification 6. Imagery 7. Symbolism 8. Alliteration 9. Allusion 10. Genre </td> </tr> </table>	1. Tier 2 vocabulary: <ol style="list-style-type: none"> 1. Dilapidated 2. Grotesque 3. Withered 4. Anguish 5. Alienated 6. Sinister 7. Wretched 8. Obscure 9. Remote 10. Supernatural 	2. Tier 3 vocabulary: <ol style="list-style-type: none"> 1. Pathetic fallacy 2. Contrast 3. Semantic field 4. Juxtaposition 5. Personification 6. Imagery 7. Symbolism 8. Alliteration 9. Allusion 10. Genre
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Homework opportunities	<ul style="list-style-type: none"> • <i>EXT homework task</i> • Knowledge organisers to prepare for in class quizzes • Spellings to address high frequency word gaps • Wider reading list 		
Wider English curriculum links	<p>1. Reading</p> <ul style="list-style-type: none"> • Reading strategies - consolidating and encouraging independence with these strategies will establish the core skills needed across the curriculum, developing 'good readers.' Developing inference and analytical thought a key focus in Year 8 • Exposure to nineteenth-century vocabulary, ideas and the Gothic genre will prepare students for KS4 prose study <p>2. Writing</p> <ul style="list-style-type: none"> • Exposure to a wider range of texts and themes will develop students' crafting skills to a greater extent. Students will use their reading to inform their writing 		