English: Y8

	Lessons Sequence		
TOPIC (S) **The Gothic**	1. What is the Gothic? 2. The Romantics 3. Moral Panic 4. Gothic Architecture 5. Jekyll and Hyde 6. Pathetic Fallacy in Harker's Diary 7. Gothic Setting 8. DIRT 9. Pathetic Fallacy in Frankenstein 10. The Objective Correlative in The Woman in White 11. Writing the Gothic Double 12. Dracula 13. Creating a Monster 14. Men and Monsters 15. Describing a Gothic Monster	16. Gender Roles and Expectations 17. Mansfield Park 18. Mansfield Park 19. Miss Havisham 20. Structure in Great Expectations 21. Doubling and Jane Eyre 22. The Woman in White 23. DIRT 24. Romanticism, Industrial Revolution and Setting 25. Writing a Romantic Setting and an Industrial Revolution Setting 26. Pathetic Fallacy 27. Darkness 28. Gothic Creations	29. Creating Tension 30. The Raven 31. Tension and The Raven 32. Planning a Gothic Story 33. Setting 34. Monsters 35. Writing a Gothic Story 36. Redrafting 37. Reading and Sharing Stories

| Knowledge & Skills development | • Understanding of the Gothic genre and its conventions
• Understanding of the context of the Gothic genre
• Understanding of a 'motif' and how it is created and used for effect
• Terminology
• Understanding of the Industrial Revolution and how this period of time affected writers of the time
• Knowledge and understanding of how science and technology have an impact on the Gothic genre
• Understand the conventions of poetic techniques
• Understand what a sonnet is
• Identify key conventions of a sonnet
• Understand what is meant by 'tone' | • To explore how tone is created in literary texts
• Development of Gothic film as a distinct genre, drawing on the influence of the Gothic writers of the 19th century
• Understanding what an archetype is and how it is used with in the genre
• Understanding of how mood and atmosphere is created to meet the conventions of the genre
• Understanding of how narratives are constructed and crafted to explore motifs, archetypes and feelings
• Understand how the Gothic genre endures over time. | |

| Assessment / Feedback Opportunities | 7. Gothic setting | 15. Describing a Gothic Monster | 22. The Woman in White | 35. Writing a Gothic Story | | |

Cultural Capital SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	Exposure to Literary Cannon through exploration of the origin of the 'Gothic'. Students to explore Romantic and Enlightenment periods. Students to read works from Byron, Shelley, Clare and Stoker.				
Reading opportunities	Johnathon Harker's Diary- Dracula The Strange Case of Dr Jekyll and Mr Hyde – Robert Louis Stevenson Frankenstein – Mary Shelley Darkness – Lord Byron The Woman in Black The Woman in White Mansfield Park				
Key Vocabulary	Enshrouded	Ominous	Malevolent	Ostracised	Marginalised	Oppressed
	Repressed	Metamorphosed	Patriarchy	Patriarchal	Imprisonment	Imprisoned
	Unreliable narration	Framed narrative	Romanticism	Motifs	Semantic field	Pathetic fallacy
Digital Literacy	Visual stimulus for each lesson Videos relating to context Homework on MS Teams				
Cross-Curricular Links	Science and Technology: Understanding of the influence of these disciplines on the development and influence of the Gothic genre Art: Understanding how the Gothic genre is presented through art History: Understanding the impact of the Industrial Revolution and the French Revolution on the Gothic genre Religious Studies: Understanding concept of creation				
Careers	Advertising, marketing, writing, journalism, law, consultancy, business, teaching, performing arts, academia, linguistics, foreign languages and media				