



RATIONALE	
Duration	7 weeks (Week 1 – Week 7) of Autumn 1
Intent	Students will make progress by reading and understanding a complex 19 th -century novel to prepare them for the challenge of reading a Dickens novel as part of the AQA GCSE English Literature specification in Year 10. This unit aims to solidify the KS4 skill of identifying and interpreting themes, ideas and information and seeking evidence from a text to support a point of view; and develop the KS4 skills of exploring aspects of plot, characterisations, events and settings, the relationships between them and their effects. Students will also make progress by practicing creative writing skills as a mechanism to enhance their understanding of the text. Despite primarily facilitating progress in the understanding of complex 19 th -century texts, this scheme also seeks to equip students with conceptual vocabulary to approach <i>Macbeth</i> – including hubris, villain, victim, nihilism, hamartia, foil characters, motifs.
NC Link	<ul style="list-style-type: none"> ▪ Read and appreciate the power and depth of the English literary heritage through reading works from the 19th centuries ▪ Understand and critically evaluate texts ▪ Make an informed personal response, recognising other responses to a text and evaluating ▪ Write accurately, fluently, effectively and at length through selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently
ACQUISITION OF SKILLS AND KNOWLEDGE	
Skills	<ul style="list-style-type: none"> ▪ To evaluate the presentation of a character or theme; narrative methods; and different interpretations ▪ To link the novel to its context ▪ To view the text as a construct ▪ To write evaluative responses
Knowledge	<ul style="list-style-type: none"> ▪ The plot and characters of the novel; relevant contextual detail; aspects of the novel ▪ Narrative methods (e.g. fluid narrative perspective; frame narrative; foil character; doubling; motif)
OUTCOMES TO BE MARKED	
Weeks 1 & 2	How does Stevenson present the setting in Chapter One?
	Redraft: How does Stevenson present the setting in Chapter One?
Weeks 3 & 4	Starting with this extract, how does Stevenson present Mr. Hyde?
	Redraft: Starting with this extract, how does Stevenson present Mr. Hyde?
Weeks 5 & 6	Starting with this extract, how does Stevenson present the theme of duality?

	Redraft: Starting with this extract, how does Stevenson present the theme of duality?
Week 7	Narrative Writing: Write a short story inspired by Jekyll and Hyde entitled 'The Dark Secret'.
LITERACY	
<ul style="list-style-type: none"> ▪ Explaining: This means, indicates, demonstrates, elucidates, that is to say ▪ Interpreting: This signifies, suggests, connotes, hints, symbolises, implies, assumes, presupposes, intimates ▪ Embedding quotations: For instance, an illustration, specifically, one example, demonstrably, particularly, this is exemplified/revealed/illustrated, Stevenson uses ▪ Arguing: Whereas, although, however, in contrast, unlike, nevertheless, even so, whilst, conversely, in opposition ▪ Concluding: In essence, fundamentally, ultimately, principally, chiefly, primarily, thus, therefore 	



Holland Park School | *Year 8 English – Shakespeare: Richard III*

Overview	<p>This module focusses on Shakespeare’s Richard III.</p> <p>Richard III tells the story of the rise and fall of one of England’s most infamous kings, notorious for his villainy and amorality.</p>
Assessment	<p>The assessment will focus on one of the following themes:</p> <ul style="list-style-type: none">- Characterisation of Richard III in opening scene- Richard III as God’s scourge- The theme of evil- The lamentation scene- Vengeance & justice- Fate vs. Free Will
Key context, terminology and vocabulary	<p>The events of this Historic Play take place in Medieval England during the time of the “War of the Rose”. This was a series of English civil wars which were fought between 1455 and 1485 between the House of Lancaster and the House of York.</p> <p>The Great Chain of Being was the concept that everything in the world had its proper hierarchical position which was determined by God himself.</p> <p>Shakespeare uses his characters and plots to comment on contemporary Elizabethan or Jacobean society.</p> <p>All key terms are defined in the Glossary:</p> <p>Lamentation Amoral Corrupt Charismatic Macchiavellian Self-determination Treacherous Tyrant Usurp Villainous Aside Historic Play Juxtaposition Rhyming couplets Soliloquy</p>