

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
The Woman in Black September- December 14 weeks Term 1	<p><b>English Curriculum</b></p> <ul style="list-style-type: none"> <li>A background to the Victorian era (<i>Oliver Twist</i> Y7)</li> <li>Unpicking language and using quotations to support in Y7.</li> </ul> <p>Primary school will have covered The Victorian Era.</p> <p><b>Wider Curriculum</b></p> <p>History- Y8 HT6 The Industrial Revolution</p>	<ul style="list-style-type: none"> <li>Susan Hill wrote <i>The Woman in Black</i> in 1983. It is a modern story which uses the conventions of a traditional Victorian ghost story.</li> <li>The Victorian Era was 1837 to 1901.</li> <li>A convention is a key theme or feature of a genre.</li> <li><i>The Woman in Black</i> is an example of a Gothic story.</li> <li>Gothic stories contain the following conventions: An outsider; Death; Damsel; Fear; Revenge; Supernatural; Darkness; Unusual weather; Isolation.</li> <li>The first Gothic novel was ‘The Castle of Otranto’ written in 1764 by Horace Walpole.</li> <li>The Victorian era saw a rise in spiritualism where people believed in ghosts and began the tradition of telling ghost stories at Christmas.</li> <li>Arthur Kipps is the protagonist of the story and begins telling the story when he is an old man.</li> <li>Arthur Kipps is telling his story through a flashback.</li> <li>The story begins at Christmas eve when Arthur is an elderly man. His wife Esme’s children and grandchildren are telling ghost story.</li> <li>Esme is Arthur’s new wife, whereas Stella was his old fiancé.</li> <li>Mr Bentley is Arthur’s employer who gives him the task to go to Crythin Gifford.</li> <li>Samuel Daily is a wealthy landowner from Crythin Gifford. He gives Arthur a dog called Spider to keep Arthur company.</li> <li>Mr Jerome works with the law firm and goes to the funeral with Arthur Kipps. He doesn’t see the woman in black.</li> <li>Keckwick is the Pony trap driver who takes Arthur to Eel Marsh House.</li> <li>Mrs Alice Drablow owned the house and is the sister of Jennet. She adopted Nathaniel.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on the plot and character of <i>The Woman in Black</i>.</li> <li>Identify Gothic conventions within the story.</li> <li>Comment on the Gothic conventions and how they are used.</li> <li>Comment on how atmosphere and mood is created.</li> <li>Identify the use of symbolism within the story and why it has been used.</li> <li>Analyse the importance of secondary characters within the story.</li> <li>Understand the development of the Gothic genre from the Victorian era to modern day.</li> <li>Comment on foreshadowing and how it can be used to create tension.</li> <li>Use quotations to support comments made about characters and how they are presented.</li> <li>Write descriptively using ambitious vocabulary, zooming and techniques for effect.</li> <li>Write analytically about a text.</li> </ul>	<ul style="list-style-type: none"> <li>Gothic texts are just about vampires.</li> <li>Not understanding what ‘convention’ means.</li> <li>Setting doesn’t help create mood or atmosphere.</li> <li>Supernatural is just about ghosts.</li> <li>A ghost story has to contain lots of ‘jump scares’.</li> <li>Students thinking <i>The Woman in Black</i> was written in the Victorian era (it was written in 1983).</li> <li>Crythin Gifford is a fictional town made up by Susan Hill.</li> </ul>	<ol style="list-style-type: none"> <li>What is a convention?</li> <li>Which Gothic conventions are shown within <i>The Woman in Black</i>?</li> <li>What is Pathetic Fallacy and how is it shown in the novel?</li> <li>What was the first Gothic novel and when was it written?</li> <li>Which era saw a rise of spiritualism?</li> <li>When was the Victorian era?</li> <li>Who is Arthur Kipps?</li> <li>Why is Arthur afraid to tell ghost stories at the start of the story?</li> <li>Why does Arthur accept the job to go to Crythin Gifford?</li> <li>Who is Mr Bentley?</li> <li>What job does the protagonist do?</li> <li>How is flashback used in the story?</li> <li>What is the name of Mrs Drablow’s house?</li> <li>What happened to Jennet Humphry?</li> <li>Why was Jennet’s child taken away?</li> <li>What happens when you see the woman in black?</li> <li>What is Spider?</li> <li>Who is Nathaniel?</li> <li>What happened to Nathaniel and Rosa Judd?</li> <li>What does the mist and fog symbolise within <i>The Woman in Black</i>?</li> <li>Who is the protagonist of the story?</li> <li>What village does Arthur go to?</li> <li>Who is Samuel Daily?</li> <li>What is foreshadowing?</li> <li>How does Susan Hill use foreshadowing?</li> <li>How is the woman in black shown as malevolent?</li> <li>What supernatural occurrences happen to Arthur throughout the plot?</li> <li>What happens to Stella at the end of the story?</li> </ol>	<p><b>Reading:</b></p> <p>Component 1 style questions. (Making inference and extracting information). Using quotations to support comments.</p>

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		<ul style="list-style-type: none"> <li>Jennet Humphrye had her child, Nathaniel, taken away because she was pregnant and unmarried.</li> <li>Nathaniel drowned in the marshes with his nursemaid Rosa Judd.</li> <li>Jennet Humphyre is the woman in black. It is bad luck to see her and means that a child will die. She is avenging the death of her son.</li> <li>Pathetic Fallacy is how weather reflects the mood of the characters.</li> <li>Susan Hill uses foreshadowing which is hinting at future events. This is used to build tension.</li> <li>The conspiracy of silence is a device used within the plot to add tension. Mr Bentley, Samuel Daily, Mr Jerome and Keckwick all keep quiet about the mystery of Eel Marsh House.</li> <li>Mrs Drablow owned Eel Marsh House where Arthur must go. Crythin Gifford is the name of the village.</li> <li>Jennet Humphrye was Alice Drablow's sister and seeks revenge for the death of her son out on the marshes. She is the woman in black.</li> <li>The woman in black is described as having a malevolent expression and vivid imagery is used to describe her physical appearance.</li> <li>Susan Hill uses symbolism within the novel through the use of the mist/ fog to mean impending disaster.</li> <li>Susan Hill was inspired by other Gothic stories such as 'Dracula' published in 1897.</li> <li>A Penny Dreadful was a cheap, sensational comic or storybook which were first published in 1836.</li> <li>Many of the penny dreadfuls contained stories presented in a way that was intended to provoke public interest or excitement, at the expense of accuracy. This is known as sensationalism.</li> <li>The Uncanny means strange or mysterious, especially in an unsettling way.</li> <li>Writers use zooming technique to add detail to their descriptions and create vivid imagery. This means focusing on small details or zooming out to the wider picture.</li> <li>The Gothic can also apply to poetry. A stanza is a term used in poetry for a verse or paragraph.</li> </ul>			<p>29. How is the convention of isolation shown within the story?</p> <p>30. What was a Penny Dreadful?</p> <p>31. What does "zooming in" mean in creative writing?</p>	

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		<p>Character Impressions/ traits:</p> <p><b>Mr Bentley:</b> superior, speaks in slang, comfortable, conversational, successful, brash</p> <p><b>Arthur Kipps:</b> naïve, vulnerable (at Eel Marsh), well-intentioned, ambitious, reckless, determined</p> <p><b>Jennet Humfrye:</b> indignant, selfish, remorseless, constant (in terms of her presence at Eel Marsh)</p> <p><b>Mr Jerome:</b> humourless, reverential, fickle (changes loyalty when he denies seeing the woman in black), introvert</p>				
	<ul style="list-style-type: none"> <li>Creative writing with focus on mood, sentence structures and conveying short space of time (Y7 <i>A Midsummer Night's Dream</i> HT4)</li> </ul>	<p><b>Descriptive Writing</b></p> <ul style="list-style-type: none"> <li>Writers use the <b>zooming</b> technique to focus on details (<b>zoom in</b>) and the wider picture (<b>zoom out</b>)</li> <li>Susan Hill describes Eel Marsh house using a variety of techniques.</li> <li>A <b>simile</b> is comparing two things using 'like' or 'as'.</li> <li>A <b>metaphor</b> says something is something else.</li> <li>There are five senses: taste, touch, smell, hear, see. This can be used in writing as <b>sensory description</b>.</li> <li>Bram Stoker uses <b>zooming</b> to show Dracula's unusual facial features. This is done to evoke intrigue for the reader.</li> <li>Gothic writers use description to create isolated <b>settings</b>.</li> <li>Vary sentence starters for <b>effect</b></li> <li>Use <b>pathetic fallacy</b> within own writing to create a Gothic setting.</li> <li>A Gothic description will create a mysterious and fearful <b>mood</b> depending on what is being described.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate the <b>zooming</b> technique when creating gothic characters and setting to add detail.</li> <li>Use a variety of <b>techniques</b> to create an effect.</li> <li>Identify the 5 different senses and use <b>sensory description</b> within a description</li> <li>Understand what <b>pathetic fallacy</b> is and how it can be used to create a mood within a description.</li> <li>Word choice and techniques can help to create <b>mood</b> and <b>atmosphere</b></li> <li><b>Sentences:</b> fronted adverbials, when and where it happens (, some accuracy), prepositions. With a + action, / pair of pairs, / verb start, / adverb start, / commas for <b>parenthesis</b> including relative clauses/ So...,so...,so...:.../ Show three: tell one/ Triple adjective + colon.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Not knowing the difference between metaphors and similes</li> <li>Only using one of the senses when writing. Usually 'I can see...'</li> <li>Descriptive writing is not telling a story (this is a narrative)</li> <li>Students begin sentences with 'I...' or 'The...'</li> </ul>	<ol style="list-style-type: none"> <li>What is a <b>simile</b>?</li> <li>What <b>mood</b> would a Gothic description have?</li> <li>How can you create a tense <b>mood</b> in your writing?</li> <li>What is the difference between a <b>narrative</b> and <b>description</b>?</li> <li>What are the 5 senses?</li> <li>How might you use <b>pathetic fallacy</b> within your writing?</li> <li>Why might a writer '<b>zoom in</b>'?</li> <li>Why might a writer '<b>zoom out</b>'?</li> <li>What are typical Gothic <b>settings</b> to describe?</li> <li>What is <b>foreshadowing</b>?</li> <li>How can you include <b>sensory description</b>?</li> <li>What <b>effect</b> would you want to create for your reader when writing a Gothic description?</li> </ol>	<p><b>Writing:</b></p> <p>Descriptive writing using Gothic images as a stimulus.</p>

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<div>Spirituality: Windows: Is it right how Arthur reacts to the telling of ghosts stories? Should he have said something to his family? Do you think the rise in spiritualism in the Victorian era was caused by anything in particular? Did Mr Bentley do the right thing by sending Arthur to Crythin Gifford? Mirrors: How would you feel if you were in Arthur’ s situation? What could Arthur have done differently in the story? How would you have felt if you were in his position? Doors: What do you think will happen to Arthur at Eel Marsh House? What would you do in his position? What would you change about his circumstances? The Woman in Black- Writing/ Descriptive Windows: Is it right what society did to Jennet Humphrye in regards to her child? How would it have made her feel to have her child taken away? Do you think that Alice Drablow was a good sister? Why did people buy Penny Dreadfuls? How would it have made them feel reading the stories? Mirrors: How would you have felt if you were in Jennet Humphrye’ s situation? What would you have done differently? Doors: What effect does the experience at Eel Marsh House have on Arthur? Could Samuel Daily have been a more supportive friend? How would you have helped Arthur.</div>						

Long Term Curriculum Map

Subject and Year: English Year 8 ‘Sherlock Holmes’

Specification (KS4/5 only): 2024-5

VOCABULARY

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WC: (12 weeks) Term 2 <i>Sherlock Holmes</i> by Arthur Conan Doyle	<b>English Curriculum</b>	<ul style="list-style-type: none"><li>Sir Arthur Conan Doyle wrote Sherlock Holmes.</li><li>The first Sherlock Holmes was published in 1887.</li><li>The Metropolitan Police formed in 1829.</li><li><b>Cholera</b> was widespread in the Victorian era; the issue was solved using John Snow’s scientific investigation.</li><li>Sherlock was based on a real person; he was influenced by Dr Joseph Bell who was Doyle’s mentor.</li><li>The Strand Magazine was a <b>periodical</b> that published the Sherlock Holmes stories.</li><li>There are five elements of a detective story: 1.The seemingly perfect crime. 2.The wrongly accused suspect at whom <b>circumstantial</b> evidence points. 3.The bungling of dim-witted police. 4.The greater powers of observation and <b>superior</b> mind of the detective. 5.The startling and unexpected <b>denouement</b>.</li><li>Doctor Watson moved to London after being a doctor in war.</li><li>Holmes is a ‘consulting detective’</li><li>Holmes and Watson live in 221B Baker Street</li><li><b>Bohemia</b> is an area of central Europe.</li><li>Sherlock uses skills of <b>deduction</b>, which means the act or process of using logic or reason to form a conclusion or opinion about something.</li><li>A <b>scandal</b> is something that shocks people because they think it is morally wrong.</li><li>The <b>patriarchal</b> society of Victorian England impacts Holmes’ views of Irene Adler as ‘the woman’.</li><li><b>Dual nature</b>: Holmes has his quiet <b>introspective</b> side, and his manic detecting side.</li><li><b>Introspection</b> means the examining of your own thoughts, ideas, and feelings. Holmes is introspective.</li><li>People come to Holmes so that they can be <b>enlightened</b> on a crime. Enlighten means to provide someone with information and understanding.</li><li>A <b>dystopia</b> is an imagined state or society in which there is great suffering or injustice, typically one that is <b>totalitarian</b> or post-apocalyptic. A totalitarian state</li></ul>	<ul style="list-style-type: none"><li>Comment on how a writer presents a character.</li><li>Use <b>quotations</b> to support an idea/ inference about a character.</li><li>Comment on the <b>context</b> of the Sherlock Holmes stories and understand the writers’ <b>intentions</b>.</li><li>Identify the <b>conventions</b> of a crime story and Dystopian stories.</li><li>Comment on the <b>structure</b> of a detective story and how it contains the 5 elements.</li><li>Compare the characters of Holmes and Watson and how they use different skills in investigating crimes.</li></ul>	<ul style="list-style-type: none"><li>Referring to Sherlock Holmes as a real person (he is a <i>fictional</i> character based on a real person)</li><li>Not a novel but a series of short stories published in periodicals.</li><li>Sherlock Holmes is a detective not a policeman.</li><li>Police have been around for ages. (Modern policing started in 1829)</li><li>Getting Holmes and Watson mixed up. (Watson is a doctor)</li></ul>	<ol style="list-style-type: none"><li>What is a <b>periodical</b>?</li><li>What are the <b>5 elements</b> of a detective story?</li><li>When was the first Sherlock Holmes story published?</li><li>Who and what was Arthur Conan Doyle inspired by?</li><li>When was the Metropolitan Police formed?</li><li>How are Holmes’ views influenced by the <b>patriarchal society</b>?</li><li>What is a <b>scandal</b>?</li><li>How does Holmes convey his <b>dual nature</b>?</li><li>How does Holmes use his skills of <b>deduction</b>?</li><li>What is <b>introspection</b>?</li><li>How are Holmes and Watson different in their styles of detecting?</li><li>What is a <b>dystopia</b>?</li><li>What is <b>sensationalism</b>?</li></ol>	<b>Reading:</b> The presentation of Sherlock Holmes.  • Knowledge questions on key vocabulary, context and characters.
	Meaning of conventions ( <i>‘The Woman in Black’</i> - Term 1 Y8)					
	Periodicals and what they are (Gothic- Term 1 Y8)					
	Some context of the Victorian era (Y7 <i>‘Oliver Twist’</i> and the Gothic Y8)					
	What is a patriarchal society?Y7 war poetry.					
	<b>Wider Curriculum</b>					
	History- Y8 HT6 The Industrial Revolution					

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		<p>is a form of government that attempts to assert total control over the lives of its citizens. It is characterized by strong central rule that attempts to control and direct all aspects of individual life through <b>coercion</b> and <b>repression</b>.</p> <p><b>Sherlock Holmes character traits-</b> <b>dual nature, manic, Assertive:</b> having or showing a forceful character <b>Attentive:</b> pays close attention to the finer details of crime. <b>Introvert:</b> has a side of him that can be reserved and withdrawn as part of his dual nature. <b>Intelligent:</b> Uses skill and logic to solve his crimes. Conscientious: wishing to do one’s work well and thoroughly, <b>meticulous</b> with his logic and planning</p> <p><b>Dr Watson character traits-</b> Honest, well-educated, successful, conscientious, integrous, determined, compassionate.</p> <p><b>Irene Adler character traits-</b> Ambitious, ruthless, demanding, cunning, deceptive, subverting traditional female roles.</p> <p><b>John Clay/ Vincent Spalding character traits-</b> Deceptive, cunning, duplicitous, reckless</p> <p><b>Jabez Wilson-</b> Fickle, pitiable, naïve, anxious, unaware</p>				



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HT4 including <i>Sherlock Holmes</i> , development of dystopian stories and technology.	Transactional writing:	<p><b>Learn that...</b>  <b>Transactional writing- Articles (sensationalised)</b></p> <ul style="list-style-type: none"> <li>Articles can be found in newspapers, magazines or journals.</li> <li>Tabloid and Broadsheet are types of newspapers: tabloids are a smaller newspaper which focuses on less "serious" content, especially celebrities, sports, and sensationalist crime stories.</li> <li>Sensationalised stories are those which are made to seem more shocking than they are. Tabloids are more likely contain these stories.</li> <li>Sensationalism means to seem more vivid, shocking, etc, than they really are.</li> <li>The Illustrated Police News was one of the earliest tabloids first published weekly in 1864. It focused on sensationalist stories mostly of murder and crimes in London. (Link back to <i>Sherlock Holmes</i>)</li> <li>The structure of an article for a newspaper, magazine or website, is usually in three parts:</li> <li><b>Headline:</b> at the top of an article to summarise what the article is about.</li> <li><b>Introduction</b> – to engage the reader and to outline the main points of the article: 5 Ws.</li> <li><b>Main body</b> –elaborate on the introduction and give details/ eye witnesses, reported speech and direct speech.</li> <li><b>End</b> – a concluding paragraph that draws the points together.</li> <li>Articles are usually written in Standard English, but colloquial sayings or phrases might be used to emphasise a point in tabloid papers.</li> <li>Techniques can be used within sensationalist articles to exaggerate points and manipulate readers:</li> <li>Personal pronouns - 'I', 'you' and 'we'.</li> <li>Imperative commands - instructional</li> <li>The rule of three- 3 points to support an argument.</li> <li>Emotive language - vocabulary to make the audience/reader feel a particular emotion.</li> <li>Statistics and figures - factual data</li> <li>Rhetorical question - a question which implies its own answer.</li> <li>Hyperbole- over exaggeration.</li> </ul>	<p><b>Learn how to...</b></p> <ul style="list-style-type: none"> <li>Tabloid articles are different to broadsheets.</li> <li>Identify Sensationalist articles /language.</li> <li>Comment on the structure of articles when looking at examples.</li> <li>Match tone and style of writing to the task (article writing).</li> <li>Identify the TAP of a task (text, audience, purpose).</li> <li>Apply techniques such as rhetorical questions, hyperbole and statistics to own writing.</li> <li>Structure articles effectively using a clear introduction, main body and conclusion.</li> <li>Learn how to use reported speech and direct speech.</li> <li>Write a range of sentence starts: When it happened/ Where it happened/Beginning with a question/ It wasn't just..., it was.../ Not only...but also.../ lists with commas and colon to introduce, commas for parenthesis including relative clauses/ If..., if..., if..., then/ What if..?/ adverb start.</li> <li>Use appropriate discourse markers to navigate reader through writing.</li> </ul>	<ul style="list-style-type: none"> <li>Report writing (previously studied in y7) is not the same as article writing.</li> <li>Tabloid and broadsheet newspapers are the same.</li> <li>Confusing techniques and their definitions.</li> <li>Confusion between reported and direct speech.</li> <li>How to set out direct speech.</li> <li>How to use sensationalised/ sensationalism/ sensationalist/ sensationalising in the right context.</li> </ul>	<ol style="list-style-type: none"> <li>Where can articles be found?</li> <li>What is sensationalism?</li> <li>What type of newspaper might contain sensationalist stories?</li> <li>How would you structure an article?</li> <li>What is an imperative?</li> <li>Why might colloquial sayings be used within articles?</li> <li>What was The Illustrated Police News?</li> <li>What is a hyperbole?</li> <li>Why might emotive language be used?</li> <li>What techniques might you include in a sensationalist article?</li> <li>What are the rules of direct speech?</li> <li>What is reported speech?</li> <li>How can you vary your sentence starts?</li> <li>What information must you include in an article opening?</li> <li>What is the purpose of a headline?</li> </ol>	<p><b>Writing:</b> Tweak assessment and put title in here and assessment folder.</p>

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<div><b>Spirituality:</b> <b>Windows:</b> Was Sherlock right to have that attitude towards Irene at the start of the story? How should he have behaved towards Irene? Do you think Holmes and Watson have a good working relationship? Are they supportive of each other? <b>Mirrors:</b> How would you have felt if you were the King of Bohemia? What would you have done differently? <b>Doors:</b> What would you have done differently if you were investigating Irene? What punishment should Irene have got if she had been caught? How did you feel at the end of the story ? Sherlock Holmes- Writing/ Article <b>Windows:</b> Is it right for child criminals to be punished for their crimes? Do you think it was a fair society in the Victorian Era? Were people treated equally? Did Jabez Wilson get the sympathy he deserved from Holmes and Watson? How should they have responded to him at the start of the story? <b>Mirrors:</b> How would you have felt if you were Jabez Wilson? Did he react in the right way by going to see Sherlock? How could he have handled the situation differently? Do you think that the punishment was suitable for the crimes committed for child convicts? <b>Doors:</b> Do you think the crime was solved efficiently? What would you have done differently?</div>						



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Wk: 18 <sup>th</sup> April to 22 <sup>nd</sup> July (13 weeks) Term 3. , Hamlet by William Shakespeare	Elizabethan Theatre and elements of the supernatural in Shakespearean drama. Patriarchal society and the role of women (already studied in HT2 and HT3 with Sherlock and character of Irene Adler)	<ul style="list-style-type: none"> <li>Hamlet was written between 1599 to 1601 during the <b>Elizabethan era</b>.</li> <li>Hamlet is a <b>tragedy</b> as it contains the <b>conventions</b> of the genre and the downfall of a <b>tragic hero</b>.</li> <li>Shakespeare was inspired to write the play by his own personal tragedy of the death of his 11 year old son Hamnet.</li> <li>Shakespeare's royal <b>patrons</b> were Queen Elizabeth and King James I, both of whom greatly loved drama. A patron is a person who gives financial or other support to a person, organization, or cause.</li> <li>Shakespeare performed at The Globe and Rose theatres.</li> <li>During the Elizabethan era, people were scared of the <b>supernatural</b>. People blamed unexplainable events, unexplained deaths, or unpleasant illnesses - as the work of witches.</li> <li>It was a <b>patriarchal society</b> meaning that men had control and women were <b>subservient</b>.</li> <li><b>The Great Chain of Being</b> was a <b>hierarchy</b> in which people believed that the monarch was chosen directly by God and people were in a particular order of status.</li> <li><b>Regicide</b> is the killing of a King and those who commit it are committing a sin against God.</li> <li>Claudius commits regicide within the play by murdering his brother, King Hamlet.</li> <li>A <b>stereotype</b> is a widely held but fixed and oversimplified image or idea of a particular type of person or thing. At the time of Shakespeare, women and men had stereotypical roles within society.</li> <li>In the play, Hamlet learns of his father's murder and seeks <b>revenge</b>.</li> <li>Hamlet <b>feigns</b> madness.</li> <li>Ophelia is <b>subservient</b> to the men around her; her father Polonius, her brother Laertes and her lover Hamlet.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on the plot and characters of 'Hamlet.'</li> <li>Identify ways in which Hamlet shows his <b>duplicity</b>.</li> <li>Comment on how Ophelia is presented and how she is <b>subservient</b>.</li> <li>Use contextual knowledge to develop an understanding of Shakespeare's themes.</li> <li>Incorporate key terminology of dramatic devices such as <b>soliloquy</b> and <b>monologue</b> within written responses.</li> <li>Write in an academic style:</li> <li>Include <b>topic sentences</b> which are accurate, focused on the question and are on one thing.</li> <li>Use <b>quotations</b> which accurately support the topic sentence.</li> <li><b>Unpick language</b> by commenting on key words in the quotation and discussing inference/ connotations.</li> <li>Include knowledge of context to strengthen questions on Ophelia and Hamlet.</li> <li>Approach Shakespearean language through focusing on words which you do understand and using inference skills to work out meaning.</li> <li>Comment on madness and how its <b>impact</b> within the play.</li> </ul>	<ul style="list-style-type: none"> <li>Hamlet is set in England (<i>Set in Denmark</i>).</li> <li>Hamlet is mad.</li> <li>Referring to the play using incorrect terminology (readers rather than audience etc.)</li> <li>King Hamlet and Hamlet are the same person. (They are father and son.)</li> <li>Gertrude knew Claudius killed King Hamlet. (not explicitly stated but can be inferred)</li> </ul>	<ol style="list-style-type: none"> <li>What is a <b>tragedy</b>?</li> <li>How is the character hamlet an example of a <b>tragic hero</b>?</li> <li>Why were people scared of the <b>supernatural</b> during the Elizabethan era?</li> <li>How did Shakespeare's own life inspire him to write 'Hamlet'?</li> <li>Who is <b>Ophelia</b>?</li> <li>How does Ophelia respond to her brother and father in Act 1?</li> <li>What does Polonius mean when he uses the phrase 'green girl' to describe Ophelia?</li> <li>How does Ophelia respond to Hamlet's appearance in Act 2?</li> <li>Why does Ophelia respond in this way?</li> <li>How does Hamlet treat Ophelia in Act 3 Scene 1?</li> <li>Why does Hamlet treat Ophelia in this way?</li> <li>What happens to Ophelia in the play?</li> <li>What happens to Hamlet at the end of the play?</li> <li>How were women expected to behave in a <b>patriarchal</b> society?</li> <li>What is the <b>Great Chain of Being</b>?</li> <li>What is <b>regicide</b>?</li> <li>Who commits regicide within the play?</li> <li>Why does Hamlet feign madness?</li> <li>How did people view <b>madness</b> during the Elizabethan era?</li> <li>What is <b>duplicity</b>?</li> <li>Which characters are <b>duplicious</b> in the play?</li> <li>What is a <b>soliloquy</b>?</li> <li>What is a <b>monologue</b>?</li> <li>How does Ophelia fit into the female <b>stereotypes</b> of the time?</li> </ol>	<p>READING: How is Ophelia/ Hamlet presented?</p> <p>Also context/ knowledge questions and quotation understanding (three sections to assessment)</p>
	Prior Knowledge of Shakespeare from primary school (most may have read the short story versions of the plays)					

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		Learn that...	Learn how to...			
		<ul style="list-style-type: none"> <li>Ophelia can be described as subservient and naïve.</li> <li>Laertes and Ophelia are of the same social class therefore address each other in scene 3 using 'you.'</li> <li>Ophelia is a victim of a patriarchal society.</li> <li>Ophelia is naïve- Polonius calls her 'green girl' understand what this means/ attitude towards her.</li> <li>The characters change as the plot develops (Hamlet's attitude towards Ophelia/ his mistreatment of her)</li> <li>Ophelia is a victim of Hamlet's madness. Madness becomes a destructive threat to identity within the play.</li> </ul> <p><b>Hamlet in Act 2; Scene 1-</b> Ophelia is afraid of Hamlet as he changes/ demonstrates his madness.</p> <ul style="list-style-type: none"> <li>Hamlet's physical appearance in Act 2 causes concern to characters around him. Ophelia uses a monologue to describe Hamlet's deterioration.</li> <li>Mental illness was not understood during Shakespeare's time and therefore treatments for madness were extreme.</li> </ul> <p><b>Hamlet in Act 3; Scene 1-</b> Hamlet is rude to Ophelia and tells her that he never loved her. Character traits in this scene:</p> <ul style="list-style-type: none"> <li>Brash: Hamlet is self assertive in a rude way.</li> <li>Despicable: deserving hatred or contempt in his treatment of Ophelia calling her a 'bawd' and telling her to 'get thee to a nunnery'</li> <li>Forceful: assertive when he tells Ophelia that he never loved her.</li> </ul> <ul style="list-style-type: none"> <li>Duplicity is a lie or deception, when a person is pretending to be someone they are not.</li> <li>Hamlet is a duplicitous character. Claudius and Gertrude also show duplicity throughout the play.</li> <li>A soliloquy is a device used when a character speaks their thoughts aloud. Hamlet's 'To be or not to be' speech is a famous example of a soliloquy.</li> <li>A monologue is a speech when one character is speaking to another character or the audience.</li> </ul> <p><b>Links to Macbeth:</b></p> <ul style="list-style-type: none"> <li>Ophelia contrasts the character of Lady Macbeth who is more manipulative and controlling. She challenges the female stereotype.</li> <li>Key quotation: 'Look like the innocent flower but be the serpent under it'</li> <li>Symbolism: when ideas, symbols, objects represent a deeper meaning. Looking at how</li> </ul>	<ul style="list-style-type: none"> <li>Explain gender stereotypes and roles within Elizabethan England and how this contrasts modern society.</li> <li>Understand and analyse how Shakespeare uses symbolism in his plays.</li> <li>To draw comparisons and contrasts between the character of Ophelia and Lady Macbeth.</li> </ul>			

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		<p>Shakespeare uses flowers, birds and serpents to show different themes/ ideas.</p> <p><b>Hamlet- character traits:</b> Duplicitous with his behaviour towards Ophelia. Rude, selfish, devious, confused, angry, conflicted, wilful (in her behaviour to Ophelia) persistent, disillusioned, betrayed.</p> <p><b>Ophelia- character traits:</b> Naïve, inferior (to the men around her), subservient, respectful, troubled, conflicted, vulnerable, emotional, well-intentioned</p>				
	<p>Speaking and listening (Year 7 HT6)</p> <p>Use of personal pronouns, hyperbole, imperatives in transactional writing (Sherlock Holmes HT4 Year 8)</p>	<p><b>Transactional Writing: Persuasive speech</b></p> <ul style="list-style-type: none"> <li>• <b>Duplicity</b> is a lie or deception, when a person is pretending to be someone they are not.</li> <li>• Characters are duplicitous in ‘Hamlet’- various dialogues shows that they are deceptive towards other characters.</li> <li>• Speeches are used for a variety of purposes.</li> <li>• Students should understand the <b>TAP</b> of a task (text type, audience and purpose.)</li> <li>• Speeches will vary in style depending on the purpose and audience (e.g informal/formal)</li> <li>• A <b>speech</b> is a formal talk given to an audience. It has an aim and purpose – often to either inform and/or persuade, although it’s important to remember that some have other intentions too, e.g to entertain.</li> <li>• <b>Persuade</b> means to urge someone to act or change their mind about a particular topic.</li> <li>• Speeches have been used throughout history to make <b>social change</b> and impact political decisions.</li> <li>• Famous speech examples include ‘I Have a Dream’ by Martin Luther King Jr in 1963. ‘We shall fight on the beaches’ by Winston Churchill in 1940.</li> <li>• The <b>structure</b> of a speech often follows a three part structure: <ul style="list-style-type: none"> <li>- a highly engaging and <b>motivational</b> opening</li> <li>- a well-structured argument with several main points that include undermining the <b>opposing</b> view</li> <li>- a dynamic and memorable conclusion</li> </ul> </li> <li>• The opening of a speech should contain: <b>Emotive language</b> to evoke a reaction from your audience, a shocking or surprising fact. This could be the use of a <b>statistic</b> and a <b>rhetorical question</b>.</li> <li>• <b>Anaphora</b> is a type of repetition where a word or phrase is repeated at the beginning of successive clauses. It is often used in speech writing to make it memorable and to create a reaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the TAP of a task.</li> <li>• Identify the differences between persuade and inform/ argue.</li> <li>• Use opposing arguments within speeches to support points.</li> <li>• Create an opinion on a specific topic and use techniques to emphasis.</li> <li>• Identify techniques used within speeches and what effect they create.</li> <li>• Explain the different purposes of speeches and how language will change depending on who the audience is.</li> <li>• Write a speech effectively using structure to make a clear and memorable introduction and conclusion.</li> <li>• Understand what anaphora is and how it can be used within a speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech writing is different to article writing.</li> <li>• Speeches can be written for several different purposes.</li> <li>• The language used will vary depending on the audience of the task.</li> <li>• Persuade is not the same as inform.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the <b>purpose</b> of speeches?</li> <li>2. What does writing to <b>persuade</b> mean?</li> <li>3. What examples of famous speeches can you give?</li> <li>4. How can <b>emotive language</b> be used within a speech?</li> <li>5. What should a speech <b>opening</b> contain?</li> <li>6. How should a speech be <b>structured</b>?</li> <li>7. What is <b>anaphora</b>?</li> <li>8. Why is <b>inequality</b> a problem in society?</li> <li>9. How might you <b>undermine</b> the opposing view?</li> <li>10. What language techniques should you include in speech writing?</li> <li>11. How might Gertrude be duplicitous?</li> <li>12. What did Dr Laura Bates believe in?</li> <li>13. Who was Larry Newton?</li> <li>14. How did Shakespeare’s work inspire Larry Newton?</li> <li>15. What reasons are there for prisoners to have an education in prison?</li> <li>16. Why might people be against prisoners having an education?</li> </ol>	<p><b>Writing:</b> Persuasive speech – should prisoners be allowed an education?</p>

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		<ul style="list-style-type: none"><li>Speeches can use <b>direct address</b> to engage audience/ emphasis a point. Direct address is the use of ‘you’ and speaking directly to the audience.</li><li>Anecdote is the use of an amusing/ interesting story used for effect or to illustrate a point.</li><li>Lots of speeches throughout history have focused on <b>gender inequalities</b> or <b>racial inequalities</b>. (E.g Suffragette Movement, Emma Watson UN speech).</li><li><b>Inequality</b> means difference in size, degree, circumstances, etc.; lack of equality. (Link back to <i>Hamlet</i> and the inequality of women)</li><li>Dr Laura Bates is an American professor who taught Shakespeare in the most unlikely of places: the solitary confinements of super max prisons.</li><li>Dr Bates believes that Shakespeare can change the lives of prisoners in helping them to <b>reform</b>. She spent 10 years teaching Shakespeare in prisons.</li><li><b>Reform</b> means to make change to improve.</li></ul>				

Spirituality:

Windows: How would it feel to live in a society where you were at the bottom of The Great Chain of Being? How would you describe the way Hamlet treats Ophelia? Is it right that he behaves in this way? Is it right that Ophelia listens to her father? Is she an obedient daughter?

Mirror:What would you have done if you were Hamlet? Would you have listened/ believed the ghost? Do we have sympathy for Hamlet at all? Are there any characters who we do feel sympathy for?

Doors: What do you think Shakespeare is trying to tell us about society at the time? How would you feel if you were Horatio at the end of the play witnessing all of the tragedy? What if Hamlet had survived? Would he have found peace? Hamlet- Speech Writing

Windows: Do you think that Gertrude had anything to do with her husband’s death? Could she be to blame? What do you think of Gertrude as a character? Is she likeable? Prison education- is it fair for prisoners to get luxuries?

Mirrors: How would you have felt if you were in Gertrude’s situation? How would you feel if you were in Larry Newton’s position? Do you think that education helped him? What are the benefits of education in prison?

Doors:  
Do you think that Shakespeare had a positive influence on Larry Newton? What life lessons/ morals did he take away from his studies?