

Subject	Year	Term
English	7	Autumn Term 1
Topic		
Ghost Stories and the Gothic		
Content (Intent)		
<b>Prior Learning (Year 6)</b> <ul style="list-style-type: none"><li>Plan for audience and purpose.</li><li>Develop character and setting in a narrative</li><li>Use cohesive devices</li><li>Grammatical consistency</li><li>Begin to select vocab for effect.</li></ul>		
<p>This unit begins with the question: ‘What is a ghost story?’ and a discussion of genre and convention. The unit then focuses on developing the skills that the students need in order to write their own ghost story within the broad genre of Gothic. Lessons will focus on using senses and ambitious literary devices; structuring a story using the story mountain model; using sentence structure and punctuation for effect and paragraphing for effect. Students will also be taught how to analyse a literary texts (poems, extracts from novels and short stories) and how to use literary terms within their analysis. The unit ends with a formal graded assessment where students will plan a ghost story based on the ideas they have developed in the unit.</p>		
<b>Unit Texts Include:</b> <i>The House, The Hook, Quieter Than Snow, John Charrington’s Wedding, A Christmas Carol Extract, A Woman in Black Extract, The Light, Nightmare in Yellow, The Body Snatcher</i>		
Future Learning (Topic)		
Year 8: Fairy Tales and Horror (gothic writing). Year 9: Dystopian Fiction (writing the opening of a dystopian text). KS4: English Language Paper 1 – Sections A and B		
How will knowledge and skills be taught? Implementation)	How will your understanding be assessed & recorded? (Impact)	
<p>Lessons will take place over a half term, covering: Introduction to ghost stories; 19<sup>th</sup> century ghost stories; using the story mountain structure; settings; character; building suspense; story endings; writing a story (assessment); performing a story (speaking and listening).</p> <p><b>Lessons will include:</b></p> <ul style="list-style-type: none"><li>-Discussion of genre and conventions</li><li>-Reading and analysing literary texts</li><li>-Practicing and revising core skills (grammar, sentence structures, vocabulary)</li><li>-Planning, writing, and editing creative fiction texts</li></ul>	<p><b>During the unit of work:</b></p> <ul style="list-style-type: none"><li>Students will self-assess work against the writing assessment objectives.</li><li>Students’ peers will assess work against the writing assessment objectives and give targets to help progress.</li><li>Class teachers will give verbal feedback and guidance during lessons.</li><li>Class teachers will deliver whole class feedback based on class work and homework and identify areas to develop.</li><li>Class teachers will assess key individual work against assessment criteria and give you targets to help progress.</li></ul> <p>The formal assessment of learning will be to write a ghost story involving some of the elements from the mid-term assessments and work.</p> <p><b><u>Writing Assessment Objectives:</u></b></p> <p>AO1: Content and Organisation AO2: Technical Skills and Accuracy AO3: Spelling Accuracy</p>	
How can parents help at home?		

- Reading with your child – ghost stories or a story of their choice.
- Watch a play at the theatre and discuss the performance.
- Read through your child's story/class work and help them to edit it.
- Using the Knowledge Organisers in their book and the VLE, help them to revise key terminology and vocabulary at home.

### Helpful further reading/discussion

Reading	Vocabulary Lists	Careers Links
<p>A Christmas Carol – Charles Dickens</p> <p>A Woman in Black – Susan Hill</p> <p>The Haunting of Aveline Jones – Phil Hickey</p>	<p><b>Genre</b></p> <p><b>Convention</b></p> <p><b>Setting</b></p> <p><b>Character</b></p> <p><b>Protagonist</b></p> <p><b>Antagonist</b></p> <p><b>Explicit</b></p> <p><b>Implicit</b></p> <p><b>Sensory Language</b></p> <p><b>Atmosphere</b></p> <p><b>Tone</b></p> <p><b>Semantic Field</b></p> <p><b>Pathetic Fallacy</b></p> <p><b>Metaphor</b></p> <p><b>Simile</b></p> <p><b>Onomatopoeia</b></p> <p><b>Foreshadowing</b></p> <p><b>Sibilance</b></p> <p><b>Tension</b></p> <p><b>Unsettling</b></p> <p><b>Eerie</b></p> <p><b>Menacing</b></p> <p><b>Diabolical</b></p> <p><b>Insidious</b></p> <p><b>Petrify</b></p> <p><b>Ominous</b></p> <p><b>Foreboding</b></p> <p><b>Misanthropic</b></p> <p><b>Sinister</b></p>	<p>Author</p> <p>Librarian</p> <p>Publishing</p> <p>Teacher</p> <p>Work in TV and film (actor/director).</p>