

**Year 8 – Term 2** – This Unit intends to continue our students chronological study of the Literary Canon through focusing on Jane Austen’s ‘Pride and Prejudice’ and how the novel presents the position and treatment of women in society, as well as the themes of love and marriage and social class, as well as the wider concepts of both pride and prejudice. Students will study the novel through watching the BBC TV series adaptation of the novel, to give them the full experience of studying the whole novel, in order to full grasp the wider themes, characters and context. Students will then link the treatment and position of women in society and the themes of love and marriage in ‘The Yellow Wallpaper’ by Charlotte Perkins Gilman, considered to be one of the first feminist texts. Students will develop their understanding of how women were treated by men and their lack of power in their own lives and link these ideas back to the study of ‘Pride and Prejudice’. Finally, students will complete a speech writing assessment where they will be asked to consolidate and apply their knowledge acquired in the Unit to consider the position and treatment of women in the 21<sup>st</sup> Century. This Unit feeds forward to the study of the position and treatment of women, love and marriage and social class in the GCSE Literature set texts: ‘An Inspector Calls’, ‘Romeo and Juliet’ and ‘A Christmas Carol’. The Unit also feeds forward to the study of context when studying novels such as ‘Animal Farm’ and ‘The Lord of the Flies’, as well as also examining the treatment of women in ‘Of Mice and Men’ and ‘Much Ado About Nothing’. This Unit feeds back to the study of female characters in ‘The Crucible’ and ‘Macbeth’, as well as the Bible Studies and Chaucer Units of work, where students focused on how Christian beliefs impacted on society and the rules and conduct between the different genders.

	<b><u>Lesson Intent</u></b> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<b><u>Daily Retrieval/Teach for memory (vocabulary)</u></b>	<b><u>Activities/Assessment (to including the metacognitive/learning verb)</u></b>	<b><u>Homework/Literacy Map</u></b>
<u>Week 1: KG/s and Overview</u> <b>Lesson 1</b> – KG: To <b>summarise</b> the context of ‘Pride and Prejudice’.	<b>Lesson 1</b> – This lesson intends for students to develop their understanding of the historical Literary Canon through developing their knowledge of the 18 <sup>th</sup> Century, particularly with regards to love and marriage, differences between the lives on men and women and social class. <i>Feeds on from the study of ‘The Crucible’ last term, where students also focused on prejudice and the position of female characters, as well as to the presentation of Lady Macbeth in Macbeth. Also feeds back to the Bible Studies and the Chaucer Units of work, where students focused on the impact of religion and the way this influenced gender views and behaviour.</i>	<b>Lesson 1</b> – <b>New:</b> Advantageous <b>Retrieve:</b> Nobility	<b>Lesson 1</b> – 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students watch video clips and use the sources to learn about the following aspects of Georgian society and make notes in the books: the different lives of men and women, the importance of marriage and social class. Students also watch short documentary about Jane Austen and make notes. Students write a <b>summary</b> of what they have learnt today about the lives of men and women, love and marriage, social class and the life of Jane Austen.	

	<p>Feeds forward to next lesson where students will begin watching the adaptation of 'Pride and Prejudice'. This feeds forward to the study of context in the GCSE Literature texts, but also the themes of love and marriage, social class and gender inequality that appear in all of the set texts and some of the Anthology Poetry. Also feeds forward to the study of context in novels such as 'Animal Farm' and 'The Lord of the Flies', as well as the position of female characters in the 19<sup>th</sup> Century extracts, 'Of Mice and Men' and 'Much Ado About Nothing'.</p>			
<p><b>Lesson 2 –</b> KG: To <b>explain</b> your first impressions of the Bennet family.</p>	<p><b>Lesson 2 –</b> This lesson intends for students to begin watching the BBC adaptation of 'Pride and Prejudice' and consider their first impressions of the Bennet family, particularly Elizabeth Bennet.</p> <p>Feeds on from the study of 'The Crucible' last term, where students also focused on prejudice and the position of female characters, as well as to the presentation of Lady Macbeth in 'Macbeth'. Also feeds back to the Bible Studies and the Chaucer Units of work, where students focused on the impact of religion and the way this influenced gender views and behaviour.</p> <p>Feeds forward to next lesson where students watch the second half of the episode and consider how</p>	<p><b>Lesson 2 -</b> <b>New:</b> Prejudice <b>Retrieve:</b> Pride</p>	<p><b>Lesson 2 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Give students the resource to record their impressions of the Bennet family. Students watch the first half of Episode 1 (stop at the start of the party at Mr Lucas' house). Students write an <b>explanation</b> of their first impressions of the Bennet family, either as individual characters, or as a whole. Remind students of the fact that Mr Bennet is a Gentleman and, as such, the Bennet's are Upper Class. Does this surprise them? Do all of the Bennet's behave as if they were? Students then focus on two quotations, the first said by</li> </ol>	

	<p>Darcy and Mr Bingley are presented.</p> <p>This feeds forward to the study of context in the GCSE Literature texts, but also the themes of love and marriage, social class and gender inequality that appear in all of the set texts and some of the Anthology Poetry. Also feeds forward to the study of context in novels such as 'Animal Farm' and 'The Lord of the Flies', as well as the position of female characters in the 19<sup>th</sup> Century extracts, 'Of Mice and Men' and 'Much Ado About Nothing'.</p>		<p>Elizabeth: "a single man, in possession of a large fortune, must be in want of a wife" and Jane's quotation saying she wants to marry a man she loves. How is Austen presenting the theme of love and marriage through these quotations?</p>	
<p><b>Lesson 3 –</b>          KG: To <b>explain</b> how Mr Bingley and Mr Darcy are presented and how the theme of social class is presented through their characters.</p>	<p><b>Lesson 3 –</b> This lesson intends for students to consider their first impressions of Mr Bingley and Mr Darcy and how they are presented. Students will explore the nuances of the Upper Class in more detail and consider the social differences in both the situation, and behaviour, of Darcy and Bingley and the Bennet family.</p> <p>Feeds on from the study of 'The Crucible' last term, where students also focused on prejudice and the position of female characters, as well as to the presentation of Lady Macbeth in 'Macbeth'. Also feeds back to the Bible Studies and the Chaucer Units of work, where students focused on the impact of religion and the way this influenced gender views and behaviour.</p>	<p><b>Lesson 3 -</b>  <b>New:</b> Supercilious  <b>Retrieve:</b>          Vainglorious</p>	<p><b>Lesson 3 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Revise the class structure in the Georgian Era and focus on the differences within the Upper Classes. Watch the second half of Episode 1, making notes on their first impressions of Mr Bingley and Mr Darcy. Students write an <b>explanation</b> of their first impressions, using direct references to their behaviour to support their views. Students explore how Mr Darcy's views are linked to his class and how, despite both being Upper Class, he is superior to the Bennet family and the others at the party. Students write an <b>explanation</b> of why Mr Darcy</li> </ol>	

	<p>Feeds forward to next lesson where students will continue to explore the characters and themes and how they are presented in the first half of Episode 2.</p> <p>This feeds forward to the study of context in the GCSE Literature texts, but also the themes of love and marriage, social class and gender inequality that appear in all of the set texts and some of the Anthology Poetry. Also feeds forward to the study of context in novels such as 'Animal Farm' and 'The Lord of the Flies', as well as the position of female characters in the 19<sup>th</sup> Century extracts, 'Of Mice and Men' and 'Much Ado About Nothing'.</p>		<p>appears to hold such <b>supercilious</b> views and opinions.</p>	
<p><b>Lesson 4 –</b> KG: To <b>analyse</b> your first impression of Mr Wickham and <b>compare</b> this to your impression of Mr Darcy.</p>	<p><b>Lesson 4 –</b> This lesson intends for students to analyse how Austen develops their first impression of Mr Wickham and how this contrasts to our first impression of Mr Darcy. Feeds on from the study of 'The Crucible' last term, where students also focused on prejudice and the position of female characters, as well as to the presentation of Lady Macbeth in 'Macbeth'. Also feeds back to the Bible Studies and the Chaucer Units of work, where students focused on the impact of religion and the way this influenced gender views and behaviour. Feeds forward to next lesson where students will watch the second half</p>	<p><b>Lesson 4 -</b> <b>New:</b> Affability <b>Retrieve:</b> Gallantry</p>	<p><b>Lesson 4 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Watch the first half of Episode 2 stop at the start of Bingley's ball). As they watch students should make notes on their first impression of Mr Wickham and consider how this compares to their first impression of Mr Darcy. Students read the extract describing Mr Wickham and <b>identify</b> short quotations that give them an impression of his character. Students pick one quotations and write a mini PEE <b>analysing</b> how Mr Wickham is presented. Students should then add to their mini PEE a</li> </ol>	<p>Reading Journal and Vocabulary Retrieval.</p>

	<p>of Episode 2 and consider how Mr Darcy and Elizabeth are presented. This feeds forward to the study of context in the GCSE Literature texts, but also the themes of love and marriage, social class and gender inequality that appear in each of the set texts and some of the Anthology Poetry. Also feeds forward to the study of context in novels such as 'Animal Farm' and 'The Lord of the Flies', as well as the position of female characters in the 19<sup>th</sup> Century extracts, 'Of Mice and Men' and 'Much Ado About Nothing'.</p>		<p><b>comparison</b> to their first impression of Mr Darcy, using a direct reference to support their point of view.</p>	
<p><u>Week 2: KG/s and Overview</u>  <b>Lesson 5 –</b>          KG: To <b>explain</b> how Elizabeth is presented in Episode 2</p>	<p><b>Lesson 5 –</b> This lesson intends for students to explore the theme of love and marriage through analysing the ball scene and how Mr Darcy and Elizabeth's relationship is presented and through Elizabeth's rejection of Mr Collins' proposal and how these scenes develop their impression of Elizabeth's character. <b>Feeds on from the study of 'The Crucible' last term, where students also focused on prejudice and the position of female characters, as well as to the presentation of Lady Macbeth in 'Macbeth'. Also feeds back to the Bible Studies and the Chaucer Units of work, where students focused on the impact of religion and the way this influenced gender views and behaviour.</b></p>	<p><b>Lesson 5 -</b>  <b>New:</b> Munificence  <b>Retrieve:</b> Arrogance</p>	<p><b>Lesson 5 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students watch the ball scene in Episode 2 and answer the following questions: How is Mr Darcy and Elizabeth's feelings towards each other presented in this scene? Students then watch the rest of the Episode and answer the following questions: Why did Mr Collins propose to Elizabeth? Why would he expect her to accept the proposal? Why doesn't Elizabeth expect the proposal and why is her mother so upset? Students write an <b>explanation</b> of how their impression of Elizabeth has developed in Episode 2.</li> </ol>	

	<p>Feeds forward to next lesson where students will explore the theme of love and marriage and social class in Episode 3.</p> <p>This feeds forward to the study of context in the GCSE Literature texts, but also the themes of love and marriage, social class and gender inequality that appear in each of the set texts and some of the Anthology Poetry. Also feeds forward to the study of context in novels such as 'Animal Farm' and 'The Lord of the Flies', as well as the position of female characters in the 19<sup>th</sup> Century extracts, 'Of Mice and Men' and 'Much Ado About Nothing'.</p>			
<p><b>Lesson 6 –</b>        KG: To <b>summarise</b> how the themes of love and marriage is presented in Episode 3.</p>	<p><b>Lesson 6 –</b> This lesson intends for students to explore the themes of love and marriage and how Caroline Lucas and Elizabeth's views on this differ and how this presents the position of women in the 1800's. Students will also use the figure of Lady Catherine de Bourgh to explore how the theme of social class is presented.</p> <p>Feeds on from the study of 'The Crucible' last term, where students also focused on prejudice and the position of female characters, as well as to the presentation of Lady Macbeth in 'Macbeth'. Also feeds back to the Bible Studies and the Chaucer Units of work, where students focused on the impact of</p>	<p><b>Lesson 6 -</b>  <b>New:</b> Impropriety  <b>Retrieve:</b> Pious</p>	<p><b>Lesson 6 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students watch Episode 3 of Pride and Prejudice (but stop before Darcy's proposal) and then answer the following questions: How is Charlotte's marriage to Mr Collins presented? How do Charlotte and Elizabeth's views of love and marriage differ? Why would Caroline Bingley not want Jane to marry her brother? Why does Mr Wickham get engaged to Miss King? How does this link to the theme of love and marriage?</li> </ol>	

	<p>religion and the way this influenced gender views and behaviour.</p> <p>Feeds forward to next lesson where students will prepare for their assessment focusing on Mr Darcy's proposal.</p> <p>This feeds forward to the study of context in the GCSE Literature texts, but also the themes of love and marriage, social class and gender inequality that appear in each of the set texts and some of the Anthology Poetry. Also feeds forward to the study of context in novels such as 'Animal Farm' and 'The Lord of the Flies', as well as the position of female characters in the 19<sup>th</sup> Century extracts, 'Of Mice and Men' and 'Much Ado About Nothing'.</p>			
<p><b>Lesson 7 –</b> KG: To <b>analyse</b> how Darcy and Elizabeth are presented in the extract.</p>	<p><b>Lesson 7 –</b> This lesson intends for students to prepare for an analytical writing assessment on how Darcy and Elizabeth are presented during his marriage proposal and for students to develop this analytical writing GCSE skill.</p> <p>Feeds on from previous analytical writing assessments when studying 'The Crucible', 'Macbeth', Chaucer and the Myths and Legends Unit.</p> <p>Feeds forward to next lesson where students will complete their assessment.</p> <p>This feeds forward to the GCSE English Literature exam where students will have to write</p>	<p><b>Lesson 7 –</b> <b>New:</b> Inferiority <b>Retrieve:</b> Wrath</p>	<p><b>Lesson 7 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students watch Darcy's marriage proposal at the end of Episode 3 and then read the extract, <b>identifying</b> short quotations that give them an impression of Darcy and Elizabeth. Students will pick 3 -5 short quotations that they will explode in their exercise books, <b>analysing</b> how the language develops their impression of Darcy and Elizabeth. Teacher will model an overview and first mini PEE paragraph.</li> </ol>	<p>Reading Journal and Vocabulary Retrieval.</p>

	analytically in the same style when writing about each of the set texts and the Anthology Poetry.			
<p><u>Week 3: KG/s and Overview</u></p> <p><b>Lesson 8 –</b>          KG: To <b>analyse</b> how Darcy and Elizabeth are presented in the extract.</p>	<p><b>Lesson 8 –</b> This lesson intends for students to complete their reading assessment on how Darcy and Elizabeth are presented during his proposal.</p> <p>Feeds on from previous analytical writing assessments when studying ‘The Crucible’, ‘Macbeth’, Chaucer and the Myths and Legends Unit.</p> <p>Feeds forward to next lesson where students will consider how their impression of Darcy, Elizabeth and Wickham develop in Episode 4. This feeds forward to the GCSE English Literature exam where students will have to write analytically in the same style when writing about each of the set texts and the Anthology Poetry.</p>	<p><b>Lesson 8 –</b>          N/A</p>	<p><b>Lesson 8 –</b></p> <ol style="list-style-type: none"> <li>1.) Students revise their planning from last lesson and the teacher’s modelling.</li> <li>2.) Students have 40 minutes to complete their reading assessment: How are Darcy and Elizabeth presented in the extract?</li> </ol>	
<p><b>Lesson 9 –</b>          KG: To <b>explain</b> how their impression of Mr Wickham and Mr Darcy has developed and how the theme of social class is presented in Episode 4.</p>	<p><b>Lesson 9 –</b> This lesson intends for students to consider how the truth about Mr Darcy and Mr Wickham’s relationship develops their opinions of both character and how this reflect of Elizabeth’s character and her judgement and behaviour. Students will also consider how the theme of social class is presented through the figure of Lady Catherine de Bourgh.</p> <p>Feeds on from the study of ‘The Crucible’ last term, where students also focused on prejudice and the position of female characters, as well as to the presentation of Lady</p>	<p><b>Lesson 9 –</b>  <b>New:</b> Philanderer  <b>Retrieve:</b> Vice</p>	<p><b>Lesson 9 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students watch the start of Episode 4 and stop once Elizabeth has read Mr Darcy’s letter. Students write an <b>explanation</b> of how the truth about Mr Wickham develops their opinion of his character and Mr Darcy’s. Students consider how this reflects on Elizabeth’s pride and prejudice. Students then watch the next section of Episode 4 and stop after Elizabeth has met Lady</li> </ol>	



	<p>Macbeth in 'Macbeth'. Also feeds back to the Bible Studies and the Chaucer Units of work, where students focused on the impact of religion and the way this influenced gender views and behaviour.</p> <p>Feeds forward to next lesson where students will watch the second half of Episode 4 and consider how their impression of Elizabeth and Mr Darcy's relationship has developed. This feeds forward to the study of context in the GCSE Literature texts, but also the themes of love and marriage, social class and gender inequality that appear in all of the set texts and some of the Anthology Poetry. Also feeds forward to the study of context in novels such as 'Animal Farm' and 'The Lord of the Flies', as well as the position of female characters in the 19<sup>th</sup> Century extracts, 'Of Mice and Men' and 'Much Ado About Nothing'.</p>		<p>Catherine. Students write an <b>explanation</b> of how the theme of social class is presented through Lady Catherine and her behaviour.</p>	
<p><b>Lesson 10 –</b> KG: To <b>summarise</b> how Darcy and Elizabeth's relationship is beginning to change in Episode Le4.</p>	<p><b>Lesson 10 –</b> This lesson intends for students to consider how Darcy and Elizabeth's relationship is beginning to change and the reasons for this change – linking to the concepts of pride and prejudice and how they are both growing past these vices to see the truth of the other person. <b>Feeds on from the study of 'The Crucible' last term, where students also focused on prejudice and the position of female characters, as well as to the</b></p>	<p><b>Lesson 10 –</b> <b>New:</b> Indecorous <b>Retrieve:</b> Honourable</p>	<p><b>Lesson 10 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students watch the second half of Episode 4 and as they watch they should make notes on how Darcy and Elizabeth and behaving with lesson pride and prejudice. Students write a <b>summary</b> of how Elizabeth and Darcy's relationship is beginning to change and the reasons why it is changing. Students should</li> </ol>	

	<p>presentation of Lady Macbeth in 'Macbeth'. Also feeds back to the Bible Studies and the Chaucer Units of work, where students focused on the impact of religion and the way this influenced gender views and behaviour.</p> <p>Feeds forward to next lesson where students will explore the themes of love and marriage further through the idea of a woman's loss of reputation.</p> <p>This feeds forward to the study of context in the GCSE Literature texts, but also the themes of love and marriage, social class and gender inequality that appear in each of the set texts and some of the Anthology Poetry. Also feeds forward to the study of context in novels such as 'Animal Farm' and 'The Lord of the Flies', as well as the position of female characters in the 19<sup>th</sup> Century extracts, 'Of Mice and Men' and 'Much Ado About Nothing'.</p>		<p>also try to link this to the themes of social class and love and marriage.</p>	
<p><b>Lesson 11 –</b> KG: To <b>explain</b> how the theme of love and marriage presented in Episode 5.</p>	<p><b>Lesson 11 –</b> This lesson intends for students to focus on the concept of a woman and family's reputation and how this links to the theme of love and marriage. Students will develop their understanding of how scandalous Lydia's behaviour is and why and how this impacts on her sisters and family.</p> <p>Feeds on from the study of 'The Crucible' last term, where students also focused on prejudice and the</p>	<p><b>Lesson 11 –</b> <b>New:</b> Debauchery/ Licentious <b>Retrieve:</b> Duplicitous</p>	<p><b>Lesson 11 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students watch Episode 5 of Pride and Prejudice. As they watch the episode they should answer the following questions (the DVD can be paused to give them the opportunity to do this, if needed, at the appropriate moment): Why is Lydia's elopement with Mr</li> </ol>	<p>Reading Journal and Vocabulary Retrieval.</p>

	<p>position of female characters, as well as to the presentation of Lady Macbeth in 'Macbeth'. Also feeds back to the Bible Studies and the Chaucer Units of work, where students focused on the impact of religion and the way this influenced gender views and behaviour.</p> <p>Feeds forward to next lesson where students watch the final Episode and consider how the themes of love and marriage and social class are presented, as well as their final impressions of the characters.</p> <p>This feeds forward to the study of context in the GCSE Literature texts, but also the themes of love and marriage, social class and gender inequality that appear in each of the set texts and some of the Anthology Poetry. Also feeds forward to the study of context in novels such as 'Animal Farm' and 'The Lord of the Flies', as well as the position of female characters in the 19<sup>th</sup> Century extracts, 'Of Mice and Men' and 'Much Ado About Nothing'.</p>		<p>Wickham so scandalous? Why does Elizabeth believe Darcy will never want to see her again? What does Mary's speech about a woman losing her reputation reveal about the theme of love and marriage? Why are Jane and Elizabeth now worried about securing a good marriage and what does this reveal about the position of women in the 1800's?</p>	
<p><u>Week 4: KG/s and Overview</u>  <b>Lesson 12</b> – KG: To summarise how the themes of love and marriage and social class are presented in Episode 6.</p>	<p><b>Lesson 12</b> – This lesson intends for students to consider how the themes of love and marriage and social class are presented in the final Episode. Students will explore how social class is presented through Elizabeth's conversation with Lady Catherine and how love and marriage is presented through</p>	<p><b>Lesson 12</b> –  <b>New:</b> Obstinate  <b>Retrieve:</b> Humility</p>	<p><b>Lesson 12</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students watch the first section of Episode 6 (up to where Elizabeth finds out about Darcy helping make Wickham marry Lydia) and answer the following questions: Why would Mr Bennet "producing an heir" be</li> </ol>	

	<p>Bingley and Jane and Darcy and Elizabeth.</p> <p>Feeds on from the study of 'The Crucible' last term, where students also focused on prejudice and the position of female characters, as well as to the presentation of Lady Macbeth in 'Macbeth'. Also feeds back to the Bible Studies and the Chaucer Units of work, where students focused on the impact of religion and the way this influenced gender views and behaviour.</p> <p>Feeds forward to next lesson where students will explore how the key themes are presented throughout the text.</p> <p>This feeds forward to the study of context in the GCSE Literature texts, but also the themes of love and marriage, social class and gender inequality that appear in each of the set texts and some of the Anthology Poetry. Also feeds forward to the study of context in novels such as 'Animal Farm' and 'The Lord of the Flies', as well as the position of female characters in the 19<sup>th</sup> Century extracts, 'Of Mice and Men' and 'Much Ado About Nothing'.</p>		<p>important in the 1800's? Why does Mr Darcy refuse to take the credit for making Wickham marry Lydia? How does this develop our opinion of his character? How does this link to the concepts of pride and prejudice? Students watch the rest of Episode 6 and then answer the following questions: Why does Lady Catherine object to the idea of Darcy marrying Elizabeth? How does this link to the theme of social class? What message is Austen giving about love and marriage through the double wedding of Bingley and Jane and Darcy and Elizabeth?</p>	
<p><b>Lesson 13 –</b> KG: To <b>analyse</b> how the themes of the novel are presents through the characters and events.</p>	<p><b>Lesson 13 –</b> This lesson intends for students to work in group to create a short presentation of how the character they have been given links to the themes of love and marriage and social class, as well as</p>	<p><b>Lesson 13 –</b> <b>New:</b> Infamous <b>Retrieve:</b> Manipulative</p>	<p><b>Lesson 13 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students will be put in groups of four and be given one of the following characters: Elizabeth, Jane, Darcy, Bingley and his</li> </ol>	

	<p>the concepts of pride and prejudice.</p> <p>Feeds on from the study of 'The Crucible' last term, where students also focused on prejudice and the position of female characters, as well as to the presentation of Lady Macbeth in 'Macbeth'. Also feeds back to the Bible Studies and the Chaucer Units of work, where students focused on the impact of religion and the way this influenced gender views and behaviour.</p> <p>Feeds forward to next lesson where students will complete their final lesson on 'Pride and Prejudice', considering how Darcy and Elizabeth's relationship is presented across the novel.</p> <p>This feeds forward to the study of context in the GCSE Literature texts, but also the themes of love and marriage, social class and gender inequality that appear in each of the set texts and some of the Anthology Poetry. Also feeds forward to the study of context in novels such as 'Animal Farm' and 'The Lord of the Flies', as well as the position of female characters in the 19<sup>th</sup> Century extracts, 'Of Mice and Men' and 'Much Ado About Nothing'.</p>		<p>sisters, Wickham, Lydia, Lady Catherine de Bourgh. Students will create a short presentation (2 minutes maximum) where they will analyse and explain how their character presents the theme of love and marriage, social class and the concepts of pride and prejudice. When each group performs their presentation, the rest of the class make notes.</p>	
<p><b>Lesson 14 –</b> KG: To <b>analyse</b> and <b>evaluate</b> how Darcy and Elizabeth's relationship is</p>	<p><b>Lesson 14 –</b> This lesson intends for students to consider how Darcy and Elizabeth's relationship is presents throughout the novel and how it changes and why. Students will also</p>	<p><b>Lesson 14 –</b> <b>New:</b> Insufferable <b>Retrieve:</b> Dominant/ Submissive</p>	<p><b>Lesson 14 –</b> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students read the short extracts that show Elizabeth and Darcy's</p>	<p>Reading Journal and Vocabulary Retrieval.</p>

<p>presented throughout the novel.</p>	<p>link the change in their relationship to the concepts of pride and prejudice.</p> <p>Feeds on from the study of 'The Crucible' last term, where students also focused on prejudice and the position of female characters, as well as to the presentation of Lady Macbeth in 'Macbeth'. Also feeds back to the Bible Studies and the Chaucer Units of work, where students focused on the impact of religion and the way this influenced gender views and behaviour.</p> <p>Feeds forward to next lesson where students will explore the concept of the position and treatment of women in 'The Yellow Wallpaper'. This feeds forward to the study of context in the GCSE Literature texts, but also the themes of love and marriage, social class and gender inequality that appear in each of the set texts and some of the Anthology Poetry. Also feeds forward to the study of context in novels such as Animal Farm and The Lord of the Flies, as well as the position of female characters in the 19<sup>th</sup> Century extracts, 'Of Mice and Men' and 'Much Ado About Nothing'.</p>		<p>relationship at different points of the play. In each extract students will identify short quotations that show how Darcy and Elizabeth's relationship and attitude towards one another has changed. Students use the extracts to write an <b>analysis</b> of how Darcy and Elizabeth's relationship has develop across the novel. Students should link this change to the change is the character's pride and prejudice. (Lower ability students might want to write an <b>explanation</b>, rather than an <b>analysis</b>).</p>	
<p><u>Week 5: KG/s and Overview</u> <b>Lesson 15</b> – To <b>summarise</b> the context of 'The Yellow Wall Paper'.</p>	<p><b>Lesson 15</b> – This lesson intends for students to learn about the context of 'The Yellow Wall Paper', including Charlotte Perkins Gilman's life and why she write the short story, as well as the position of</p>	<p><b>Lesson 15</b> – <b>New:</b> Hysteria <b>Retrieve:</b> Misogyny</p>	<p><b>Lesson 15</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students watch the short documentary to learn about Charlotte Perkins Gilman and</li> </ol>	

	<p>women in the 19<sup>th</sup> Century. Students will read the first two pages of the short story and consider the impression we are given of the narrator's treatment as a woman and students will link this to 'Pride and Prejudice'.</p> <p>Feeds on from the study of 'The Crucible' last term, where students also focused on prejudice and the position of female characters, as well as to the presentation of Lady Macbeth in 'Macbeth'. Also feeds back to the Bible Studies and the Chaucer Units of work, where students focused on the impact of religion and the way this influenced gender views and behaviour.</p> <p>Feeds forward to next lesson where students will consider the presentation of the wall paper and how this reflects the narrator's mental state.</p> <p>This feeds forward to the study of context in the GCSE Literature texts, but also the themes of love and marriage, social class and gender inequality that appear in each of the set texts and some of the Anthology Poetry. Also feeds forward to the study of context in novels such as 'Animal Farm' and 'The Lord of the Flies', as well as the position of female characters in the 19<sup>th</sup> Century extracts, 'Of Mice and Men' and 'Much Ado About Nothing'.</p>		<p>why she was inspired to write The Yellow Wallpaper. Students will also develop their understanding about the treatment of women at the end of the 19<sup>th</sup> Century. Students write a <b>summary</b> of the context of The Yellow Wallpaper, including: Charlotte Perkins Gilman's life and experiences, the position of women and attitudes towards mental health. Students will read the first two pages of the short story and discuss their first impression of how the narrator is treated.</p>	
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<p><b>Lesson 16 –</b>        KG: To <b>analyse</b> how the wall paper is presented in ‘The Yellow Wallpaper’.</p>	<p><b>Lesson 16 –</b> This lesson intends for students to analyse the language the writer uses to present the wallpaper and what this description might symbolise and the narrator’s mental state, but also the treatment of women at the time.        Feeds on from the study of ‘The Crucible’ last term, where students also focused on prejudice and the position of female characters, as well as to the presentation of Lady Macbeth in ‘Macbeth’. Also feeds back to the Bible Studies and the Chaucer Units of work, where students focused on the impact of religion and the way this influenced gender views and behaviour.        Feeds forward to next lesson where students will read the next section of the short story and consider how the narrator is treated by her husband.        This feeds forward to the study of context in the GCSE Literature texts, but also the themes of love and marriage, social class and gender inequality that appear in all of the set texts and some of the Anthology Poetry. Also feeds forward to the study of context in novels such as ‘Animal Farm’ and ‘The Lord of the Flies’, as well as the position of female characters in the 19<sup>th</sup> Century extracts, ‘Of Mice and Men’ and ‘Much Ado About Nothing’.</p>	<p><b>Lesson 16 –</b>  <b>New:</b>        Cacophony/Euphony  <b>Retrieve:</b> Affability</p>	<p><b>Lesson 16 -</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students continue reading the story and stop after the initial description of the wallpaper. Students re-read the extract about the wallpaper and <b>identify</b> short quotations that give them an impression of the wallpaper. Students pick a quotation and explode it in their books, considering how the language presents the wallpaper and how this could symbolise the treatment of the narrator, or the wider female population. Teacher models a mini PEE paragraph and students use their notes to write their own <b>analysis</b>.</li> </ol>	
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<p><b>Lesson 17 –</b> KG: To <b>explain</b> how the writer presents John’s treatment of the narrator and how this links to her growing insanity.</p>	<p><b>Lesson 17 –</b> This lesson intends for students to consider how the narrator is treated by her husband and how this is causing her mental health to deteriorate. Students will link this to the wider context of the short story and Perkins Gilman’s intentions.</p> <p>Feeds on from the study of ‘The Crucible’ last term, where students also focused on prejudice and the position of female characters, as well as to the presentation of Lady Macbeth in ‘Macbeth’. Also feeds back to the Bible Studies and the Chaucer Units of work, where students focused on the impact of religion and the way this influenced gender views and behaviour.</p> <p>Feeds forward to next lesson where students will finish reading the short story.</p> <p>This feeds forward to the study of context in the GCSE Literature texts, but also the themes of love and marriage, social class and gender inequality that appear in all of the set texts and some of the Anthology Poetry. Also feeds forward to the study of context in novels such as ‘Animal Farm’ and ‘The Lord of the Flies’, as well as the position of female characters in the 19<sup>th</sup> Century extracts, ‘Of Mice and Men’ and ‘Much Ado About Nothing’.</p>	<p><b>Lesson 17 –</b> <b>New:</b> Physician <b>Retrieve:</b> Patriarchal</p>	<p><b>Lesson 17 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students read the next section of The Yellow Wallpaper and, as they read, <b>identify</b> and discuss quotations that show how John treats his wife and how this treatment can be linked to her deteriorating mental state. Students revise the context of the short story and discuss how the treatment of the narrator links to the treatment of women in 19<sup>th</sup> Century society. Students write an <b>explanation</b> of how John’s treatment of the narrator symbolises the position of women in wider 19<sup>th</sup> Century society.</li> </ol>	
<p><b>Lesson 18 –</b></p>	<p><b>Lesson 18 –</b> This lesson intends for students to finish reading the short</p>	<p><b>Lesson 18 –</b> <b>New:</b> Psychosis</p>	<p><b>Lesson 18 -</b></p>	<p>Reading Journal and Vocabulary Retrieval.</p>

<p>KG: To <b>analyse</b> how the narrator's growing insanity is presented in 'The Yellow Wallpaper'.</p>	<p>consider to consider how the narrator's growing insanity is presented. Students will continue to link the presentation and treatment of the narrator to Perkins Gilman's intentions and how this links to the context of the short story.</p> <p>Feeds on from the study of 'The Crucible' last term, where students also focused on prejudice and the position of female characters, as well as to the presentation of Lady Macbeth in 'Macbeth'. Also feeds back to the Bible Studies and the Chaucer Units of work, where students focused on the impact of religion and the way this influenced gender views and behaviour.</p> <p>Feeds forward to next lesson where students will analyse how the theme of love and marriage is presented in the story and compare this to 'Pride and Prejudice'.</p> <p>This feeds forward to the study of context in the GCSE Literature texts, but also the themes of love and marriage, social class and gender inequality that appear in each of the set texts and some of the Anthology Poetry. Also feeds forward to the study of context in novels such as 'Animal Farm' and 'The Lord of the Flies', as well as the position of female characters in the 19<sup>th</sup> Century extracts, 'Of Mice and</p>	<p><b>Retrieve:</b> Delusion</p>	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students read the rest of The Yellow Wallpaper and <b>identify</b> and discuss quotations that show the narrator's growing insanity. Once students have completed the story they should pick one quotation to explode into their books, considering how the quotations shows the narrator's insanity and how they could link this to Perkins Gilman's intentions and the context of the novel. Teacher models a mini PEE paragraph. Students should then use their quotations to write an <b>analysis</b> of how the narrator's growing insanity is presented at the end of the story and link this to the writer's intentions and the context.</li> </ol>	
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	Men' and 'Much Ado About Nothing'.			
<p><u>Week 6: KG/s and Overview</u></p> <p><b>Lesson 19</b> – To <b>compare</b> how the theme of love and marriage is presented in 'The Yellow Wallpaper' and 'Pride and Prejudice'.</p>	<p><b>Lesson 19</b> – This lesson intends for students to consolidate their knowledge of the two texts they have studied in this Unit and how the theme of love and marriage is presented in a similar and different way in both texts.</p> <p>Feeds on from the study of 'The Crucible' last term, where students also focused on prejudice and the position of female characters, as well as to the presentation of Lady Macbeth in 'Macbeth'. Also feeds back to the Bible Studies and the Chaucer Units of work, where students focused on the impact of religion and the way this influenced gender views and behaviour.</p> <p>Feeds forward to next lesson where students will be preparing for their writing assessment, using everything they have learnt in both texts to help them answer the question.</p> <p>This feeds forward to the study of context in the GCSE Literature texts, but also the themes of love and marriage, social class and gender inequality that appear in each of the set texts and some of the Anthology Poetry. Also feeds forward to the study of context in novels such as 'Animal Farm' and 'The Lord of the Flies', as well as the position of female characters in the 19<sup>th</sup> Century extracts, 'Of Mice and</p>	<p><b>Lesson 19</b> –</p> <p><b>New:</b> Infantilised</p> <p><b>Retrieve:</b> Thrall</p>	<p><b>Lesson 19</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Remind students of the theme of love and marriage and ask students to draw a table with two columns in their books and label them The Yellow Wallpaper and Pride and Prejudice. In both columns students should list information, quotations or direct references about how the theme of love and marriage is presented in both texts. Students should also consider the position of women and how this is presented in a similar or different way. Students pick a quotation or direct reference from each text and teacher models how to write a <b>comparative</b> mini PEE, including how to use direct reference in place of a quotation. Students write a comparative mini PEE answering the following question: <b>Compare</b> how the theme of love and marriage is presented in 'Pride and Prejudice' and 'The Yellow Wallpaper'.</li> </ol>	

	Men' and 'Much Ado About Nothing'.			
<p><b>Lesson 20 –</b> KG: To write in the form of a speech and use the DAFOREST techniques for deliberate effect.</p>	<p><b>Lesson 20 –</b> This lesson intends to teach students how to plan and structure an effective GCSE speech, using the DAFOREST techniques for deliberate effect. Students will use all of their knowledge of the different treatment of men and women in the two texts they have read to help support and justify their views.</p> <p>Feeds on from previous writing assessments, such as the assessment when studying 'The Crucible' and 'Macbeth', as well as writing their own parable and description of a Pilgrim when studying Chaucer.</p> <p>Feeds forward to next lesson where students continue planning their speech.</p> <p>Feeds forward to the GCSE English Language Transactions Writing component of the exam, as well as other transactional writing assessments in KS3, such as the 'Animal Farm' speech and the Workhouse report.</p>	<p><b>Lesson 20 –</b> <b>New:</b> Paranoid <b>Retrieve:</b> Descent</p>	<p><b>Lesson 20 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Introduce students to the assessment task: 'Women have equal rights to men in the 21<sup>st</sup> Century, compared to the 19<sup>th</sup> and 19<sup>th</sup> Centuries.' Write a speech aimed at students your age giving your views on this statement. Students are introduced to the format of a speech and how to plan and structure their answer. Students also revise the DAFOREST techniques and how they can be used effectively in a speech. Students begin planning their speech, considering how far they agree or disagree with the statement.</li> </ol>	
<p><b>Lesson 21 –</b> KG: To write in the form of a speech and use the DAFOREST techniques for deliberate effect.</p>	<p><b>Lesson 21 –</b> This lesson intends for students to continue preparing for their GCSE style speech assessment by comparing the position of women in the texts they have studied this Unit and the position of women in the 21<sup>st</sup> Century.</p>	<p><b>Lesson 21 –</b> <b>New:</b> Derision <b>Retrieve:</b> Mischance</p>	<p><b>Lesson 21 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students revise the rights women had in 'Pride and Prejudice' and 'The Yellow Wallpaper' and what sort of</li> </ol>	

	<p>Feeds on from previous writing assessments, such as the assessment when studying 'The Crucible' and 'Macbeth', as well as writing their own parable and description of a Pilgrim when studying Chaucer.</p> <p>Feeds forward to next lesson where students will complete their assessment.</p> <p>Feeds forward to the GCSE English Language Transactions Writing component of the exam, as well as other transactional writing assessments in KS3, such as the Animal Farm speech and the Workhouse report.</p>		<p>behaviour was expected on them and the treatment they had to endure. Do they think that none of this exists in the 21<sup>st</sup> Century or has it just lessened and changed. Teacher models the way students could choose to structure their speech and a model opening paragraph and first main paragraph. Students use these models to complete their planning.</p>	
<p><b>Lesson 22 –</b> KG: To write in the form of a speech and use the DAFOREST techniques for deliberate effect</p>	<p><b>Lesson 22 –</b> This lesson intends for students to complete their GCSE style speech writing assessment.</p> <p>Feeds on from previous writing assessments, such as the assessment when studying 'The Crucible' and 'Macbeth', as well as writing their own parable and description of a Pilgrim when studying Chaucer. Feeds forward to the GCSE English Language Transactions Writing component of the exam, as well as other transactional writing assessments in KS3, such as the 'Animal Farm' speech and the Workhouse report.</p>	<p><b>Lesson 22 –</b> N/A</p>	<p><b>Lesson 22-</b></p> <ol style="list-style-type: none"> <li>1.) Students revise their planning from the last two lessons and the teacher modelling.</li> <li>2.) Students have 40 minutes to complete their speech.</li> <li>3.) End of Unit.</li> </ol>	<p>Reading Journal and Vocabulary Retrieval.</p>