

**English Year 8 – Term 3 – Innocence and Experience – Unit Intent** – In this Unit students will explore the concepts of Innocence and Experience through studying the Romantic movement in poetry in the 18<sup>th</sup> and 19<sup>th</sup> Century, as well as the classic ‘Alice in Wonderland’. Students will be introduced to the Romantic Poets and understand what they believed in and how their poetry was influenced by the huge changes in their society. Students will become familiar with key Romantic poets such as Blake, Wordsworth and Shelley and will then compare these to the neo-Romantic poetry of Heaney and Hughes. All of these poets appear in the GCSE Literature Anthology of Poetry and this specifically feeds forward to this section of the Literature GCSE, as well as beginning to develop their understanding of the 18<sup>th</sup> and 19<sup>th</sup> Century, which links to the first Unit in Year 9, as well as the study of ‘A Christmas Carol’ in Year 10. ‘Alice in Wonderland’ serves the purpose of allowing students to continue their exploration of the concepts of Innocence and Experience, but also to use the text as an inspiration for their own creative writing, directly feeding forward to the Narrative Writing in the GCSE Language exam. This Unit feeds back to the study of previous authors, such as Chaucer and Shakespeare through looking at the development of vocabulary, as well as developing their understanding of how texts are influenced by their contexts, as studied through ‘Macbeth’ and ‘The Crucible’.

	<b><u>Lesson Intent</u></b> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<b><u>Vocabulary – Daily Retrieval/Teach for memory</u></b>	<b><u>Activities/Assessment (to including the metacognitive/learning verb</u></b>	<b><u>Homework/Literacy Map</u></b>
<p><u>Week 1: KG/s and Overview</u>  <b>Lesson 1</b> – To summarise what the Romantic Poets believed in and how they were influenced by changes in their society.</p>	<p><b>Lesson 1</b> – This lesson introduces students to the concept of Romanticism and what influenced the beliefs of the Romantic Poets, developing their contextual understanding. Feeds on from the study of the context of texts such as ‘The Crucible’, where students had to link the text to its context.  Feeds forward to next lesson where students focus on the poet William Blake and focus in on his beliefs and poetry.</p>	<p><b>Lesson 1 - New:</b> Industrial  <b>Retrieve:</b>  Corrupt/Transgression</p>	<p><b>Lesson 1 -</b>  <b>1.)</b> Vocabulary and prior knowledge daily retrieval slides.  <b>2.)</b> Watch a short documentary and use non-Fiction resources to learn about who the Romantic Poets were, what they believed in and what was happening in their society in the 18<sup>th</sup> and 19<sup>th</sup> Century. Students write a summary of who the Romantic poets</p>	

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	<p>Feeds forward to the study of the Anthology Poetry in the Literature GCSE, which has a collection of Romantic Poetry and the 'Voiceless' Unit in Year 9 where students study other Literature of the 19<sup>th</sup> Century.</p>		<p>were, what they believed in and how they were influenced by their society.</p>	
<p><b>Lesson 2</b> – To <b>explain</b> what influenced the poetry and beliefs of William Blake.</p>	<p><b>Lesson 2</b> – This lesson allows students build upon their knowledge of Romanticism from lesson 1 to apply this to one of the first Romantic Poets and explore his own specific beliefs and ideology.</p> <p>Feeds on from the study of the context of texts such as 'The Crucible', where students had to link the text to its context.</p> <p>Feeds forward to next lesson where students will explore another one of Blake's poems.</p> <p>Feeds forward to the study of the Anthology Poetry in the Literature GCSE, which has a collection of Romantic Poetry and the 'Voiceless' Unit in Year 9 where students study other</p>	<p><b>Lesson 2</b> -  <b>New:</b> Pastoral  <b>Retrieve:</b>  Industrialisation/  Delusion</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.) Watch the short documentary and make notes of William Blake's life and beliefs. Introduce students to The Songs of Innocence and Experience. Show image of 'The Echoing Green' illustration and then read and briefly annotate the poem. Students write an <b>explanation</b> of how the poem reflects Blake's beliefs.</li> </ol>	

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	Literature of the 19 <sup>th</sup> Century.			
<b>Lesson 3</b> - To <b>analyse and evaluate</b> how Blake uses language to present the experience of 'The Chimney Sweeper' in his poem.	<p><b>Lesson 3</b> – This lesson allows students to focus more specifically on how Blake’s language choices present his Romantic beliefs and how these choices affect the reader.</p> <p>Feeds on from all previous texts, such as 'Macbeth', 'The Crucible' and the extract from Shakespeare where students analyse and evaluate the effect of writer’s deliberate language choices.</p> <p>Feeds forward to next lesson by students doing some analytical writing on the poem.</p> <p>Feeds forward to all future texts, such as 'Animal Farm', and 'The Lord of the Flies', as well as each of the GCSE Literature texts where students have to demonstrate this specific skill.</p>	<b>Lesson 3</b> - <b>New:</b> Innocent <b>Retrieve:</b> Pastoral/Devout	<b>Lesson 3</b> - 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students learn about Chimney Sweepers in the 18 <sup>th</sup> /19 <sup>th</sup> Century and what their experiences were like. Read and annotate 'The Chimney Sweeper' and discuss how the choice of language reflects Blake’s beliefs.	
<b>Lesson 4</b> – To <b>analyse and evaluate</b> how Blake uses language to present the experience of 'The	<b>Lesson 4</b> – This lesson allows students to focus more specifically on how Blake’s language choices present his	<b>Lesson 4</b> - <b>New:</b> Oppression <b>Retrieve:</b> Innocent/Righteous	<b>Lesson 4</b> – 1.) Vocabulary and prior knowledge daily retrieval slides.	Reading Journal and Vocabulary Retrieval.

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<p>Chimney Sweeper' in his poem.</p>	<p>Romantic beliefs and how these choices affect the reader and practice the mini PEE analytical writing skill.          Feeds on from all previous texts, such as 'Macbeth', 'The Crucible' and the extract from Shakespeare where students analyse and evaluate the effect of writer's deliberate language choices.          Feeds forward to next lesson where students will answer the question.          Feeds forward to all future texts, such as 'Animal Farm', and 'The Lord of the Flies', as well as all of the GCSE Literature texts where students have to demonstrate this specific skill.</p>		<p>2.) Students complete their annotation of The Chimney Sweeper and pick three-5 short quotations that they can use to answer the following question: How does Blake present the experiences of the 'Chimney Sweeper' in the poem? Teacher models a mini PEE paragraph and students complete their planning.</p>	
<p><u>Week 2: KG/s and Overview</u>  <b>Lesson 5 – To analyse and evaluate</b> how Blake uses language to present the experience of 'The Chimney Sweeper' in the poem.</p>	<p><b>Lesson 5 –</b> This lesson allows students to continue to develop their analytical writing (mini PEE technique).          Feeds on from all previous analytical reading assessments, such as their assessment on 'The Crucible' and 'Macbeth'.</p>	<p><b>Lesson 5 -</b>  <b>New:</b> Chartered  <b>Retrieve:</b>          Oppression/Hierarchy</p>	<p><b>Lesson 5 –</b>          1.) Vocabulary and prior knowledge daily retrieval slides.          2.) Teacher completes final modelling a mini PEE paragraph and how to add context. Students have 30 minutes to complete</p>	

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	<p>Feeds forward to next lesson where students will study another poem by Blake.</p> <p>Feeds forward to future analytical writing assessments, such as when they study 'Animal Farm', 'Lord of the Flies', 'Of Mice and Men' and 'Much Ado About Nothing', as well as the GCSE Literature texts.</p>		<p>the assessment: How does Blake present the experiences of 'The Chimney Sweeper' in the poem?</p>	
<p><b>Lesson 6 – To compare</b> how Blake presents his Romantic beliefs in 'Holy Thursday' from both Innocence and Experience.</p>	<p><b>Lesson 6 –</b> This lesson allows students to focus more specifically on how Blake's language choices present his Romantic beliefs and how these choices affect the reader, as well as develop their comparative skills.</p> <p>Feeds on from all previous texts, such as 'Macbeth', 'The Crucible' and the extract from Shakespeare where students analyse and evaluate the effect of writer's deliberate language choices.</p> <p>Feeds forward to next lesson where students will study another early Romantic Poet, Coleridge.</p> <p>Feeds forward to all future texts, such as 'Animal Farm',</p>	<p><b>Lesson 6 -</b>  <b>New:</b> Usurous  <b>Retrieve:</b> Appall/  Subvert</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 read 'Holy Thursday' from the Songs of Innocence and analyse how Blake presents his beliefs of poverty, society and the Church in the poem. Students then read 'Holy Thursday' from the Songs of Experience and do the same thing. Students then draw a table to explore the similarities and differences between the two poems.</li> </ol>	

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	and 'The Lord of the Flies', as well as each of the GCSE Literature texts where students have to demonstrate this specific skill. Also feeds forward to the comparative poetry in the GCSE Literature exam.		Students write a brief comparison between how the two poems present Blake's beliefs.	
<b>Lesson 7 – To describe</b> how Coleridge presents Romantic imagery in 'Cristabel'.	<p><b>Lesson 7 –</b> In this lesson students will explore the beliefs of another early, prominent Romantic Poet and explore how the language presents Romantic imagery.</p> <p>Feeds on from the study of the context of texts such as 'The Crucible', where students had to link the text to its context.</p> <p>Feeds forward to next lesson where students will study Wordsworth, another Romantic Poet.</p> <p>Feeds forward to the study of the Anthology Poetry in the Literature GCSE, which has a collection of Romantic Poetry and the 'Voiceless' Unit in Year 9 where students study other Literature of the 19<sup>th</sup> Century.</p>	<p><b>Lesson 7 -</b>  <b>New:</b> Subjugate  <b>Retrieve:</b>  Insurrection/Tyrant</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.) Watch short documentary to learn about Coleridge and students make notes in their exercise books. Read and annotate the extract from 'Cristabel' and identify the Romantic imagery Coleridge uses. Students write a <b>description</b> of the Romantic imagery Coleridge uses.</li> </ol>	Reading Journal and Vocabulary Retrieval.

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<p><u>Week 3: KG/s and Overview</u></p> <p><b>Lesson 8</b> – To <b>describe</b> how Wordsworth presents his Romantic beliefs in ‘The Prelude’.</p>	<p><b>Lesson 8</b> – In this lesson students will explore the beliefs of another prominent Romantic Poet and explore how the language presents these Romantic beliefs.</p> <p>Feeds on from the study of the context of texts such as ‘The Crucible’, where students had to link the text to its context.</p> <p>Feeds forward to next lesson where students will use the poem as a starting point for their own piece of creative writing.</p> <p>Feeds forward to the study of the Anthology Poetry in the Literature GCSE, which has a collection of Romantic Poetry and the ‘Voiceless’ Unit in Year 9 where students study other Literature of the 19<sup>th</sup> Century.</p>	<p><b>Lesson 8 -</b>  <b>New:</b> Rapture  <b>Retrieve:</b>  Subjugate/Deference</p>	<p><b>Lesson 8</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Watch short documentary to learn about William Wordsworth. Read and annotate ‘Daffodils’ and students write a short description about how the poem reflects his Romantic beliefs.</li> </ol>	
<p><b>Lesson 9</b> – To use deliberate language choices in your own piece of creative writing to convey a childhood experience.</p>	<p><b>Lesson 9</b> – In this lessons students will develop their creative writing skills by using The Prelude as a starting point for retelling a memory from their own childhood. Students will focus on using language</p>	<p><b>Lesson 9 -</b>  <b>New:</b> Sublime  <b>Retrieve:</b>  Rapture/Undaunted</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 recall a happy childhood memory of a time in Nature, or students</li> </ol>	

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	<p>choices for deliberate effect in their writing.</p> <p>Feeds on from previous writing tasks, such as the article in Term 2.</p> <p>Feeds forward to next lesson where students study a further Romantic Poet.</p> <p>Feeds forward to future creative writing assessments, such as their 'Alice in Wonderland' assessment at the end of term and the narrative writing in the GCSE Language exam.</p>		<p>can choose to make one up, if preferred. Students can either write a poem, or a short piece of autobiographical writing, where they use deliberate language choice to convey those childhood experiences.</p>	
<p><b>Lesson 10</b> – To <b>explain</b> how Byron uses language to present his Romantic beliefs.</p>	<p><b>Lesson 10</b> – In this lesson students will build upon their knowledge of Romanticism by studying a Romantic Poem by Byron, another prominent Romantic Poet. Students will consider how he uses language to present his beliefs. Feeds on from the study of the context of texts such as 'The Crucible', where students had to link the text to its context.</p> <p>Feeds forward to next lesson where students will study a</p>	<p><b>Lesson 10 -</b>  <b>New:</b> Hubris  <b>Retrieve:</b>          Sublime/Prodigious</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.) Watch the short documentary and student make notes on Byron's life and beliefs. Students read and annotate 'When we Two Parted' and write an <b>explanation</b> of the story of how the poem presents Byron's Romantic beliefs.</li> </ol>	

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	<p>poem by Shelley, another Romantic Poet.</p> <p>Feeds forward to the study of the Anthology Poetry in the Literature GCSE, which has a collection of Romantic Poetry and the 'Voiceless' Unit in Year 9 where students study other Literature of the 19<sup>th</sup> Century.</p>			
<p><b>Lesson 11</b> – To <b>explain</b> how Byron uses language to present his Romantic beliefs.</p>	<p><b>Lesson 11</b> – In this lesson students will build upon their knowledge of Romanticism by studying a final Romantic Poem by Shelley, another prominent Romantic Poet. Students will consider how he uses language to present his beliefs.</p> <p>Feeds back to the study of the context of texts such as 'The Crucible', where students had to link the text to its context.</p> <p>Feeds forward to the study of neo-Romantic Poetry next lesson.</p> <p>Feeds forward to the study of the Anthology Poetry in the Literature GCSE, which has a collection of Romantic</p>	<p><b>Lesson 11</b> -</p> <p><b>New:</b> Eternal</p> <p><b>Retrieve:</b> Hubris/Pride</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.) Watch the short documentary and student make notes on Shelley's life and beliefs. Students read and annotate 'Love's Philosophy' and write an <b>explanation</b> of how the poem presents Byron's Romantic beliefs.</li> </ol>	<p>Reading Journal and Vocabulary Retrieval.</p>

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	Poetry and the 'Voiceless' Unit in Year 9 where students study other Literature of the 19 <sup>th</sup> Century.			
<p><u>Week 4: KG/s and Overview</u></p> <p><b>Lesson 12</b> – To <b>analyse</b> how Heaney uses Nature to present the loss of innocence in 'Death of a Naturalist'.</p>	<p><b>Lesson 12</b> – In this lesson students will examine the concepts of innocence and experience through analysing how Heaney uses nature to present the loss of innocence. Students will consider the similarities and differences between the Romantic Poetry they've studied and the neo-Romantic poem.</p> <p>Feeds on from each of the poems studied so far this term.</p> <p>Feeds forward to next lesson where students will study a final neo-Romantic poem.</p> <p>Feeds forward to the study of the Anthology Poetry in the GCSE Literature exam.</p>	<p><b>Lesson 12</b> -</p> <p><b>New:</b> Naturalist</p> <p><b>Retrieve:</b> Eternal/ Superstition</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 learn about who Seamus Heaney was what influenced his poetry. Students read and annotate 'Blackberry Picking and <b>analyse</b> how the poem uses Nature shows the voice of the poem's loss of innocence.</li> </ol>	
<p><b>Lesson 13</b> – To <b>analyse</b> the themes of Nature and Power in 'Hawk Roosting'.</p>	<p><b>Lesson 13</b> – In this lesson students will expand their understanding of the theme of Nature by linking this to the theme of Power, by studying one of the poems from the GCSE Anthology.</p>	<p><b>Lesson 13</b> -</p> <p><b>New:</b> Sophistry</p> <p><b>Retrieve:</b> Naturalist/ Personification</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.) Introduce students to how Ted Hughes was and what influenced</li> </ol>	

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	<p>Feeds on from all of the poems studied this term and texts such as 'Macbeth' and 'The Crucible' where students considered the themes of the text.</p> <p>Feeds forward to next lesson where students will use 'Bayonet Charge' as an inspiration for writing their own poem.</p> <p>Feeds forward to future texts such as 'Animal Farm' and 'The Lord of the Flies', as well as the GCSE Literature texts where students will examine the themes of the texts.</p>		<p>and inspired his poetry. Read and annotate Bayonet Charge, considering how the themes of Nature and Power are presented. Students consider how Hughes can be considered a neo-Romantic Poet. Students write a brief analysis of how Hughes presents the themes of Nature and Power in the poem.</p>	
<p><b>Lesson 14</b> – To use personification and language choices for deliberate effect.</p>	<p><b>Lesson 14</b> – In this lesson students will use Hawk Roosting as a model to write their own short poem where they personify an animal of their choice. Students have to use deliberate language choices to convey their animal to the rest of the class.</p> <p>Feeds on from previous writing tasks, such as the article in Term 2 and the autobiographical writing earlier in the term.</p>	<p><b>Lesson 14</b> -  <b>New:</b> Animism  <b>Retrieve:</b> Sophistry/  Manipulative</p>	<p><b>Lesson 14</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Using 'Bayonet Charge' as a starting point, students will pick either the hare from the poem, or their own animal, and write a short poem (or piece of creative writing if this is too difficult) where they will convey what</li> </ol>	<p>Reading Journal and Vocabulary Retrieval.</p>

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	<p>Feeds forward to next lesson where students will apply what they have learnt about the concept of innocence and experience to studying extracts from 'Alice in Wonderland'.</p> <p>Feeds forward to future creative writing assessments, such as their 'Alice in Wonderland' assessment at the end of term and the narrative writing in the GCSE Language exam.</p>		<p>the thought processes of their animal would be when witnessing a battle.</p>	
<p><u>Week 5: KG/s and Overview</u></p> <p><b>Lesson 15</b> – To <b>analyse</b> and <b>evaluate</b> our first impression of Alice.</p>	<p><b>Lesson 15</b> – In this lessons students will read the first Chapter of 'Alice in Wonderland' and consider how Carroll's language choices present her character. They will also link her character to the concepts of innocence and experience they have been studying this term.</p> <p>Feeds forward to all previous analytical reading assessments, such as their assessment on 'The Crucible' and 'Macbeth'.</p> <p>Feeds forward to next lesson where students will study a</p>	<p><b>Lesson 15 -</b>  <b>New:</b> Stoic  <b>Retrieve:</b> Animism/          Distraught</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.) Introduce students to the story of Alice in Wonderland and what inspired Lewis Carroll to write it. Read Chapter 1 and students <b>identify</b> short quotations that give them an impression of Alice. Students pick a quotation and write a mini PEE analysing their first impressions</li> </ol>	

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	<p>further extract from 'Alice in Wonderland'.</p> <p>Feeds forward to future analytical writing assessments, such as when they study 'Animal Farm', 'The Lord of the Flies', 'Of Mice and Men' and 'Much Ado About Nothing', as well as the GCSE Literature texts.</p>		<p>of her character. Students should link her character to the concepts of innocence and experience.</p>	
<p><b>Lesson 16</b> – To describe the surreal features of different creatures from Wonderland.</p>	<p><b>Lesson 16</b> – This lesson gives students the opportunity to consider how Carroll uses language to present the different surreal and nonsensical creatures that live in Wonderland, for students to then use as an inspiration for the preparation for their assessment next lesson.</p> <p>Feeds on from the examination of previous characters and their purpose in a text, such as Lady Macbeth and the Witches in 'Macbeth' and Abigail and Proctor in 'The Crucible'.</p> <p>Feeds forward to next lesson where students will plan their creative writing assessment and use the creature they have created.</p>	<p><b>Lesson 16</b> -</p> <p><b>New:</b> Eccentric</p> <p><b>Retrieve:</b> Stoic/Occult</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 read the extracts describing some of the creatures from 'Alice in Wonderland', such as The Caterpillar and the Cheshire Cat identify how their description is surreal and nonsensical. Show images of some of the other nonsensical characters as inspiration. Students use this to begin creating their own nonsensical creature</li> </ol>	

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	<p>Feeds forward the study of specific characters in future texts, such as Snowball, Boxer and Napoleon in 'Animal Farm' and the key characters from the GCSE Literature texts.</p>		<p>that could be found in Wonderland.</p>	
<p><b>Lesson 17</b> – To use language and other techniques for deliberate effect in a piece of creative writing.</p>	<p><b>Lesson 17</b> – This lesson gives students the opportunity to develop their descriptive and creative writing skills, using a range of language and techniques for deliberate effect.</p> <p>Feeds on from previous writing tasks, such as the article in Term 2 and the autobiographical writing earlier in the term.</p> <p>Feeds forward to next lesson as students will continue planning their creative writing assessment.</p> <p>Feeds forward to future creative writing assessments, such as their own Detective story in Year 9, as well as the Narrative Writing component of the GCSE Language exam.</p>	<p><b>Lesson 17</b> - <b>New:</b> Surreal <b>Retrieve:</b> Eccentric/Superstitious</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.) Introduce students to the creative writing assessment: Write a short piece of creative writing from the point of view of Alice where you describe Wonderland and a nonsensical creature that she encounters. Show students images of surrealist paintings and explain what the surrealist movement was. Students can choose to use one of these paintings as inspiration for how they will describe their own Wonderland.</li> </ol>	

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			Students begin to plan their own description of Wonderland, listing phrases, adjective or other techniques, such as similes they will use in their description.	
<p><b>Lesson 18</b> – To use language and other techniques for deliberate effect in a piece of creative writing.</p>	<p><b>Lesson 18</b> – This lesson gives students the opportunity to develop their descriptive and creative writing skills, using a range of language and techniques for deliberate effect.</p> <p>Feeds on from previous writing tasks, such as the article in Term 2 and the autobiographical writing earlier in the term.</p> <p>Feeds forward to next lesson where students will complete the assessment.</p> <p>Feeds forward to future creative writing assessments, such as their own Detective story in Year 9, as well as the Narrative Writing component of the GCSE Language exam.</p>	<p><b>Lesson 18 -</b>  <b>New:</b> Enthralled  <b>Retrieve:</b>  Surreal/Valiant</p>	<p><b>Lesson 18</b> –</p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students continue planning for their assessment. They should ensure that they have planned how they are going to describe Wonderland and how they are going to describe their encounter with their creature. They should have a clear structure: the description of Wonderland, the description of the creature and Alice’s reaction to it and</li> </ol>	Reading Journal and Vocabulary Retrieval.

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			<p>what Alice then does. Does she run away? Does it attack her? Does she talk to it? Teacher models one of the sections and the use of language and other techniques for deliberate effect.</p>	
<p><u>Week 6: KG/s and Overview</u> <b>Lesson 19</b> - To use language and other techniques for deliberate effect in a piece of creative writing.</p>	<p><b>Lesson 19</b> – This lesson gives students the opportunity to develop their descriptive and creative writing skills, using a range of language and techniques for deliberate effect. Feeds back to previous writing tasks, such as the article in Term 2 and the autobiographical writing earlier in the term. Feeds forward to next lesson where students will read one of Carroll’s poems, ‘The Jabberwocky’. Feeds forward to future creative writing assessments, such as their own Detective story in Year 9, as well as the Narrative Writing component of the GCSE Language exam.</p>	<p><b>Lesson 19 -</b> <b>New: N/A due to assessment</b> <b>Retrieve:</b></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.) Students complete their creative writing assessment.</li> </ol>	

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**Lesson 20** – To **identify** the portmanteau words from the Jabberwocky and consider their potential meaning

**Lesson 20** – In this lesson students will be given the opportunity to explore the different possibilities of portmanteau words and how these can be used creatively in a piece of writing.

Feeds on from previous writing tasks, such as the article in Term 2 and the autobiographical writing earlier in the term.

Feeds forward to future creative writing assessments, such as their own Detective story in Year 9, as well as the Narrative Writing component of the GCSE Language exam.

**Lesson 20 -  
New:** Portmanteau  
**Retrieve:**  
Enthralled/Valiant

**Lesson 20-**

- 1.) Vocabulary and prior knowledge daily retrieval slides.
- 2.) Introduce students to what a portmanteau word is and why one might be used. Read The Jabberwocky and identify the Portmanteau words Carroll uses. In their exercise books students consider what the words might mean and how different possibilities might change the meaning or imagery of the poem.
- 3.) End of Unit

Reading Journal and Vocabulary Retrieval.

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