Year 8 – Term 4 – Gothic Horror – This Unit intends to introduce students the Gothic Horror genre, an incredibly influential genre of the 19th Century, and how the genre reflects that development of religious beliefs, science and technology that were changing 19th Century society. Students will also broaden their understanding of Romanticism, studied previously in the year, and how the ideology of Romanticism and Gothic Horror overlap and are influenced by one another. Students will also be exposed to aestheticism, through the study of Oscar Wilde, and how aestheticism has common traits with both Romanticism and Gothic Horror. This Unit feeds back to the study of Romanticism as a Literary movement, as well as the study of 'The Crucible' and 'Macbeth', which both have Gothic Horror elements to the story, concept and themes. This Unit also feeds back to the Bible Studies Unit from Year 7, through how Christian concepts and morality are explored through the Gothic Horror genre, and the Myths and Legend Units at the start of Year 7, which the Gothic Horror genre was influenced by. This Unit feeds forward to the students' understanding of 19th Century context and society, which is necessary to study 'A Christmas Carol', 'An Inspector Calls' and the Anthology Poetry at GCSE, as well as feeding forward to the study of the Detective genre and the 19th Century Unit later on in the year and in Year 9, as well as the study of Dystopia, which shares some conventions of the Gothic Horror genre.

	Lesson Intent (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	**Daily Retrieval/Teach for memory (vocabulary)**	**Activities/Assessment (to including the metacognitive/learning verb**	**Homework/Literacy Map**
Week 1: KG/s and Overview **Lesson 1 –** KG: To summarise what the Gothic Horror genre its conventions.	**Lesson 1 –** This lesson intends to introduce students to the Gothic Horror genre and for them to understand the conventions of the genre. Feeds forward to next lesson where students will apply their knowledge to the study on an extract from 'Frankenstein'. Feeds forward to the study of different genres such as the Detective Genre in Year 9 and the study of the genres of the GCSE Literature texts and their contexts and how they fit into the Literary Cannon.	**Lesson 1 -** **New:** Gothic **Retrieve:** Occult	**Lesson 1 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students are introduced to what the Gothic Horror genre is and how it links to the 19th Century Context and development of religion, morality and science and technology. Students will also develop their understanding of how the Gothic is linked to Romanticism. Students read through the Gothic Horror extracts and identify the Gothic Horror conventions. Students write a summary of what they have learnt about the	

			Gothic Horror genre and its conventions.	
Lesson 2 – KG: To analyse how the monster is presented in an extract from 'Frankenstein'	**Lesson 2 –** This lesson intends for students to apply their knowledge of what they learnt last lesson about the genre to an extract from Frankenstein. Students will learn who Mary Shelley is and how she links to the Romantic Poets. Feeds on from the study of Romantic Poetry, as well as linking strongly to the themes and concepts of 'Macbeth' and 'The Crucible', as well as the Myths and Legends studied in Year 7. Feeds forward to next lessons where students will analyse how fear and tension is created in the same extract. Feeds forward to the study of different genres such as the Detective Genre in Year 9 and the study of the genres of the GCSE Literature texts and their contexts and how they fit into the Literary Cannon. Also feeds forward to the study of all future texts such as 'The Lord of	**Lesson 2 -** **New:** Trepidation **Retrieve:** Blasphemy	**Lesson 2 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students learn about the context of Frankenstein and Mary Shelley's life, including her connection to the Romantic Poets and how the Romantic ideology can be found in Frankenstein. Students read the extract from Chapter 5 and identify any questions that give them an impression of the Monster. Students draw a brief visualisation of the Monster and label with key quotations. Students then pick one quotations and write a mini PEE paragraph analysing how the monster is presented.	

	the Flies' and 19th Century extracts, where students will develop their analysis skills.			
Lesson 3 – KG: To analyse how Shelley creates fear and tension in an extract from 'Frankenstein'.	**Lesson 3 –** This lesson intends for students to develop their understanding of how a writer uses deliberate language and structural choices to create fear and tension. Feeds on from the study of Romantic Poetry, as well as linking strongly to the themes and concepts of 'Macbeth' and 'The Crucible', as well as the Myths and Legends studied in Year 7. Feeds forward to next lesson where students study an extract from 'Dracula', applying the same knowledge and understanding of the genre. Feeds forward to the study of different genres such as the Detective Genre in Year 9 and the study of the genres of the GCSE Literature texts and their contexts and how they fit into the Literary Cannon. Also feeds forward to the study of all future texts such as The Lord of the Flies and 19th Century extracts, where students will develop their analysis skills.	**Lesson 3 -** **New:** Aghast **Retrieve:** Culpability	**Lesson 3 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students revise how an author can create fear and tension in a text. Why is this particularly relevant in the Gothic Horror genre? Students re-read the extract from Chapter 5 and identify any quotations that create fear and tension and annotate the extract. Students pick 1 – 3 short quotations (depending on ability range) and write an answer to the following question: How does Shelley create fear and tension in the extract? Students peer mark.	
Lesson 4 – KG: To evaluate how Stoker uses Gothic Horror conventions to create an	**Lesson 4 –** This lesson intends for students to consider how writers use deliberate language and structural choices to create an effective setting, using the	**Lesson 4 -** **New:** Pathetic Fallacy **Retrieve:** Shrouded	**Lesson 4 –** 1.) Vocabulary and prior knowledge daily retrieval slides.	Research the origin of the Vampire Legend. Reading Journal and Vocabulary Retrieval.

effective setting in 'Dracula'.	Gothic Horror conventions. Feeds on from the study of Romantic Poetry, as well as linking strongly to the themes and concepts of 'Macbeth' and 'The Crucible', as well as the Myths and Legends studied in Year 7. Feeds forward to next lesson where students will apply this knowledge to another extract from 'Dracula'. Feeds forward to the study of different genres such as the Detective Genre in Year 9 and the study of the genres of the GCSE Literature texts and their contexts and how they fit into the Literary Cannon. Also feeds forward to the study of all future texts such as 'The Lord of the Flies' and 19th Century extracts, where students will develop their analysis skills.		2.) Students learn about who Bram Stoker was and what inspired him to write Dracula, as well as why the novel was such a success. Read the extract from Dracula that describes the setting and students identify effective language and structural choices that describe the setting, as well as identifying the Gothic Horror conventions. Students pick one example of a technique Stoker uses and write a brief evaluation of why it is effective and what imagery it conveys to them.	
Week 2: KG/s and Overview **Lesson 5 –** KG: To analyse how Dracula is presented.	**Lesson 5 –** This lesson intends for students to continue to develop their knowledge of the genre, and how to write an effective piece of creative writing, by analysing how Dracula is presented with Harker first meets him. Feeds on from the study of Romantic Poetry, as well as linking strongly to the themes and concepts of 'Macbeth' and 'The Crucible', as well as the	**Lesson 5 –** **New:** Primeval **Retrieve:** Enthralled	**Lesson 5 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students read the description of Dracula when Harker first meets him and identify short quotations and annotate how this develops their impression of Dracula. Students draw a brief visualisation and annotate with their quotations.	

	Myths and Legends studied in Year 7. Feeds forward to next lesson where students will use their knowledge gained so far to apply to their own piece of creative writing using the conventions of the Gothic Genre. Feeds forward to the study of different genres such as the Detective Genre in Year 9 and the study of the genres of the GCSE Literature texts and their contexts and how they fit into the Literary Cannon. Also feeds forward to the study of all future texts such as The Lord of the Flies and 19th Century extracts, where students will develop their analysis skills. Also feeds forward to the Narrative and Transactional writing components of the GCSE Language exam.		Students pick one quotations and write an analysis of the impression they get of Dracula based on the quotation.	
Lesson 6 – KG: To use language choices and the Gothic Horror conventions for deliberate effect.	**Lesson 6 –** This lesson intends for students to apply the knowledge they have gained so far about the Gothic Horror genre and apply them to their own piece of creative writing, focusing on using language choices and the Gothic Horror conventions for deliberate effect. Feeds on from previous writing assessments, such as the 'Animal Farm' speech and the	**Lesson 6 -** **New:** Dismal **Retrieve:** Dominant	**Lesson 6 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Introduce students to the creative writing assessment: Write a description of a Gothic Horror setting and the supernatural create who lives in this setting. Students spend this lesson planning their creative	

	Romantic Poetry, as well as writing their own myth and legend. Feeds forward to next lesson where students will complete the writing assessment. Feeds forward to future writing assessments, such as the 'Workhouse Report' and their own Detective genre story, as well as the Narrative and Transactional components of the GCSE Language exam.		writing. Students should decide what setting they are going to describe and list adjective/phrases, as well as figurative language, that they could use in their assessment. Students should also plan their own supernatural creature that lives there and consider how they are going to give their reader an impression of their character through their description of them. Teacher models effective examples of descriptive writing,	
Lesson 7 – KG: To use language choices and the Gothic Horror conventions for deliberate effect.	Lesson 7 - This lesson intends for students to apply the knowledge they have gained so far about the Gothic Horror genre and apply them to their own piece of creative writing, focusing on using language choices and the Gothic Horror conventions for deliberate effect. Feeds back to previous writing assessments, such as the Animal Farm speech and the Romantic Poetry, as well as writing their own myth and legend. Feeds forward to next lessons where students will study a further Gothic text 'The Picture of Dorian Grey'.	Lesson 7 – N/A	Lesson 7 – 1.) Students revise their plans from last lesson and teacher re-caps the modelling from last lesson/completed additional modelling. 2.) Students have 40 minutes to complete their assessment.	Reading Journal and Vocabulary Retrieval.

Lesson 8 – KG: To summarise what aestheticism is and how it links to both the Gothic Horror genre and Romanticism.	**Lesson 8 –** This lesson intends to introduce students to the literacy figure of Oscar Wilde and enable them to understand how aestheticism, Gothic Horror and Romanticism are all interlink through similar ideology and influences. Feeds on from the study of Romantic Poetry, as well as linking strongly to the themes and concepts of 'Macbeth' and 'The Crucible', as well as the Myths and Legends studied in Year 7. Feeds forward to next lesson where students will study Chapter 2 from Wilde's 'The Picture of Dorian Grey'. Feeds forward to the study of different genres such as the Detective Genre in Year 9 and the study of the genres of the GCSE Literature texts and their contexts and how they fit into the Literary Cannon. Also feeds forward to the study of all future texts such as The Lord of the Flies and 19th Century extracts, where students will develop their analysis skills. Also	**Lesson 8 –** **New:** Aesthetic **Retrieve:** Hubris	**Lesson 8 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Introduce students to who Oscar Wilde was and why he is such an important figure in the Literary Canon. Students develop their understanding of what aestheticism is and how it is linked to art and Literature. Students write a summary of what aestheticism is and how it is linked to both Gothic Horror and Romanticism.	

	feeds forward to the Narrative and Transactional writing components of the GCSE Language exam.			
Lesson 9 – KG: To analyse how Lord Henry and Dorian are presented in an extract from 'The Picture of Dorian Grey'.	**Lesson 9 –** This lesson intends to develop students understanding of how Gothic Horror was influenced by the society's changing religious beliefs and how Wilde shows this through the Faustian bargain that Dorian makes to preserve his youth and beauty and how this links to the principles of aestheticism. Feeds on from the study of Romantic Poetry, as well as linking strongly to the themes and concepts of 'Macbeth' and 'The Crucible', as well as the Myths and Legends studied in Year 7. Also feeds on from the Bible Studies in Year 7. Feeds forward to next lesson where students read a final extract from 'The Picture of Dorian Grey'. Feeds forward to the study of different genres such as the Detective Genre in Year 9 and the study of the genres of the GCSE Literature texts and their contexts and how they fit into the Literary Cannon. Also feeds forward to the study of all future texts such as The Lord of the Flies and 19th Century extracts, where students will	**Lesson 9 –** **New:** Evade **New:** Pride	**Lesson 9 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students recap what they learnt yesterday about Oscar Wilde and aestheticism. Students learn what a Faustian bargain is and how this links back to their Bible Studies from Year 7. Students read Chapter 2 of The Picture of Dorian Grey and identify quotations that give them an impression of Lord Henry and Dorian. Students fill in the resources to record their impressions of their characters. Students explain how Lord Henry and Dorian present a Faustian Bargain in this Chapter.	

	develop their analysis skills. Also feeds forward to the Narrative and Transactional writing components of the GCSE Language exam.			
Lesson 10 – KG: To analyse how Wilde uses Gothic Horror conventions to create fear and tension in an extract from 'The Picture of Dorian Grey'.	**Lesson 10 –** This lesson intends to build upon their prior knowledge from the first week of the Unit where they will apply the Gothic Horror conventions to an extract from 'The Picture of Dorian Grey' and consider how Wilde uses language to create fear, horror an tension. Feeds on from the study of Romantic Poetry, as well as linking strongly to the themes and concepts of 'Macbeth' and 'The Crucible', as well as the Myths and Legends studied in Year 7. Also feeds on from to the Bible Studies in Year 7. Feeds forward to next lesson where students will study their final Gothic Horror author, Edgar Allan Poe. Feeds forward to the study of different genres such as the Detective Genre in Year 9 and the study of the genres of the GCSE Literature texts and their contexts and how they fit into the Literary Cannon. Also feeds forward to the study of all future texts such as 'The Lord of the Flies' and 19th Century extracts, where students will	**Lesson 10 –** **New:** Surreptitious **Retrieve:** Corrupt	**Lesson 10 -** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Explain to students what happens in the novel between Chapter 2 and 13. Students read the extract from Chapter 13 and identify the Gothic Horror conventions used and language Wilde uses to create fear and tension. Students pick one quotations and write a mini PEE in response to the following question: How does Wilde create fear and tension in the extract?	

	develop their analysis skills. Also feeds forward to the Narrative and Transactional writing components of the GCSE Language exam.			
Lesson 11 – KG: To analyse how Poe presents the narrator's insanity in 'The Tell-Tale Heart'.	**Lesson 11 –** This lesson intends to introduce students to Edgar Allan Poe and why he is such an influential figure in the Literary Cannon and how he influenced a change of direction in the Gothic Horror genre, to human monsters, and how he is considered the Grandfather of the Detective genre. Feeds on from the study of Romantic Poetry, as well as linking strongly to the themes and concepts of Macbeth and The Crucible, as well as the Myths and Legends studied in Year 7. Also feeds on from the Bible Studies in Year 7. Feeds forward to next lesson where students will finish 'The Tell-Tale Heart'. Feeds forward to the study of different genres such as the Detective Genre in Year 9 and the study of the genres of the GCSE Literature texts and their contexts and how they fit into the Literary Cannon. Also feeds forward to the study of all future texts such as The Lord of the Flies and 19ᵗʰ Century extracts, where students will develop their analysis skills. Also	**Lesson 11 – New:** Sociopath/Psychopath **Retrieve:** Adamant	**Lesson 11 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Introduce students to who Edgar Allan Poe was and how he changed the Gothic Horror genre to focus on human monsters and psychological horror, as well as the influence he had on the Detective Genre. Begin reading the Tell Tale Heart and stop before he murders the old man. Students identify evidence of the narrator's insanity and annotate how the language has given them this impression as they read. Students write a summary of their impression of the narrator so far.	Reading Journal and Vocabulary Retrieval.

	feeds forward to the Narrative and Transactional writing components of the GCSE Language exam.			
Lesson 12 – KG: To analyse how Poe presents the narrator's insanity in 'The Tell-Tale Heart'.	**Lesson 12 –** This lesson intends for students to finish reading 'The Tell-Tale Heart' and consider the presentation of the narrator's insanity. Students will also consider how the short story compares to the other extracts they have studied in this Unit and how it develops their impression of the Gothic Horror genre. Feeds on from the study of Romantic Poetry, as well as linking strongly to the themes and concepts of Macbeth and The Crucible, as well as the Myths and Legends studied in Year 7. Also feeds on from the Bible Studies in Year 7. Feeds forward to next lesson where students will study 'The Black Cat' by Poe and compare it to 'The Tell-Tale Heart'. Feeds forward to the study of different genres such as the Detective Genre in Year 9 and the study of the genres of the GCSE Literature texts and their contexts and how they fit into the Literary Cannon. Also feeds forward to the study of all future texts such as 'The Lord of the Flies' and 19th Century extracts, where students will	**Lesson 12 –** **New:** Neuroses **Retrieve:** Righteous	**Lesson 12 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Recap what happened in The Tell Tale Heart last lesson. Students finish reading the story and identify examples of the narrator's insanity and neuroses and annotate the story with how the words give them this impression. Students watch the short video clip to consolidate their understanding of the story. Students write a summary of how the narrator is presented as insane throughout the story. Students then consider the similarities and differences in the Gothic conventions used in this story, compared to the other they have studied this Unit.	

	develop their analysis skills. Also feeds forward to the Narrative and Transactional writing components of the GCSE Language exam.			
Lesson 13 – KG: To analyse how the narrator's insanity is presented in Poe's 'The Black Cat'.	**Lesson 13 –** This lesson intends for students to read a final short story by Poe and compare how the insanity of the two narrator's is presented, consolidating their knowledge of the Gothic Horror genre. Feeds on from the study of Romantic Poetry, as well as linking strongly to the themes and concepts of 'Macbeth' and 'The Crucible', as well as the Myths and Legends studied in Year 7. Also feeds on from the Bible Studies in Year 7. Feeds forward to next lesson where students compare the presentation of the two narrators in Poe's short stories. Feeds forward to the study of different genres such as the Detective Genre in Year 9 and the study of the genres of the GCSE Literature texts and their contexts and how they fit into the Literary Cannon. Also feeds forward to the study of all future texts such as 'The Lord of the Flies' and 19th Century extracts, where students will develop their analysis skills. Also feeds forward to the Narrative and Transactional writing	**Lesson 13 –** **New:** Annihilate **Retrieve:** Duplicitous	**Lesson 13 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Read The Black Cat by Poe and identify short quotations that present the narrator's insanity and annotate the story, considering how the quotations present the narrator as insane. Students write a summary of how the narrator is presented as insane in the short story. Students can begin to consider how the presentation of the two narrator's in both Poe's shirt stories are similar and different.	

Lesson 14 – To compare the presentation of the narrator's insanity in 'The Tell Tale Heart' and 'The Black Cat'.	**Lesson 14 –** This lesson intends for students to develop their comparative writing skills by beginning to plan their reading assessment, comparing how the two narrator's in the two Poe short stories are presented as insane. Feeds on from the study of Romantic Poetry, as well as linking strongly to the themes and concepts of 'Macbeth' and 'The Crucible', as well as the Myths and Legends studied in Year 7. Also feeds on from the Bible Studies in Year 7. Feeds forward to next lesson where students will continue to plan for their assessment. Feeds forward to the study of different genres such as the Detective Genre in Year 9 and the study of the genres of the GCSE Literature texts and their contexts and how they fit into the Literary Cannon. Also feeds forward to the study of all future texts such as 'The Lord of the Flies' and 19th Century extracts, where students will develop their analysis skills. Also feeds forward to the Narrative and Transactional writing components of the GCSE Language exam. Also feeds forward to the comparative	**Lesson 14 –** **New:** Delirium **Retrieve:** Delusion	**Lesson 14 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Introduce students to their reading assessment: Compare the presentation of the narrator's insanity in 'The Tell-Tale Heart' and 'The Black Cat'. Students should pick between 2 and 4 pairs of short quotations from both texts (amount will depend on ability of students) and explode these pairs of quotations in their books, considering how the language of their quotation has given them their impressions. Students should then make notes on the similarities and differences of the narrator's insanity in each pair of quotations. Depending on confidence and ability, the teacher might want to begin this process by modelling what this should look like.	Reading Journal and Vocabulary Retrieval.

	element of both the GCSE Language and Literature exams.			
Lesson 15 – KG: To compare the presentation of the narrator's insanity in 'The Tell Tale Heart' and 'The Black Cat'.	**Lesson 15 -** This lesson intends for students to develop their comparative writing skills by continuing to plan their reading assessment, comparing how the two narrator's in the two Poe short stories are presented as insane. Feeds on from the study of Romantic Poetry, as well as linking strongly to the themes and concepts of 'Macbeth' and 'The Crucible', as well as the Myths and Legends studied in Year 7. Also feeds on from the Bible Studies in Year 7. Feeds forward to next lesson where students will complete their essay. Feeds forward to the study of different genres such as the Detective Genre in Year 9 and the study of the genres of the GCSE Literature texts and their contexts and how they fit into the Literary Cannon. Also feeds forward to the study of all future texts such as 'The Lord of the Flies' and 19th Century extracts, where students will develop their analysis skills. Also feeds forward to the Narrative and Transactional writing components of the GCSE Language exam. Also feeds forward to the comparative	**Lesson 15 –** **New:** Repellent **Retrieve:** Damnation	**Lesson 15 –** 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students complete their planning from last lesson of their pairs of exploded quotations. Teacher live models how to write a comparative overview and how to write their first comparative mini PEE paragraph. Students then practice applying this technique to their own exploded quotations.	

	element of both the GCSE Language and Literature exams.			
Lesson 16 – KG: To compare the presentation of the narrator's insanity in 'The Tell-Tale Heart' and 'The Black Cat'	**Lesson 16 -** This lesson intends for students to develop their comparative writing skills by writing their reading assessment, comparing how the two narrator's in the two Poe short stories are presented as insane. Feeds on from the study of Romantic Poetry, as well as linking strongly to the themes and concepts of 'Macbeth' and 'The Crucible', as well as the Myths and Legends studied in Year 7. Also feeds on from the Bible Studies in Year 7. Feeds forward to the study of different genres such as the Detective Genre in Year 9 and the study of the genres of the GCSE Literature texts and their contexts and how they fit into the Literary Cannon. Also feeds forward to the study of all future texts such as 'The Lord of the Flies' and 19th Century extracts, where students will develop their analysis skills. Also feeds forward to the Narrative and Transactional writing components of the GCSE Language exam. Also feeds forward to the comparative element of both the GCSE Language and Literature exams.	**Lesson 16 –** N/A	**Lesson 16 –** 1.) Revise planning and models from last lesson. 2.) Use notes, planning and models to complete the comparative reading assessment. 3.) End of Unit.	Reading Journal and Vocabulary Retrieval.