

**Year 8 – Term 5 – The Voiceless: 19<sup>th</sup> Century Literature - Unit Intent** - Students will prepare for the study of ‘A Christmas Carol’ and the Anthology Poetry for the Literature GCSE, through using extracts from Dickens, and later the Brontë’s, to explore the context of the 19<sup>th</sup> Century. They will build upon prior knowledge of patriarchal societies presented in text we have previously studied, such as ‘Macbeth’, ‘The Yellow Wallpaper’ and ‘Pride and Prejudice’ to explore the presentation of female characters in the 19<sup>th</sup> Century extracts. This Unit will also feed back to the study of the Romantic and Gothic genres previously in the year, to develop their understanding of 19<sup>th</sup> Century Context.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb)</u>	<u>Homework/Literacy Map</u>
<p><u>Week 1: KG/s and Overview</u></p> <p><b>Lesson 1:</b> To <b>explain</b> what life was like in Victorian England for the rich and the poor.</p>	<p><b>Lesson 1:</b> To develop students understanding of how wealth affected people’s lives and experiences in the 19<sup>th</sup> Century.</p> <p>Feeds on from the study of Romanticism and the Gothic genres, as well as social class and wealth in ‘Pride and Prejudice’.</p> <p>Feeds forward to next lesson where students apply this knowledge to Dickens’ life experiences.</p> <p>Feeds forward to the study of Dickens and the Anthology Poetry at GCSE.</p>	<p><b>Lesson 1:</b></p> <p>New: Affluent</p> <p>Retrieve: Poverty</p>	<p><b>Lesson 1:</b></p> <p>1.) Vocabulary and prior knowledge daily retrieval slides.</p> <p>2.) Use a range of Non-Fiction resources to understand what life was like for the rich and the poor and write an explanation of what life was like for those with wealth and those living in Poverty.</p>	
<p><b>Lesson 2:</b> To <b>summarise</b> the personal and societal influences on Dickens’ work.</p>	<p><b>Lesson 2:</b> To develop students’ understanding of how the life experiences and</p>	<p><b>Lesson 2:</b></p> <p>New: Debt</p> <p>Retrieve: Affluent</p>	<p><b>Lesson 2:</b></p> <p>1.) Vocabulary and prior knowledge</p>	

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	<p>societal influences can shape a writer's intentions.</p> <p>Feeds on from previous study of a writer's intentions, such as Shakespeare's intentions in 'Macbeth' and Blake's intentions in 'London' both studied in Year 8.</p> <p>Feeds forward to next lesson through students applying their knowledge of Dickens' life and the context to the study of 'Oliver Twist'.</p> <p>Feeds forward to the study of Dickens at GCSE.</p>		<p>daily retrieval slides.</p> <p>2.) Watch a documentary to learn about Charles Dickens' life and societal beliefs. Write a <b>summary</b> of what factors influenced Dickens' work.</p>	
<p><b>Lesson 3:</b> To <b>analyse</b> how Dickens' uses language to present the Workhouse in 'Oliver Twist'.</p>	<p><b>Lesson 3:</b> Develops students' ability to analyse how deliberate language choices have given them their impressions and practice mini PEE skill.</p> <p>Feeds on from previous lessons and assessments of developing this skill, which will be at least once per text studied since Year 7.</p> <p>Feeds forward to next lesson by students using their knowledge to the workhouse to plan their report.</p> <p>Feeds forward to all future study of texts and exam style analysis of them, as this is an</p>	<p><b>Lesson 3:</b> New: Meagre Retrieve: Debt/Affluent</p>	<p><b>Lesson 3:</b></p> <p>1.) Vocabulary and prior knowledge daily retrieval slides.</p> <p>2.) Read extract from 'Oliver Twist' and <b>identify</b> examples of how Dickens presents the Workhouse. Write an <b>analysis</b> of how Dickens' uses language to present the Workhouse.</p>	

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	essential skill that students are constantly applying to every text they study in English.			
<b>Lesson 4:</b> To understand how to structure and write a formal report and what language techniques to use for deliberate effect.	<b>Lesson 4:</b> To develop students understanding of the form and structure of a report and the range of techniques they need to use in Non-Fiction writing. Feeds on from the opportunity to develop these skills in Year 7 and 8 through writing assessments in the forms of letters, reports, articles etc. Feeds forward to next lesson where students have to use their knowledge of the workhouse and how to write a report to complete their assessment. Feeds forward to the Transactional Writing section of the GCSE Language exam.	<b>Lesson 4:</b> New: Abhorrent Retrieve: Meagre/Poverty	<b>Lesson 4:</b> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Learn how to structure and organise a report and revise the DAFOREST techniques. Students use the resource and previous learning to plan a report into the conditions of Oliver Twist's Workhouse.	Reading Journal and Vocabulary Retrieval
<u>Week 2: KG/s and Overview</u> <b>Lesson 5:</b> To write a report and use language techniques for deliberate effect.	<b>Lesson 5:</b> To develop students understanding of the form and structure of a report and the range of techniques they need to use in Non-Fiction writing. Feeds on from the opportunity to develop these skills in Year 7 and 8 through	<b>Lesson 5:</b> New: Pungent Retrieve: Abhorrent/Debt	<b>Lesson 5:</b> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Write report on the conditions of Oliver Twists	

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	<p>writing assessments in the forms of letters, reports, articles etc. Feeds forward to next lesson by using knowledge of the workhouse, and Oliver's experiences, to develop their opinion of Nancy.</p> <p>Feeds forward to the Transactional Writing section of the GCSE Language exam.</p>		<p>Workhouse and then peer mark.</p>	
<p><b>Lesson 6:</b> To summarise the position of women in the 19<sup>th</sup> Century and identify how this is presented through Nancy's character.</p>	<p><b>Lesson 6:</b> To develop contextual understanding of the treatment of women in the 19<sup>th</sup> century and link this to the text.</p> <p>Feeds on from the study of female characters in 'Macbeth', 'The Crucible' and 'The Yellow Wallpaper' and Biblical studies, as well as 'Pride and Prejudice'.</p> <p>Feeds forward to next lesson by students using their first impression of Nancy to explore how her character develops in the next extract.</p> <p>Feeds forward to the study of female characters in GCSE texts, such as Juliet ('Romeo and Juliet') and Sheila ('An Inspector Calls').</p>	<p><b>Lesson 6:</b> New: Inequality Retrieve: Pungent/Affluent</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.) Use non-fiction to develop understanding of the position of women in the 19<sup>th</sup> century and write a summary of findings. Read extract from 'Oliver Twist' focusing on Nancy and identify key quotations that present her and her experiences.</li> </ol>	

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<p><b>Lesson 7:</b> To <b>analyse/evaluate</b> how Dickens uses Nancy's character to show the position of women in the 19<sup>th</sup> Century.</p>	<p><b>Lesson 6:</b> To develop contextual understanding of the treatment of women in the 19<sup>th</sup> century and link this to the text.  <b>Feeds on from the study of female characters in 'Macbeth', 'The Crucible' and 'The Yellow Wallpaper' and Biblical studies, as well as 'Pride and Prejudice'. Feeds forward into next lesson by using knowledge of what life was like for characters such as Nancy and Oliver to link to how school might have changed their lives for the better or worse.</b>  <b>Feeds forward to the study of female characters in GCSE texts, such as Juliet ('Romeo and Juliet') and Sheila ('An Inspector Calls').</b></p>	<p><b>Lesson 7:</b>  New: Demure  Retrieve:  Inequality/Patriarchal</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.) Read further extracts focusing on Nancy and her experiences and treatment in 'Oliver Twist'. Write an analysis and/or evaluation of how Dickens uses language to present the position of women in the 19<sup>th</sup> Century.</li> </ol>	<p>Reading Journal and Vocabulary Retrieval</p>
<p><u>Week 3: KG/s and Overview</u>  <b>Lesson 8:</b> To <b>summarise</b> what schools were like in the 19<sup>th</sup> Century and <b>explain</b> Dickens' views on them.</p>	<p><b>Lesson 8:</b> To develop contextual understanding of societal issues in the 19<sup>th</sup> Century and how these influenced Dickens' work.  <b>Feeds on from the first two lessons of this term, as well as previous context lessons when studying Romanticism and the</b></p>	<p><b>Lesson 8:</b>  New: Haggard  Retrieve:  Demure/Abhorrent</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.) Use non-fiction to learn about 19<sup>th</sup> Century schools and how this differed for</li> </ol>	

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	<p>Gothic, as well as Chaucer's 'The Canterbury Tales'.</p> <p>Feeds forward to next lesson by students using their knowledge of 19<sup>th</sup> Century schools to help them analyse the next extract, et in a school. Feeds forward to the study of Dickens at GCSE, as well as future texts in Year 9 such as 'The Lord of the Flies' and 'Animal Farm'.</p>		<p>the rich and the poor. Write a <b>summary</b> of this. Learn about Dickens' views and <b>explain</b> what he did to help this issue.</p>	
<p><b>Lesson 9:</b> To <b>analyse</b> how Dickens uses language to present the school in 'Nicholas Nickleby'.</p>	<p><b>Lesson 9:</b> To develop students ability to write in the mini PEE exam style and develop their understanding of the writer's intentions.</p> <p>Feeds on from previous lessons and assessments of developing this skill, which will be at least once per text studied since Year 7.</p> <p>Feeds forward to next lesson by students using their knowledge of 19<sup>th</sup> Century schools to inform their descriptive writing.</p> <p>Feeds forward to all future study of texts and exam style analysis of them, as this is an essential skill that students are constantly applying to</p>	<p><b>Lesson 9:</b> New: Malefactor Retrieve: Haggard/Pungent</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.) Read the extract from Nicholas Nickleby and <b>identify</b> quotations which give an impression of the school. Write an <b>analysis</b> of how the school is presented and <b>evaluate</b> how Dickens presents his views.</li> </ol>	

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	every text they study in English.			
<b>Lesson 10:</b> To use vocabulary for deliberate effect in descriptive writing.	<p><b>Lesson 10:</b> To develop students' ability to craft their writing by using vocabulary for deliberate effect.</p> <p>Feeds on from previous practices of this skill in all previous written assessments since the start of Year 7.</p> <p>Feeds forward to next lesson by students using their knowledge to compare 19<sup>th</sup> Century school to 19<sup>th</sup> Century prisons and how the two are linked.</p> <p>Feeds forward to the Narrative and Transactional Writing at GCSE where this is an essential part of AO6.</p>	<p><b>Lesson 10:</b> New: Sullen Retrieve: Malefactor/Meagre</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.) Using the previous extract and other modelling, write a description of a 21<sup>st</sup> Century classroom in the style of Dickens, using vocabulary taught this term, as well as other vocabulary, for deliberate effect.</li> </ol>	
<b>Lesson 11:</b> To summarise what prisons were like in the 19 <sup>th</sup> Century and explain Dickens' views on them.	<p><b>Lesson 11:</b> To develop contextual understanding of societal issues in the 19<sup>th</sup> Century and how these influenced Dickens' work.</p> <p>Feeds on from the first two lessons of this term, as well as previous context lessons when studying Romanticism and the Gothic, as well as Chaucer's 'The Canterbury Tales'.</p>	<p><b>Lesson:</b> Incarceration Retrieve: Sullen/Inequality</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.) Use non-fiction to learn about 19<sup>th</sup> Century prisons. Write a summary of this. Learn about Dickens' views</li> </ol>	Reading Journal and Vocabulary Retrieval

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	<p>Feeds forward to next lesson by students using their knowledge of 19<sup>th</sup> Century prisons to inform their understanding of the presentation of Magwitch (an escaped prisoner).</p> <p>Feeds forward to the study of Dickens at GCSE, as well as future texts in Year 9 such as The Lord of the Flies and Animal Farm.</p>		<p>and <b>explain</b> what these views were and how they linked to his personal experiences.</p>	
<p><u>Week 4: KG/s and Overview</u></p> <p><b>Lesson 12:</b> To <b>analyse</b> how Magwitch is presented and <b>explain</b> how this presents Dickens' view on prisons.</p>	<p><b>Lesson 12:</b> To develop students ability to write in the mini PEE exam style and develop their understanding of the writer's intentions.</p> <p>Feeds on from previous lessons and assessments of developing this skill, which will be at least once per text studied since Year 7.</p> <p>Feeds forward to next lesson by students using their knowledge of what life was like for the poor and how this affected them to help them understand representations of poverty in 'A Christmas Carol'.</p> <p>Feeds forward to all future study of texts and exam style analysis of them, as this is an essential skill that students</p>	<p><b>Lesson 12:</b></p> <p>New: Wretch</p> <p>Retrieve: Incarceration/Debt</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.) Read the extracts about Magwitch from Great Expectations and <b>identify</b> quotations which describe him and his experiences. Write an <b>analysis</b> of how he's presented and <b>explain</b> how Dickens uses his character to express his views on prison.</li> </ol>	

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	are constantly applying to every text they study in English.			
<b>Lesson 13:</b> To summarise the story of 'A Christmas Carol' and identify key themes	<p><b>Lesson 13:</b> To develop an overview of the plot of 'A Christmas Carol' and begin to consider Dickens thematic intentions.</p> <p>Feeds on from the first two lessons of this term, as well as previous context lessons when studying Romanticism and the Gothic, as well as Chaucer's 'The Canterbury Tales'.</p> <p>Feeds forward to next lesson by students using their knowledge of the plot of the novel to inform their interpretation of Scrooge's character.</p> <p>Feeds forward to the study of the text at GCSE, as well as future texts in Year 9 such as 'The Lord of the Flies' and 'Animal Farm'.</p>	<p><b>Lesson 13:</b> New: Ignorance Retrieve: Wretch/Affluent</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.) Watch a shortened version of 'A Christmas Carol' and write a summary of the plot. Identify and list the main themes of the next.</li> </ol>	
<b>Lesson 14:</b> To identify and summarise how Dickens uses language to present Scrooge.	<p><b>Lesson 14:</b> To develop understanding of how writer's language choice deliberate influence our impression of key characters.</p> <p>Feeds on from previous development of this skill through all past texts studied</p>	<p><b>Lesson 14:</b> New: Solitary Retrieve: Ignorance/Abhorrent</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.) Read the opening description of Scrooge and</li> </ol>	Reading Journal and Vocabulary Retrieval

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	<p>since the start of Year 7, as well as the Biblical studies unit in Term 3 of Year 7.</p> <p>Feeds forward to next lesson by students using their first impression of Scrooge to inform their understanding of how the Cratchit's view his character in the next extract.</p> <p>Feeds forward to AO2 at GCSE, which is included in all of the set texts in the Literature GCSE and the Reading section of the Language exams.</p>		<p>identify key quotations that give them an impression of his character. Draw a visualisation of Scrooge and label with key quotations. Write a summary of their first impressions of Scrooge – link Scrooge to the Seven Deadly Sins.</p>	
<p><u>Week 5: KG/s and Overview</u></p> <p><b>Lesson 15:</b> To analyse how the Cratchit's are presented and explain how this links to Dickens' personal beliefs.</p>	<p><b>Lesson 15:</b> To develop students ability to write in the mini PEE exam style and develop their understanding of the writer's intentions.</p> <p>Feeds on from previous lessons and assessments of developing this skill, which will be at least once per text studied since Year 7. Feeds forward to next lesson by students using their knowledge of how the Cratchit family are presented to answer their assessment question.</p>	<p><b>Lesson 15:</b></p> <p>New: Scanty</p> <p>Retrieve: Solitary/Meagre</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.) Read extract from Stave 3 of 'A Christmas Carol' and identify quotations that present the Cratchit family. Pick three quotations and explore for their</li> </ol>	

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	Feeds forward to all future study of texts and exam style analysis of them, as this is an essential skill that students are constantly applying to every text they study in English.		assessment. <b>Explain</b> how the Cratchit's link to Dickens views on society in the 19 <sup>th</sup> Century.	
<b>Lesson 16:</b> To <b>analyse</b> how the Cratchit's are presented and <b>explain</b> how this links to Dickens' personal beliefs.	<b>Lesson 16:</b> To develop students ability to write in the mini PEE exam style and develop their understanding of the writer's intentions. Feeds on from consistent previous lessons and assessments of developing this skill, which will be at least once per text studied since Year 7. Feeds forward to next lesson by students using their understanding of what life was like living in poverty to apply to the presentation of Miss Havisham. Feeds forward to all future study of texts and exam style analysis of them, as this is an essential skill that students are constantly applying to every text they study in English.	<b>Lesson 15:</b> New: Ignominious Retrieve: Scanty/Inequality	<b>Lesson 15:</b> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Model overview and first mini PEE paragraph, then complete assessment: <b>How does Dickens present the Cratchit family in the extract?</b>	
<b>Lesson 17:</b> To use inference to <b>describe</b> what you think	<b>Lesson 17:</b> To develop skills of inference to consider how the language gives clues about a	<b>Lesson 17:</b> New: Withered	<b>Lesson 17:</b> 1.) Vocabulary and prior knowledge	

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<p>has happened to Miss Havisham.</p>	<p>character's past and develop descriptive writing skills.  <i>Feeds on from the presentation of past female characters, such as Nancy, Lady Macbeth, Abigail and Goody Proctor and Elizabeth Bennet, as well as the narrator from 'The Yellow Wallpaper'.</i>  <i>Feeds forward to next lesson by students using their knowledge of how Miss Havisham is presented to link to another interpretation of her character.</i>  <i>Feeds forward to key skill at GCSE in the study of the Literature set texts and in the Reading section of both Language exams.</i></p>	<p>Retrieve:          Ignominious/Patriarchal</p>	<p>daily retrieval slides.  <b>2.)</b> To read the extract from Great Expectations and <b>identify</b> quotations that give you clues about what has happened to her. Imagine you are Miss Havisham and <b>describe</b> what has happened to you.</p>	
<p><b>Lesson 18:</b> To understand how to annotate and <b>interpret</b> a poem and <b>identify</b> key subject terminology.</p>	<p><b>Lesson 18:</b> To develop poetry annotation skills and revise and learn new examples of subject terminology.  <i>Feeds on from previous study of poetry and identification of subject terminology, such as the Romantic Poets in Term 3 of Year 8.</i>  <i>Feeds forward to next lesson by students using their knowledge of Miss Havisham's experiences to inform their</i></p>	<p><b>Lesson 18:</b>          New: Oxymoron          Retrieve:          Withered/Wretch</p>	<p><b>Lesson 18:</b>  <b>1.)</b> Vocabulary and prior knowledge daily retrieval slides.  <b>2.)</b> Learn about Carol Ann Duffy and what influenced her poetry. Revise key aspects of subject terminology</p>	<p>Reading Journal and Vocabulary Retrieval</p>

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	<p>understanding of the treatment of another women, Jane Eyre.</p> <p>Feeds forward to the study of the Unseen and Anthology Poetry as GCSE.</p>		<p>common in poetry. Read 'Havisham' and annotate in detail, <b>identifying</b> subject terminology and <b>analysing</b> and <b>interpreting</b> its effect.</p>	
<p><u>Week 6: KG/s and Overview</u></p> <p><b>Lesson 19:</b> To <b>explain</b> how the extract shows the mistreatment of the young Jane Eyre.</p>	<p><b>Lesson 19:</b> To develop understanding of how writer's language choice deliberate influence our impression of key characters.</p> <p>Feeds on from previous development of this skill through all past texts studied since Year 7, such as 'Macbeth', as well as the unit on Biblical studies in Term 3 of Year 7.</p> <p>Feeds forward to next lesson by students using their knowledge of how Jane Eyre was treated to link to how Bertha is treated, as a fellow woman, in the next extract.</p> <p>Feeds forward to AO2 at GCSE, which is an essential skill in studying the set texts in the Literature GCSE and the</p>	<p><b>Lesson 19:</b></p> <p>New: Condemnation</p> <p>Retrieve: Oxymoron/Solitary</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.) Watch summary of the story of Jane Eyre. Read extract from Chapter 2 and <b>identify</b> quotations that show how Jane has been mistreated as a child. Write an <b>explanation</b> of how Jane has been mistreated.</li> </ol>	

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	Reading section of the Language exam.			
<p><b>Lesson 20:</b> To identify and how Dickens uses language to present Bertha and explain how this reflects society's views on the insane in the 19<sup>th</sup> Century.</p>	<p><b>Lesson 20:</b> To develop understanding of how writer's language choice link to historical context.</p> <p>Feeds on from previous study of the treatment of women in texts such as 'Macbeth' and 'The Yellow Wallpaper'.</p> <p>Feeds forward to the next lesson by students using what they have learnt about Bertha to compare to the other presentation of female characters they have studied that term.</p> <p>Feeds forward to AO3 (context) and the study of 'A Christmas Carol' and the Anthology Poetry.</p>	<p><b>Lesson 20:</b> New: Maniac Retrieve: Condemnation/Patriarchal</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.) Watch clip and summarise what they have learnt about insane asylums in the 19<sup>th</sup> Century. Watch short clip of the extract then read the extract from Jane Eyre where we discover his 'mad' wife trapped in the attic. Identify quotations that present Bertha. Explain how Bertha's presentation reflects the way society viewed the insane in the 19<sup>th</sup> Century.</li> </ol>	

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<p><b>Lesson 21:</b> To <b>compare</b> how a range of texts present the treatment of women in the 19<sup>th</sup> Century.</p>	<p><b>Lesson 21:</b> To develop comparative writing skills, drawing on contextual knowledge.  <b>Feeds on from the comparison of Romantic Poetry in Year 8 in Term 3.</b>  <b>Feeds forward to next lessons as students will use their knowledge of the previous female characters to compare to the presentation of Cathy.</b>  <b>Feeds forward to the key skill of comparison in both Literature and Language GCSE where students have to compare poetry and non-fiction texts.</b></p>	<p><b>Lesson 21:</b>  New: Repression  Retrieve: Maniac/Demure</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.) To revise the presentation of the following female characters they have studied this term: Nancy, Miss Havisham, Jane Eyre and Bertha. To write a comparison of how these characters present the treatment of women in the 19<sup>th</sup> Century.</li> </ol>	<p>Reading Journal and Vocabulary Retrieval</p>
<p><u>Week 7: KG/s and Overview</u>  <b>Lesson 22:</b> To <b>explain</b> how Heathcliff can be viewed as an anti-hero and how Cathy is presented as an unusual 19<sup>th</sup> Century woman.</p>	<p><b>Lesson 22:</b> To develop understanding of the character archetype of an anti-hero and how this influenced further representations of this character archetype. To develop understanding of different presentations of women in the 19<sup>th</sup> Century.</p>	<p><b>Lesson 22:</b>  New: Anti-hero  Retrieve:  Repression/Malefactor</p>	<p><b>Lesson 22:</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Watch the 1992 version of Wuthering Heights. As students watch</li> </ol>	

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	<p>Feeds on from representations of women in the past Literature we have studied, such as 'Macbeth', 'The Crucible' and 'The Yellow Wallpaper'.</p> <p>Feeds forward to next lessons as students will use their knowledge of the previous female characters to compare to the presentation of Cathy.</p> <p>Feeds forward to the study of all future texts through studying character types and representation in the GCSE Literature set texts.</p>		<p>the film they should make notes on how both Heathcliff and Cathy are presented, as well as their relationship with one another. They should gather evidence of Heathcliff's action that present him as an anti-hero and of how Cathy does not behave like a typical 19<sup>th</sup> Century woman.</p>	
<p><b>Lesson 23:</b> To <b>explain</b> how Heathcliff can be viewed as an anti-hero and how Cathy is presented as an unusual 19<sup>th</sup> Century woman</p>	<p><b>Lesson 23:</b> To develop understanding of the character archetype of an anti-hero and how this influenced further representations of this character archetype. To develop understanding of different presentations of women in the 19<sup>th</sup> Century.</p> <p>Feeds on from representations of women in the past Literature we have</p>	<p><b>Lesson 23:</b> New: Byronic hero Retrieve: Anti-hero/Maniac</p>	<p><b>Lesson 23:</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Watch the 1992 version of 'Wuthering Heights'. As students watch the film they should make notes on how</li> </ol>	

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	<p>studied, such as 'Macbeth', 'The Crucible' and 'The Yellow Wallpaper'.</p> <p>Feeds forward to next lessons as students will use their knowledge of the previous female characters to compare to the presentation of Cathy. Feeds forward to the study of all future texts through studying character types and representation in the GCSE Literature set texts.</p>		<p>both Heathcliff and Cathy are presented, as well as their relationship with one another. They should gather evidence of Heathcliff's action that present him as an anti-hero and of how Cathy does not behave like a typical 19<sup>th</sup> Century woman.</p>	
<p><b>Lesson 24:</b> To <b>explain</b> and <b>evaluate</b> how Heathcliff can be viewed as an anti-hero</p>	<p><b>Lesson 24:</b> To develop understanding of the character archetype of an anti-hero and how this influenced further representations of this character archetype. To develop understanding of different presentations of women in the 19<sup>th</sup> Century. Feeds on from representations of women in the past Literature we have studied, such as 'Macbeth', 'The Crucible' and 'The Yellow Wallpaper'.</p>	<p><b>Lesson 24:</b> New: Ostracised Retrieve: Byronic hero/Wretch</p>	<p><b>Lesson 24:</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Finish watching the film. Students use notes and evidence gathered to respond to the following question: 'Heathcliff is presented as</li> </ol>	

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	<p>Feeds forward to next lessons as students will use their knowledge of the previous female characters to compare to the presentation of Cathy. Feeds forward to the study of all future texts through studying character types and representation in the GCSE Literature set texts.</p>		<p>nothing but an attractive villain in 'Wuthering Heights.' To what extent do you agree with this statement?</p>	
<p><b>Lesson 25:</b> To <b>compare</b> how Cathy is presented to the other female characters we have studied in 19<sup>th</sup> Century Literature this term.</p>	<p><b>Lesson 25:</b> To develop comparative writing skills, drawing on contextual knowledge.          Feeds on from the comparison of Romantic Poetry in Year 8 in Term 3.          Feeds forward to the key skill of comparison in both Literature and Language GCSE where students have to compare poetry and non-fiction texts.</p>	<p><b>Lesson 25:</b>          New: Haughty          Retrieve:          Ostracised/Ignominious</p>	<p><b>Lesson 25:</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Feeds forward to next lessons as students will use their knowledge of the previous female characters to compare to the presentation of Cathy. Use notes from watching the film to write an explanation of the presentation of Cathy's character. Is she presented as a typical 19<sup>th</sup></li> </ol>	<p>Reading Journal and Vocabulary Retrieval</p>

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			Century woman? Then compare her presentation to the presentation of some of the other female characters we have studied this term.	
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