



Scheme of Learning: Modern play: <i>Frankenstein</i> , Y7	Key Stage 3 Unit Overview for Year 7 Unit 3 – Modern Play
Learning outcome	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Knowledge of the plot of the text studied: <i>Frankenstein</i> • Knowledge of Nineteenth Century contexts • Understanding of genre characteristics • Identification of writers’ methods – linguistic, literary and structural • Understanding of effects of writer’s methods on the reader <p>Skill set:</p> <ul style="list-style-type: none"> • Write imaginative, interesting and thoughtful texts • Produce texts which are appropriate to task, reader and purpose • Organise and present whole texts effectively, sequencing and structuring information, ideas and events • Vary sentences for clarity and effect • Select appropriate and effective vocabulary • Write with technical accuracy of syntax, punctuation and spelling
Key Question	How do writers use dialogue and description to create engaging portraits of characters in fiction?
Knowledge	<p>Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the plot of the text studied • Knowledge of Nineteenth Century contexts • Understanding of genre characteristics • Identification of writers’ methods – linguistic, literary and structural • Understanding of effects of writer’s methods on the reader <p>Skills:</p> <ul style="list-style-type: none"> • Writing descriptively – the ability to use a range of writing features to create engaging characterisations • Using narrative features – the ability to write and structure dialogue/direct speech in a story <p>Key Terminology: exposition</p>



	<p>stage directions</p> <p>dialogue</p> <p>plot</p> <p>adaptation</p> <p>epilogue</p> <p>monologue</p> <p>prologue</p> <p>act</p> <p>scene</p> <p>playwright</p>
Ongoing Assessment	<p>Mini white boards will be used throughout, hands down questioning, informal assessment of written work</p> <p>Live marking of practice descriptions and sections of dialogue in class using visualiser and/or MS Teams</p> <p>Marked assessment</p> <p>Key misconceptions:</p> <ul style="list-style-type: none"> • Confusion between Elizabethan and Victorian eras <p>Homework:</p> <ul style="list-style-type: none"> • Learn key definitions and spellings • Produce a short piece of dialogue with some engaging description
Final Assessment	<p>How will we know that students can answer the key question?</p> <p>Assessment:</p> <p>Write a prose extract from a missing scene, presenting character through dialogue and description.</p>
Clear sequencing of content	<p>Sequencing:</p> <ol style="list-style-type: none"> 1. Reading a play adaptation of <i>Frankenstein</i>, exploring different interpretations of the storylines, and how these link to wider issues. 2. Building on existing analysis skills. 3. Examine the playwright's use of a range of dramatic conventions in their work. 4. Writing descriptively to engage the reader. 5. Learning how to write and structure direct speech to reveal key aspects of character. 6. Engaging in role play to develop understanding of character.



	<p>Key themes/ concepts</p> <ul style="list-style-type: none"> • Morality • Good and evil • Gothic themes: power, isolation, mystery and fear, horror, supernatural <p>How does this unit help students access future learning?</p> <ul style="list-style-type: none"> • Students will develop their knowledge of nineteenth century contexts in Years 8 and 9 through the study of other texts in this period. • As an introduction to the Gothic genre, this unit will teach students the key conventions of Gothic fiction, which students will learn more about in Years 8 and 9.
Links to Careers	<ul style="list-style-type: none"> • The ability to be creative in prose writing is helpful in any career involving written communication, e.g. writer, journalist. • Role-play/drama activities are helpful in a career in the performing arts.
Diversity and Inclusion	<ul style="list-style-type: none"> • Students are encouraged to view the moral issues arising in the play through various lenses including from a religious perspective.
Additional Support	<ul style="list-style-type: none"> • Students are provided with an outline scheme of work sheet which includes definitions of key terms. • Key learning resources can also be found on SharePoint. • Students are invited to attend English Help Club when it is felt that they could benefit from further support.
Challenge	<ul style="list-style-type: none"> • All student books contain a recommended reading list. • All students are encouraged to complete the '13 by 13' reading challenge. • Spelling lists contain some ambitious vocabulary that students are encouraged to use in their written work. • Extracurricular creative writing club <i>Wordsmiths</i> stretches and challenges students to write imaginatively. • Students will be invited to Help Club where there it is felt that they may benefit from extra support.