



Scheme of Learning	Key Stage 3 Unit Overview for Year 8 – 19 th Century Short Stories
Learning outcomes	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Knowledge of the plot and characters of the text studied • Knowledge and imitation of techniques used for narrative writing • Knowledge of how writers use methods to consciously craft <p>Skill set:</p> <ul style="list-style-type: none"> • Write imaginative, interesting and thoughtful texts • Produce texts which are appropriate to task • Organise and present whole texts effectively, sequencing and structuring information, ideas and events • Select appropriate and effective vocabulary
Key Question	<p>How do writers' structure gothic short stories to engage the reader?</p> <p>Students should be able to answer this question both by analysing short stories studied as a class and in imitating some of the features in their own creative writing.</p>
Knowledge	<p>Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the conventions and structure of a short story • Knowledge of the conventions of the gothic genre • Knowledge of narrative writing skills <p>Knowledge of context:</p> <ul style="list-style-type: none"> • Victorian wealth, religion and attitudes to superstition and the supernatural • Gender roles in the Victorian era and attitudes to women • Developments in technology <p>Skills:</p> <ul style="list-style-type: none"> • Inference – the ability to make inferences based on characters' actions • Narrative writing techniques – the ability to craft a text for suspense and tension; the ability to use varied sentence structures and ambitious vocabulary <p>Key Terminology:</p> <ul style="list-style-type: none"> • Freytag • Exposition • Rising action



	<ul style="list-style-type: none"> • Climax • Denouement • Chronology • Perspective • Trajectory • Gothic • Pathetic fallacy
Ongoing Assessment	<p>Assessment:</p> <ul style="list-style-type: none"> • Write a short story focusing on character, time and place • Use of mini white boards, hands down questioning, informal assessment of written work through teacher circulation <p>Key misconceptions:</p> <ul style="list-style-type: none"> • Confusion between tension/suspense • Confusion between different types of narrative voice <p>Homework:</p> <ul style="list-style-type: none"> • Learn key definitions and spellings. • Complete contextual research. • Pre-reading task: Look up meanings of unfamiliar vocabulary. • Creative writing in first person as practice for the assessment.
Assessment	<p>How will we know that pupils can answer the key question?</p> <ul style="list-style-type: none"> • Marked assessment <p>What formats/methods are you going to use i.e. in class written assessment?</p> <ul style="list-style-type: none"> • Use of mini white boards, hands down questioning, informal assessment of written work through teacher circulation • Written assessment
Clear sequencing of content	<p>Sequencing:</p> <ul style="list-style-type: none"> • Victorian context is studied prior to the short stories being read in class. Context will be developed through student-led homework research tasks. • Students study the conventions and structural pattern of gothic short stories before reading between 4 and 5 examples.



- This unit takes place in the middle of the year, once students have developed their stamina with studying texts. By this point in the curriculum, the students will be familiar with a range of literary techniques and context, and will already know how to apply some features of narrative writing to create tension and suspense from previous units.

Key themes/ concepts

- **Context** – builds upon what they have learnt about different contexts following on from ‘*Much Ado About Nothing*’, *Animal Farm* and Poetry: Allusions.
- **Creative writing** – builds upon what students have learnt about descriptive writing when completing their assessment for their 20th century novel where they are required to write a description reflecting genre inspired by an image. This unit develops the ability to consciously craft short story structure for effect.

How does this help students access future learning?

This unit directly links to the Year 9 prose unit on the modern novel and the Year 10 units post-1900 literature. It links to the GCSE English Literature Paper 2: Section A, where students study a text, and the GCSE English Language Paper 1, which is based around a fictional extract and fiction writing. It also connects with the A Level Paper 1 study of *The Great Gatsby* and the Paper 2 sections on unseen prose and *The Handmaid’s Tale*.

Links to Careers

The knowledge of stories from the 19th century broadens students’ understanding of the past and develops their sense of understanding and connection with others. This knowledge is helpful for any career which is part of a global community. E.g. historian, diplomat, politician, lawyer, critic

Additional support

Students are provided with an outline sheet which includes definitions of key terms.

Challenge

All student books contain a recommended reading list.
All students are encouraged to complete the ‘13 by 13’ reading challenge.
Students will be invited to Help Club where there is concern over their progress.