

What? When? Why?	Lesson one Learning intentions (what can a student do at the end of the lesson)	Lesson two Learning intentions (what can a student do at the end of the lesson)	Lesson Three Learning intentions (what can a student do at the end of the lesson)	Lesson Four Learning intentions (what can a student do at the end of the lesson)
Week 1 Return to school 08/04/24 Terminology: Gothic Romanticism Context	1-LI: To re-visit and know what the Gothic genre is/includes. To know what the Gothic conventions are. To know why Gothic is significant in the world of literature.	2-LI: To know Mary Shelley and the context of 'Frankenstein.' Links to Romanticism. CL: Contextual knowledge	3-LI: To know the plot of 'Frankenstein' the novel. To know Walton's story- Letters 1 and 4. CL: Setting	4-LI: To know the plot of 'Frankenstein' the novel. To know Victor's story and analyse an extract from Chapter 10. CL: Characterisation
Week 2 15/04/24 Terminology: Scientific Curiosity Playwright	5-LI: To know the plot of 'Frankenstein' the novel. To know the Monster's story and analyse an extract from Chapter 16. CL: Characterisation	6-LI: To know the plot of 'Frankenstein' the novel. To know how Victor's story-continued - an extract from Chapter 24. CL: Characterisation	7-LI: To know the plot of 'Frankenstein' the novel. To know how Walton's story-continued-Final letters. CL: Structure	8-LI: Extended writing-marked piece. How does 'Frankenstein' present Gothic conventions?
Week 3 22/04/24 Terminology: Stage directions Narrator Prologue	9-LI: To know the conventions of a play and the differences between a novel and a play. CL: Structure	10-LI: To know what stage directions are. To explore the setting of the play CL: Structure	11-LI: To identify Gothic conventions in the prologue. Reading the Prologue. CL: Structure	12-LI: To know the effects of the prologue. CL: Structure
Week 4 29/04/24 Terminology: Monologue Setting	13-Green pen feedback	14-LI: To examine the setting through the stage directions. Read and perform Act 1. (Act 1=Scientific curiosity)	15-LI: To examine how characters are presented at the start of the play. To read and perform Act 1.	16-LI: To examine the effects of a monologue. Read and perform Act 1.

		(page 11 to top of page 12. Stop at ... 'are convinced you're a wizard?') CL: Setting	(page 12 ... 'a wizard!' to the end of page 13.) CL: Characterisation	(top of page 14 to top of page 16 stop at ... 'and make it work for mankind.')
Week 5 06/05/24 Terminology: Morality Tension Science creativity	Bank holiday 06/05/24	17-LI: To explore how the Monster is introduced. Read and perform Act 1. (page 16 'I see. And... to page 18 'I haven't tried this yet.')	18-LI: to explore the use of rhetorical questions and the effects. Read and perform Act 1. (end of page 18 'Frankenstein is still... to page 21 ...come in, come in..')	19-LI: Extended writing-marked piece. Create your own monster (description) using various characteristics.
Week 6 13/05/24 Terminology: Pathetic fallacy Dramatic irony	20-LI: To examine the use of pathetic fallacy. Read and perform Act 1. (page 21 'The door opens... to top of page 25 ...see the Monster's face.')	21-LI: To explore how stage directions have been used to introduce the Monster. Read and perform Act 1. (page 25 from 'It must be tonight to the end of Act 1 page 27.)	22-LI: Green pen feedback	23-LI: To explore the use of listing to develop the setting. Read and perform Act 2. (page 28 to ... before Felix and Agatha enter.) (Act 2=Search for Life)
Week 7 20/05/24 Half-term WC 27/05 Terminology: Inference Theme	24-LI: To explore the atmosphere and mood. Read and perform Act 2. (page 28 from 'Not far now' to end of page 29 ...me to shoot anyone.'	25-LI: To explore the use of foreshadowing. Read and perform Act 2. (page 29 'During the discussion' ... to end of page 31.')	26-LI: to examine the use of a monologue. Read and perform Act 2. (page 32 at the top of the page to end of page 32 '... and goes out.')	27-LI: To explore the themes of loss and isolation. Read and perform Act 2. (top of page 33 to the end of page 33 ... uggghhh!)

Monologue	CL: Setting	CL: Structure	CL: Characterisation	CL: Characterisation
<p>Week 8 03/06/24</p> <p>Terminology: Alchemist Audience</p>	<p>28-LI: To analyse the character of Agatha. Read and perform Act 2. (page 34 ' He drops the mirror...' to 'Felix, listen to me...' page 35.)</p> <p>CL: Characterisation</p>	<p>PAZ (data collection due 19/06/24)</p>	<p>29- LI: To explore the feelings of the Monster, Felix and Frankenstein. Read and perform Act 2. (page 35 'Felix runs in...' to the end of Act 2 page 37).</p> <p>CL: Characterisation</p>	<p>30-LI: Extended writing.</p> <p>Characters in freeze-frame: Re-write the scene in Act 2 when Felix interrupts the Monster and Agatha. Use stage directions.</p>
<p>Week 9 10/06/24</p> <p>Terminology: Foreshadowing</p>	<p>Reading tests TBC</p>	<p>31-LI: To explore the change of setting. Read and perform Act 3. (top of page 38 to end of page 38. (Act 3=Creature becomes monster)</p> <p>CL: Setting</p>	<p>32-LI: To explore the themes of empathy and fear. Read and perform Act 3. (top of page 39 to page 40 stop at '... the time of the Monster.')</p> <p>CL: Structure</p>	<p>33-LI: To examine the use of powerful vocabulary. Read and perform Act 3. (page 40 '... oh Victor come down...' to ...have you been to me? Page 41).</p> <p>CL: Characterisation</p>
<p>Week 10 17/06/24</p> <p>Terminology: Director</p>	<p>34-PAZ Feedback</p>	<p>35-LI: To explore the theme of betrayal. Read and perform Act 3. (page 41 ' you killed my...' to '... I began to look...' page 42).</p> <p>CL: Characterisation</p>	<p>36-LI: Examine Pullman's use of verbs to create effects. Read and perform Act 3. (page 42 '... Where? Where...' to 'Be silent' page 43).</p> <p>CL: Structure</p>	<p>37-LI: To explore the theme of companionship. Read and perform Act 3. (page 43 'At this point...' to '...in anguished thought.' Page 44).</p> <p>CL: Characterisation</p>

<p>Week 11 24/06/24 Terminology: Cliff hanger Audience</p>	<p>38-LI: To explore the use of a cliff hanger. Read and perform Act 3. (page 44 'you swear you'll...' to the end of Act 3). CL: Structure</p>	<p>39-LI: To examine the play's climax/narrative arc. Examine the characters feelings/development of characters. CL: Structure</p>	<p>40-LI: Extended writing-To create a companion for the Monster. CL: Characterisation</p>	<p>41-LI: To explore the use of foreshadowing. Read and perform Act 4. (top of page 47 to '... and I think know...') (Act 4=Crushed hope & revenge) CL: Structure</p>
<p>Week 12 01/07/24 Terminology: Narrative arc Narrator</p>	<p>42-LI: To explore the significance of stage directions and the bench. Read and perform Act 4. (page 47 'He sees the sheeted..' to '...you mustn't touch it-' page 48). CL: Setting</p>	<p>43-LI: To explore the falling action. Read and perform Act 4. (page 48 'He hold her back...' to 'to use his gifts...' page 49). CL: Structure</p>	<p>44-LI: To examine how Pullman develops themes-resolution. Read and perform Act 4. (page 49 'She goes out...' to 'The Monster stands up...' page 50). CL: Structure</p>	<p>45-LI: To explore how Pullman utilises description to create effects. Read and perform Act 4. (page 50 'That's the one occasion...' to the end of page 51). CL: Characterisation</p>
<p>Week 13 08/07/24 Terminology: Epilogue Resolution</p>	<p>46-LI: To explore the resolution of the plot. Read and perform Act 4. (top of page 52 to '...what I'm going to do...' page 53). CL: Structure</p>	<p>47-LI: To examine the resolution of the play. Read and perform Act 4. (page 53 'Before Frankenstein...' to the end of Act 4). CL: Structure</p>	<p>48-Green pen feedback</p>	<p>49-LI: To read and analyse the Epilogue for meaning-responsibility. CL: Structure</p>

Year 7-Frankenstein. Concept links- **Characterisation**, **setting**, **structure**. PAZ Focus-analytical writing (developing the what, how, why & link) (AO2)

Week 14 15/07/24 Terminology: Epilogue Structure Resolution	50-LI: To know the effect of the epilogue and the theme of responsibility. CL: Structure	51-LI: To know how the themes have developed in the play. CL: Structure	52-LI: To understand the structure of the play. CL: Structure	53-LI: To watch a scene of the play and evaluate whether the writer has effectively achieved their purpose.
Week 15 22/07/24	Flamingo land	In school events	Summer	Summer

Curriculum Intent:

Pupils will read and perform the Philip Pullman adaptation of Frankenstein- the playscript. The play teaches pupils Shelly's infamous story of a scientist and his monster whilst explicitly exploring and discussing the themes of remorse, isolation, creation, responsibility and human need. This SOW combines studying a play and using emotional understanding when performing the scenes as well as developing analytical literacy through examining the methods. This will also build cultural capital with the year 7 cohort.

Curricular Links:

Follows on from key literary themes studied -the Gothic-The Graveyard Book and A Monster Calls.

Precedes explorations of culture in Year 8.

Develops and re-establishes, how to read and study a playscript-Links to studying a play, playscript (AIC, SHAKESPEARE).

Develops awareness of 19th Century Fiction.

Key Vocabulary:

Belonging, companionship, convention, curiosity, debilitating, despair, empathy, experimentation, fear, foreshadow, forgiveness, isolation, judgment, nature, outsider, remorse, scientific, society.