

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)
<p>Week 28 Return to school 22/04/25 Terminology:</p> <p>Gothic Context Inference</p>	<p>Monday 21st April 2025-Bank holiday.</p>	<p>LI: To re-visit and know what the Gothic genre is/includes. To know what the Gothic conventions are for a ghost story.</p> <p>WINTMTL: To make multiple inferences/interpretations whilst evidencing my explanation. To give a personal and critical response.</p> <p>RC= What makes an effective ghost story?</p>	<p>LI: To know Susan Hill and the context of <i>The Woman in Black</i>.</p> <p>WINTMTL: To identify why Susan Hill wrote WIB. To use the contextual information as evidence and make predictions about the novel</p> <p>RC= What predictions can you make about WIB based on the context examined?</p>
<p>Week 29 28/04/25 Terminology:</p> <p>Foreshadow Pathetic fallacy Suspense Exposition</p>	<p>LI: To know what/how the opening of WIB creates an effect.</p> <p>WINTMTL: To read the opening Chapter 1 (Pg1-11). Identify, comment on Susan's choice of opening. Analyse two methods suggesting bad things to come.</p> <p>RC= In your opinion has Hill made good choices for the opening? How does this draw in the reader?</p>	<p>LI: To create an opening to a ghost story. Marked piece.</p> <p>WINTMTL: To use Gothic conventions in a creative piece of writing. To use foreshadowing/rule of 3/personification to suggest bad things are to come.</p> <p>RC= What makes an effective ghost story?</p>	<p>LI: To examine the use of foreshadowing-Chapter 2.</p> <p>WINTMTL: To read Chapter 2 (pg 12-21) To know, identify and comment on the use of pathetic fallacy.</p> <p>RC= How does Hill use language to create an effect?</p>

<p>Week 30 05/05/25 Terminology:</p> <p>Tension Villain Sinister</p>	<p>5th May 2025-Bank Holiday</p>	<p>LI: To explore how to analyse language to create an atmosphere.</p> <p>WNTMTL: To read Chapter 2 (pg 22-27) To analyse and comment on how pathetic fallacy is used through a critical response.</p> <p>RC= How does Hill use pathetic fallacy to create an effective atmosphere?</p>	<p>LI: Green pen-feedback on marked piece RC= What makes an effective ghost story? How do we know this?</p> <p>WINTMTL: To use feedback and make improvements to my own creative writing.</p>
<p>Week 31 12/05/25 Terminology:</p> <p>Pathetic fallacy Foreboding Tangible</p>	<p>LI: To identify Gothic Conventions- Chapter 3. WINTMTL: To read Chapter 3 (pgs 33- 40) To know, identify and comment on the use of Gothic Conventions and the atmosphere using pathetic fallacy.</p> <p>RC= What effect is created through using Gothic Conventions on the reader? (sense of foreboding)</p>	<p>LI: To examine the setting through Chapter 4. Marked Piece-creative writing. WINTMTL: To read Chapter 4 (pgs 41- 52) To analyse the use of pathetic fallacy and its effects.</p> <p>RC= How and why does Hill create a feeling of unease and of uncertainty?</p>	<p>LI: To examine how characters are presented.</p> <p>WINTMTL: To read Chapter 4 (pgs 53-64) To know, identify and comment on how description is used to present the woman in black and Jerome.</p> <p>RC= How language is used to create an impression of character?</p>
<p>Week 32 19/05/25 Terminology:</p> <p>Characterisation</p>	<p>LI: To examine how themes of isolation and comfort are presented. WINTMTL: To read Chapter 5 (pgs 65-73)</p>	<p>LI: Green pen-feedback on marked piece RC= How and why does Hill create a feeling of unease and of uncertainty? WINTMTL:</p>	<p>LI: To explore a pivotal moment in the plot and its effects. WINTMTL: To read Chapter 5 (pgs 74-83)</p>

Isolation 26 th - 1 st June Half Term	To know and critically respond to how themes are presented and the effects. RC= How does Hill use language and structure to create feelings of isolation and comfort?	To use feedback and make improvements to my assessment, moving my learning forward.	To know, identify and comment on the use of language/structural techniques for effect. RC= How does Hill use language and structure to present the woman in black in this part of the novel?
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Concept links- **Characterisation, setting, structure, context.**

PAZ Focus-analytical writing (developing the what, how, why & link) (AO1), (AO2) & (AO3).

Curriculum Intent:

Pupils will read, explore and analyse a novel preparing them to study 19th Century texts later in their school life and at GCSE. This unit builds on pupils' knowledge of Gothic Literature and how themes found in such a genre can develop own understanding of their world view. Context is important in this unit developing their ability to apply context to their understanding of the novel. The application of 'context' is a skill pupils will revisit often. Pupils continue to develop their understanding of writer's methods-specifically portrayal of characters and how perception can alter across a text, foreshadowing, pathetic fallacy, setting and narrative structure. Pupils will demonstrate their understanding through analytical and creative writing.

Develops and re-establishes, how to read and study a novel links to studying a novel/novella (In the Sea...Curious Incident...Divergent...ACC). Precedes explorations of culture/cultural identity/ in Year 8.

Cross Curricular Links:

Follows on from key literary themes studied -the Gothic- A Monster Calls- And Frankenstein-Character development/Setting/Genre.

English Year 7 Learning Intentions -*The Woman In Black*. WINTMTL= What I Need To Master This Learning RC=Red zone Chat/Collaboration

Develops awareness of the effects of isolation/loneliness on the individual. Changing views of woman, marriage and gender roles across the 20th Century, socially, historically, morally, spiritually and culturally develops/explores societies perception of villains-challenging preconceptions leading to discussions about standards/expectations today=British Values.

Further links to archetypes=villains. The incarceration of villains and its purpose/effectiveness. Links with and to the effects of isolation/loneliness on the individual and the changing roles of women. Regular modelled reading and regular extended writing opportunities.

Tier 2 and tier 3 key vocabulary taught explicitly:

Suspense, tension, isolation, foreshadowing, villain, victim, landscape, sinister, responsibility, tangible, seething, society, pathetic fallacy, belonging, companionship, convention, curiosity, debilitating, despair, empathy, fear, forgiveness, judgment, nature, outsider, remorse, women in society.

HOMEWORK= 1 piece of homework selected by class teacher weekly from the homework menu assigned to the unit= WIB Takeaway homework menu.

Online resources: The following links can be used for support-teacher/pupil:

<https://www.bbc.co.uk/bitesize/guides/zsjh4j6/revision/1>

https://www.youtube.com/watch?v=Mq-PT_2hARs

<https://www.bbc.co.uk/teach/class-clips-video/articles/zb84jhv>

<https://www.bbc.co.uk/teach/class-clips-video/articles/z6fp382>

<https://www.bbc.co.uk/teach/class-clips-video/articles/zk7wxyc>