

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)
Week 33 02/06/25 Terminology: Pivotal Women in society Victim PAZ WEEK	LI: PAZ	LI: To examine how tension is created. WINTMTL: To read Chapter 6 (pgs 84-92) To know, identify and comment on how the writer manipulates the reader's reaction. RC= How does Hill create tension in this chapter so far?	LI: To explore the plot and review the plot so far in the novel. WINTMTL: To read Chapter 6 (pgs 92-99) To recap the story so far and create a newspaper report. RC= How does Hill use language for sensational and dramatic impact in <i>Woman In Black</i> ?
Week 34 09/06/25 Terminology: Structure Foreshadowing Intrigue	LI: To examine the plot/structure of the novel so far and the impact of this chapter. WINTMTL: To read Chapter 7 (pgs 100-112) To know and comment on the writer's choice of events for chapter 7 and this chapter as a pivotal moment. RC= What is the purpose of this chapter in creating tension and intrigue for the reader?	LI: To explore the use of foreshadowing. WINTMTL: To read Chapter 8 (pgs 113-122) To identify and analyse how foreshadowing has been used for effect. To present my point of view. RC= How has Hill used foreshadowing in Chapter 8?	LI: To explore the overall structure and its effect on the plot. WINTMTL: To read Chapter 9 (pgs 123-135) To plot and analyse the structure of the events leading to the next part of the story. RC= What do you think Hill is planning next to happen in the story?

<p>Week 35 16/06/25 Terminology:</p> <p>Monologue Characterisation</p>	<p>LI: To explore characterisation for effects.</p> <p>WINTMTL: To read Chapter 9 (pgs 135-150) To identify, analyse and comment on the development of a character.</p> <p>RC= How does Hill increase the tension in this Chapter through the development of a character?</p>	<p>Green pen-feedback on PAZ.</p> <p>WINTMTL: To use feedback and make improvements to my assessment, moving my learning forward.</p>	<p>LI: To explore the narrator's feelings and state of mind through symbolism</p> <p>WINTMTL: To read Chapter 10 (pgs 151-163) To know, identify and comment on the narrator's emotions and pathetic fallacy.</p> <p>RC= How does Hill increase tension in this part of the novel and why?</p>
<p>Week 36 23/06/25 Terminology:</p> <p>Pathetic fallacy Extended Metaphor Symbolism</p>	<p>LI: To explore letter writing. Marked piece.</p> <p>WINTMTL: To read Chapter 11 (pgs 164-174). To comment on the narrator's feelings.</p> <p>RC= What is the narrator feeling and can be suggested about their state of mind?</p>	<p>LI: To examine the play's climax/narrative arc.</p> <p>WINTMTL: To read Chapter 11 (pgs 174-180) To explore/track the events of the plot.</p> <p>RC= Does this feel like an 'end point' or not? Why/why not?</p>	<p>LI: To explore the significance of the Woman in Black.</p> <p>WINTMTL: To read Chapter 11 (pgs 181-191) To track, plot and analyse the appearance of the woman in black in the story.</p> <p>RC= Can we have any sympathy for the woman in black?</p>
<p>Week 37 30/06/25 Terminology:</p>	<p>LI: To explore the falling action.</p>	<p>LI: To examine how Hill develops themes-resolution.</p>	<p>LI: Green pen-feedback on marked piece.</p>

Climax Narrative arc	WINTMTL: To read Chapter 12 (pgs 192-200) To know and link the story and the context. RC= Is <i>The Woman In Black</i> a true ghost story?	WINTMTL: To know, identify and analyse themes of isolation and loss. RC= Can we have sympathy for the woman in black now the novel has finished?	RC= What is the narrator feeling and can be suggested about their state of mind? WINTMTL: To use feedback and make improvements to my assessment, moving my learning forward.
Week 38 07/07/25 Terminology: Audience Falling action Resolution Themes Context	LI: To explore how the character of the woman in black is presented. WINTMTL: To find quotes identifying how the woman in black is shown in the novel. To debate my perspective. RC= How is the character of the woman in black presented in the novel?	LI: To know how the themes have developed in the novel <i>The Woman In Black</i> ? WINTMTL: To know, analyse and comment on the writer's intentions. To present my views. RC= What makes an effective ghost story?	LI: To reflect on the context and show understanding of the links between content and the context. WINTMTL: To know, analyse and review the way the character of the woman in black is presented considering the presentation of women in Literature. RC= What makes the <i>Woman In Black</i> a relevant and intriguing read?
Week 39 14/07/25 Closed for Summer 18/07/25	KS3 Enrichment week.	KS3 Enrichment week.	KS3 Enrichment week.

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.

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>