

Autumn Term One -Freedom and Equality						
			Thematic Lesson Focus	Creative Writing Lesson Focus	Homework	Assessment Reflection and Progress (RAP)
Autumn 1	04.09.23	Week 1	<p><i>Enquiry Question: How does Steinbeck show the importance of context in the novel 'Of Mice and Men'?</i></p> <p>Contextual Focus: Introduction to the context – 1930s America. Information surrounding the Great Depression.</p> <p>Analysis Focus: How language is used in the opening of the novella and how this connects to context. How people treat each other/ how the language reflects the difficulty of the time.</p>	<p>Revision of Sentence Types: Revisit complex sentences from Year 7/8 linked to persuasive writing. Dissect an opinion piece to show understanding of sentence types previously used in non-fiction writing.</p>	<p>Wider Reading: The Great Depression</p>	
	11.09.23	Week 2	<p><i>Enquiry Question: How do writers use methods to create meaning?</i></p> <p>Analysis Focus: Analysing language and making inferences about Lennie and George's relationship. Epithets to describe the relationship between the two characters. Analysis of similes used to describe Lennie using tenor/vehicle/ground.</p> <p>Couch to 5K Writing Focus: Teach how to write about writer's intent. Revise previously taught elements of Couch to 5k analytical writing.</p>	<p>Creative Sentence Types: Introduce 'almost, almost, when' sentence type. Make a link to persuasive writing and the use of repetition.</p>	<p>Knowledge: Recall on Wall Street Crash contextual information.</p>	<p>RAP: SPAG</p>
	18.09.23	Week 3	<p><i>Enquiry Question: How is the novel a microcosm of American society?</i></p> <p>Reading Focus: How does the American Dream relate to George and Lennie's dream? Introduction of Candy and his role as a representation of wider society outside of the ranch.</p> <p>Analysis Focus: Characterisation of Curley. How Steinbeck uses methods to develop characterisation through language choices and physical description.</p>	<p>Creative Sentence Types: Introduce 'without, without' sentence type. Make a link to persuasive writing and the use of repetition.</p>	<p>Wider Reading: Article Racism in 1930s America</p>	
	25.09.23	Week 4	<p><i>Enquiry question: How does Steinbeck use language to present characters across the ranch?</i></p>	<p>Creative Sentence Types: Introduce the 'last word; first word' sentence type. Revise the use of the semicolon and link to persuasive writing.</p>	<p>Analysis Skill: Analysis of Language using an extract taken from the text</p>	<p>RAP: Key Vocabulary</p>

			<p>Reading Focus: The presentation of and Curley's Wife and the way she is perceived by the patriarchal society on the ranch.</p> <p>Analysis Focus: Derogatory language used by George and Candy analysed using tenor/vehicle/ground.</p> <p>Secondary Reading Material Focus: Explore how women were presented in the 1930's through the poem 'We as Women' by Charlotte Gilman. Link to how it suggests that women were underestimated and related issues.</p>			
02.10.23	Week 5	<p><i>Enquiry Question: How does context influence a writer's writing? How does Steinbeck present power and hierarchy in the novella?</i></p> <p>Analysis Focus: Make links between Curley's Wife and the secondary text 'We as Women.' Analyse the presentation of the power struggle on the ranch and the hierarchy. Look at how Steinbeck is using the characters on the ranch to comment on contextual issues.</p>	<p>Planning Writing: Using a question linked to the texts studied to plan persuasive writing.</p>	<p>Wider Reading: 'Still I Rise' poem by Maya Angelou.</p>		
09.10.23	Week 6	<p><i>Enquiry Question: How does Steinbeck use characters to show the ranch as a microcosm of wider society? How can characters be used as symbols?</i></p> <p>Analysis Focus: Compare George and Slim. Use of epithets and identification of supporting evidence. Analysis of language used to present the two characters. Use of symbolism in the novella through the names of the characters.</p> <p>Couch to 5K Writing Focus: Teach how to write about writer's intent. Revise previously taught elements of Couch to 5k analytical writing.</p> <p>Analysis Focus: Extended response. How does Steinbeck present Curley as a violent character?</p>	<p>Slow Writing: Apply sentence types taught to writing the opening to persuasive writing.</p>	<p>Wider Reading: Roles of women in 1930's America</p>	<p>RAP: Methods Have Meaning</p>	

Curriculum Map Year 9: English 2023-2024

RAP Assessment (given a mark on Go4Schools)

Extended Written Response

Formatted: Font: Italic, Font color: Red

	16.10.23	Week 7	<p><i>Enquiry Question: How does Steinbeck use methods to create meaning? How does Steinbeck use methods to characterise Curley and his violence?</i></p> <p>Analysis Focus: Explore symbolism in the novella linked to animals. Look at what rabbits, mice and dogs symbolise. How can the names of the locations be seen as symbolic?</p> <p>Reading Focus: Chapter 3 – explore how Curley is presented as a violent character building on previous epithets.</p>	<p>Slow Writing: Apply sentence types taught to developing the middle section of persuasive writing.</p>	<p>Couch to 5k Skills: Thesis statement writing linked Curley's wife.</p>	<p>RAP: Couch to 5k Skills Compare texts</p>
	23.10.23	Week 8	<p><i>Enquiry Question: How does Steinbeck explore the theme of segregation in the novella?</i></p> <p>Analysis Focus: Analytical paragraph using Couch to 5k in response to How does Steinbeck present the character of Curley in the novella</p> <p>Context Focus: Context of slavery and Jim Crow Laws in USA up to the Civil Rights movement. Look at the characterisation of Crooks. Make links to treatment of black people in USA at this time, Crooks as a representation of those in wider society and how the ranch is a microcosm.</p> <p><i>Enquiry Question: How does context influence what message a writer wants to convey?</i></p> <p>Secondary Material Reading Focus: Poem by Paul Dunbar 'Sympathy.' How can the poem be seen as an extended metaphor?</p>	<p>Slow Writing: Edit and redraft persuasive writing from previous lessons.</p>	<p>Wider Reading: Contextual Information Jim Crows Laws</p>	
Autumn Term Two -Freedom and Equality						
Autumn 2	06.11.23	Week 1	<p><i>Enquiry Question: How does context influence what message a writer wants to convey?</i></p> <p>Reading Focus: Crooks and the American Dream. How does this scene embody the</p>	<p>Creative Sentence Types: Use of effective rhetorical questions linked to persuasive writing.</p>	<p>Knowledge: Key themes from novella</p>	

			idea of the American Dream? How is Crooks' account of his past ironic? Context Focus: Curley's Wife - Racism and Power. Use of power and how this links to context and treatment of minority groups in society. Secondary Material Reading Focus: Strange Fruit by Abel Meeropol (sung by Billie Holiday) Introduction to poem. Analyse the poem and look at language techniques. Make links to Of Mice and Men.			
13.11.23	Week 2	<p>Enquiry Question: <i>How can we compare texts in relation to the ideas or concepts they are conveying?</i></p> <p>Analysis Focus: Comparing Texts. Teach the Couch to 5k skills: Identify a clear similarity or difference between the two poems or texts, use comparative discourse markers, use commas after comparative discourse markers and reference to theme or literary concept.</p> <p>Reading Focus: Read from beginning of Chapter 5 to 'Lennie's big fingers fell to stroking her hair.' How is a sense of foreboding created in the novella?</p> <p>Enquiry Question: <i>How have events in the novella built up to the death of Curley's Wife?</i></p> <p>Oracy Focus: Use of Harkness circle to develop Oracy based on death of Curley's Wife.</p>	<p>Creative Sentence Types: Revisit the use of the writer's aside and its use in persuasive writing.</p>	<p>Knowledge: Writer's Intentions:</p>	<p>RAP: Couch to 5k Skills Compare texts</p>	
20.11.23	Week 3	<p>Enquiry Question: <i>How can foreshadowing be used as a method to create meaning?</i></p> <p>Analysis Focus: Curley's Wife - The Reactions of the Men. How was this event foreshadowed in the novella? What does the reaction reveal about each of the characters?</p>	<p>Planning Writing: Using a question linked to the texts studied plan persuasive writing.</p>	<p>Wider Reading: Article about Emmett Till linked to the treatment of Crooks.</p>		

		<p>Enquiry Question: <i>How is the theme of friendship explored in the climax of the novella?</i></p> <p>Reading Focus: George and Lennie – the theme of friendship. Read Chapter 6. Evaluate George's actions. Was the death of Lennie a sign of true friendship?</p> <p>Couch to 5K Focus: Analytical writing. Respond to the question: How does Steinbeck present friendship through the characters of George and Lennie in the novella?</p>			
27.11.23	Week 4	<p>Enquiry Question: <i>How is the use of a motif an example of a method that creates meaning?</i></p> <p>Analysis Focus: Explore the use of hands as a motif and how this is a method which creates meaning. Opportunity to consolidate or revisit Couch to 5k Skills.</p> <p>Enquiry Question: <i>How is context reflected in the characters in the novella?</i></p> <p>Context Focus: Gender Expectations in Of Mice and Men. Links to Curley's Wife and Eve from the Bible. Look at her role as a seductress and femme fatale.</p> <p>Couch to 5K Focus: Consolidation of Couch to 5k skills based on individual class needs.</p>	<p>Slow Writing: Use sentence types taught including rhetorical questions and writer's aside to write the opening to a persuasive speech.</p>	<p>Wider Reading: Biography of Maya Angelou</p>	
04.12.23	Week 5	<p>Consolidation Week Teachers to focus on key Couch to 5K writing skills as needed for their individual classes.</p>	<p>Slow Writing: Edit and redraft persuasive writing from previous lessons.</p>	<p>Wider Reading: Selected poems Maya Angelou</p>	<p>RAP: Key Vocabulary</p>
11.12.23	Week 6	<p>Consolidation Week Teachers to focus on key Couch to 5K writing skills as needed for their individual classes.</p>	<p>Slow Writing: Continue to develop persuasive speech using discourse markers.</p>	<p>Skill: Revision of Couch to 5k skills.</p>	
18.12.23	Week 7	<p>Consolidation Week Teachers to focus on key Couch to 5K writing skills as needed for their individual classes.</p>	<p>Slow Writing: Edit and redraft persuasive writing from previous lessons.</p>	<p>Knowledge: Revision of key vocabulary from the unit.</p>	<p>Assessment 1</p>
Spring Term One - Suppression and Revelation					

Spring 1	08.01.24	Week 1	<p>Enquiry Question: <i>How does context influence what a writer writes?</i></p> <p>Context Focus: 'What is immigration?' How realistic is the American Dream for an immigrant? How relevant is the American Dream in the 21st Century. Introduction to Arthur Miller as a play write.</p> <p>Reading Focus: Introduction to the play. Conventions of a tragedy.</p> <p>Analysis Focus: The Prologue. What is the significance of the prologue? Introduction of Alfieri and his role as the narrator making links to a Greek chorus.</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Wider Reading: Context of the play: Overview of Immigration and America.</p>	RAP: SPAG
	15.01.24	Week 2	<p>Enquiry Question: <i>What can we infer about the characters as they are introduced? What links can be made between A View From the Bridge and texts previously studied?</i></p> <p>Reading Focus The Opening of the Play Focus on the introduction of the key characters.</p> <p>Analysis Focus: Stage directions and what they reveal about the characters and their relationships.</p> <p>Writing Focus Couch to 5K: Analysis of Catherine and Eddie's relationship.</p> <p>Secondary Material Reading Focus Tess of the D'Urbervilles by Thomas Hardy. Consider the justice/ representation of women and compare to VFTB.</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Wider Reading: The Life and Works of Arthur Miller</p>	
	22.01.24	Week 3	<p>Enquiry Question: <i>What different types of love does Miller explore in the play?</i></p> <p>Reading Focus: Look at the story of Vinnie Bolzano. Why has Miller included this information at this point in the play? Discuss the morality of them breaking the law harbouring illegal immigrants v codes of honour and community spirit, which are more important. What can the story be foreshadowing?</p> <p>Reading Focus: Arrival of the Cousins. Discuss the impact of the cousins on the Carbone household.</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Wider Reading: The Features of a Greek Tragedy</p>	RAP: Key Vocabulary

			Analysis Focus: Analysis of the song 'Paper Doll' Secondary Material Focus: Extract from Oedipus Rex. What is a tragedy? Recap of the conventions. Focus on fate and destiny as portrayed through the extract.			
	29.01.24	Week 4	Enquiry Question: <i>What was the role of women in the 1950s and how does this relate to the play?</i> Reading Focus: Eddie's view of Rodolpho and the impact it may have on his and Catherine's relationship. Analysis Focus: How is masculinity presented and what inferences can be made? Reading Focus: Catherine and Beatrice. Teach the term 'motif.' How is the theme of 'womanhood' explored in this exchange? Secondary Reading Material Focus: Honour Killing by Imtiaz Dharker. How does this poem explore ideas of identity? How does it link to ideas of womanhood?	Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus	Wider Reading: Tragic Heroes in Literature	
	05.02.24	Week 5	Enquiry Question: <i>How does Miller use methods to create meaning?</i> Reading Focus: Eddie visits Alfieri. What is the significance of the simile 'his eyes were like tunnels?' How are the characters of Alfieri and Eddie portrayed in this scene? Reading Focus: Use of stage directions to convey the thoughts and feelings of the characters. Analysis Focus: How have the relationships between the characters changed? How has Catherine developed as a character? Secondary Material Reading Focus: 'The Hate U Give' Explore the theme of justice.	Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus	Skills: Use of stage directions and how they support characterisation.	RAP: Couch to 5k Writing Skills Thesis Statements Topic Sentences Embedding Evidence Analysing Language Evaluate the Writer's Intent Link to big ideas Compare texts
Spring Term Two - Suppression and Revelation						
Spring 2	19.02.24	Week 1	Enquiry Question: <i>How does Miller use the conventions of a tragedy in the final part of the play?</i>	Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus	Wider Reading: Article linked to Arthur Miller	RAP: Methods Have Meaning

			<p>Reading Focus: Teach the term ‘peripetia’ Oracy opportunity. Where in the play does Eddie’s peripetia occur?</p> <p>Analysis Focus: Teach the term ‘pathos.’ How is pathos shown in this part of the play?</p> <p>Secondary Material Reading Focus: Extract from Othello Honour and Reputation.</p> <p>Reading Focus: Arrest of Marco and Rodolpho Link back to the code of omerta. Revisit tenor/vehicle/ground through the extended metaphor used by Catherine.</p> <p>Reading Focus: End of the play. Oracy task: Thoughts and feelings on the outcome of the play. Teach the word ‘catharsis’ and how this applies to the play. What does Alfieri’s speech reveal about his thoughts and feelings?</p>			
26.02.24	Week 2	<p>Enquiry Question: How does Miller present Eddie as a tragic hero?</p> <p>Analysis Focus: Responding to the whole text.</p> <p>How has the character of Eddie been presented in the play as a whole? Planning and preparation for an extended response linked to the presentation of Eddie. Identify points in the play on a timeline which show the character arc of Eddie.</p> <p>Analysis Focus: Responding to the whole text Analysis of key words: Couch to 5K – focus on the effects of key words and techniques. Students to write extended response from 1-5 of Couch to 5K.</p> <p>Secondary Material Reading Focus: Extract from Othello Honour and Reputation.</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Skills:</p> <p>Analyse the relationship between Eddie and Catherine.</p>		
04.03.24	Week 3	<p>Enquiry Question: How does Miller present the character of Catherine in the play?</p> <p>Analysis Focus: Catherine. Responding to the whole text. How has the character of Catherine been presented in the play as a whole? Planning and preparation for an extended response linked to the presentation of Catherine.</p> <p>Analysis Focus: Analysis of key words: Couch to 5K. Focus on the effects of key words and</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Skills:</p> <p>Revision of Couch to 5K analytical writing.</p>	<p>RAP:</p> <p>Couch to 5k Writing Skills</p> <p>Thesis Statements</p> <p>Topic Sentences</p> <p>Embedding Evidence</p> <p>Analysing Language</p> <p>Evaluate the Writer’s Intent</p> <p>Link to big ideas</p> <p>Compare texts</p>	

			techniques. To write extended response from 1-5 of Couch to 5K. Secondary Material Reading Focus: Extract from Othello Honour and Reputation.			
	11.03.24	Week 4	Enquiry Question: How does Miller use symbolism in the play? Analysis Focus: Analysis of the use of Brooklyn Bridge, high heels linked to Catherine and symbols of femininity. Look at the use of the term 'Madonna' Symbols linked to masculinity Use of the chair, cigar and knife. Secondary Material Reading Focus: No Coward's Soul is Mine by Emily Bronte. Make links from the text to Beatrice in AFVTB.	Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus	Knowledge: Revision of Key Vocabulary	
	18.02.24	Week 5	Enquiry Question: How are key themes presented in A View From the Bridge? Analysis Focus: Respect and Reputation. How is this theme explored in the play through the character of Eddie? Oracy Focus: Justice and the Law. Are justice and the law the same thing? 'What is illegal is not always wrong, and what is legal is not always just' Analysis Focus linked to Context: Immigration and the American Dream. How is this theme explored through the characters of Marco and Rodolph Secondary Material Reading Focus: No Coward's Soul is Mine by Emily Bronte. Make links from the text to Beatrice in AFVTB.	Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus	Creative Writing: Writing in role as Marco.	RAP: Key Vocabulary
Summer Term One - Loyalty and Betrayal						
Summer 1	08.04.24	Week 1	Enquiry Question: What are the key conventions that are considered as part of the Gothic genre and how are these reflected in the opening of WH symbolic of the Gothic? Reading Focus: Chapters 1- 3 of Wuthering Heights focusing on Gothic conventions of the text and introduction of Mr Lockwood, Catherine and Heathcliff.	Revision of Sentence Types: Revisit complex sentences from Year 7/8 linked to descriptive Dissect a gothic description to show understanding of sentence types previously used in fiction writing.	Wider Reading: The Origins of the Gothic.	

Curriculum Map Year 9: English 2023-2024

RAP Assessment (given a mark on Go4Schools)

Extended Written Response

			Reading Focus Secondary Material: The Castle of Otranto and The Mysteries of Udolpho focusing on presentation of Gothic conventions.			
15.04.24	Week 2	<p>Enquiry Question: How does Bronte present Cathy and Heathcliff as Outsiders?</p> <p>Reading Focus: Wuthering Heights Chapters 4 – 6. Style of narration and presentation of tension in family relationships. The role of the outsider in the text.</p> <p>Reading Focus Secondary Material: Jane Eyre. Compare settings with Wuthering Heights. Focus on the role of the narrator and character feelings as the outsider.</p>	<p>Creative Sentence Types: Introduce the 'three-adjective punch' sentence type linked to pathetic fallacy used in gothic fiction.</p>	<p>Wider Reading: Gothic Motifs.</p>		RAP: SPAG
22.04.24	Week 3	<p>Enquiry Question: To what extent is Heathcliff's social position responsible for the misery and conflict so persistent in the book?</p> <p>Reading Focus: Wuthering Heights Chapters 7 – 9. Growing tensions within Heathcliff and Cathy's relationship due to social status. Focus on Catherine and her change in character.</p> <p>Reading Focus Secondary Material: The Werewolf. Gothic Imagery of violence.</p>	<p>Creative Sentence Types: Introduce the 'simile start' sentence type to describe the weather in gothic fiction. Link to personification.</p>	<p>Skills: Comparison of key characters.</p>		RAP: Key Vocabulary
29.04.24	Week 4	<p>Enquiry Question: How is Heathcliff characterised as the antihero of the novel?</p> <p>Reading Focus: Wuthering Heights Chapters 10-12. The transformation of Heathcliff.</p> <p>Reading Focus Secondary Material: The Yellow Wallpaper. Presentation of women.</p>	<p>Creative Sentence Type: Introduce the 'double-adverb'snap. Apply to a description of the weather in a gothic setting.</p>	<p>Wider Reading: Context linked to courtly love and relationships.</p>		RAP: Couch to 5k Writing Skills Thesis Statements Topic Sentences Embedding Evidence Analysing Language Evaluate the Writer's Intent Link to big ideas Compare texts
06.05.24	Week 5	<p>Enquiry Question: How does Bronte present several types of love through character relationships in the book?</p> <p>Reading Focus: Wuthering Heights Chapters 13-15. Presentation of love.</p> <p>Reading Focus Secondary Material: Beloved. Exploring the inner passion of the female.</p>	<p>Slow Writing: Apply sentence structures to a gothic description.</p>	<p>Knowledge: Character development.</p>		
13.05.24	Week 6	<p>Enquiry Question: Can I analyse Catherine's character development so far?</p>	<p>Slow Writing: Edit and Redraft writing from previous lesson.</p>	<p>Creative Writing: Supernatural Imagery</p>		Assessment 2

			Reading Focus: Development of Cathy's character leading to analytical writing using thesis statements and topic sentences. Reading Focus Secondary Material: The Oval Portrait. Growing tension within a text			
	20.05.24	Week 7	Enquiry Question: Can I analyse Catherine's character development so far? Writing Focus: Development of analytical writing using thesis statements and topic sentences. Edit and redraft. Reading Focus Secondary Material: Ann Radcliffe: Male and Female Gothic.	Developing Characterisation: Development of characterisation. Make links to Heathcliff from Wuthering Heights.	Creative Writing: Diary entry from the perspective of Catherine.	
Summer Term Two - Loyalty and Betrayal						
Summer 2	03.06.24	Week 1	Enquiry Question: How does Bronte use the supernatural in Wuthering Heights? Reading Focus: Wuthering Heights Chapters 16 – 18. Presentation of the supernatural. Reading Focus Secondary Material: Rebecca. The role of relationships and the impact on the mind and inner struggle.	Developing Characterisation: Development of characterisation. Make links to Heathcliff from Wuthering Heights.	Knowledge: Consolidation of key vocabulary.	
	10.06.24	Week 2	Enquiry Question: To what extent does it seem that history is repeating itself with the younger generation? Reading Focus: Wuthering Heights Chapters 19 – 22 Parallels between the two generations in the text. Reading Focus Secondary Material: Great Expectations. Second generation and disappointment/cruelty in treatment of others.	Dissecting Writing: Recap the four part story structure of setting, character, flashback and return to setting with a change. Annotate a range of flashbacks for techniques used to start the flashback.	Wider Reading: Parallel characters in the text.	RAP: Methods Have Meaning
	17.06.24	Week 3	Enquiry Question: How does Bronte use time as a structural technique throughout Wuthering Heights? Reading Focus: Wuthering Heights Chapters 23 – 26 Explore how the narrative structure of the story evokes fear and tension, as well as adding to the repetitive, never-ending nature of the events taking place. Reading Focus Secondary Material: The Strange Case of Dr Jekyll and Mr Hyde – The role of fear and lack of control.	Creative Sentence Types: Using the end loaded sentence type to signal a flashback.	Knowledge: Characteristics of a villain.	

Curriculum Map Year 9: English 2023-2024

RAP Assessment (given a mark on Go4Schools)

Extended Written Response

	24.06.24	Week 4	<p>Enquiry Question: How does Bronte portray Heathcliff as inherently evil?</p> <p>Reading Focus: Wuthering Heights Chapters 27 – 30 Heathcliff's presentation as an evil, malevolent patriarch and Byronic hero.</p> <p>Reading Focus Secondary Material: The Mysteries of Udolpho. The exploration of vulnerable women</p>	<p>Creative Sentence Types: Using a range of sentence types to signal the end of a flashback.</p>	<p>Skills:</p> <p>Thesis statements to topic sentences revision.</p>	<p>RAP:</p> <p>Couch to 5k Writing Skills</p> <p>Thesis Statements</p> <p>Topic Sentences</p> <p>Embedding Evidence</p> <p>Analysing Language</p> <p>Evaluate the Writer's Intent</p> <p>Link to big ideas</p> <p>Compare texts</p>
	01.07.24	Week 5	<p>Enquiry Question: What is the nature of love in the novel, that it can be connected so closely to vengeance?</p> <p>Reading Focus: Wuthering Heights Chapters 31 – 34. Read and discuss how love is linked to vengeance and its role in Gothic fiction.</p> <p>Reading Focus Secondary Material: Frankenstein. Breaking of taboos and violation societal norms.</p>	<p>Slow Writing: Apply sentence types taught to writing a flashback.</p>	<p>Skills:</p> <p>Embedding evidence revision.</p>	
	08.07.24	Week 6	<p>Consolidation Week:</p> <p>Teachers to focus on skills that need developing for their individual groups.</p>	<p>Slow Writing: Edit and Redraft description from previous lesson.</p>	<p>Knowledge:</p> <p>Context revision.</p>	<p>RAP:</p> <p>Key Vocabulary</p>
	15.07.24	Week 7	<p>Consolidation Week:</p> <p>Teachers to focus on skills that need developing for their individual groups.</p>	<p>Slow Writing: Edit and Redraft description from previous lesson.</p>	<p>Knowledge:</p> <p>Key vocabulary from the unit of work.</p>	

