

# KS3 English Curriculum

Year 9: Loyalty and Betrayal

***Wuthering Heights alongside a variety  
of Carol Ann Duffy poems.***



## Parental Guide

## Our intent through this topic:

This scheme focuses on the key themes of loyalty and betrayal through Catherine and Heathcliff's troubled love and their familial relationships with others in the Gothic novel *Wuthering Heights*. It also touches on features of the Gothic genre and how these influenced Brontë's novel. Through this, students should gain understanding of the concepts of methods have meaning, the universal human condition and context.

## English Key Concepts

<b>Content</b>	<b>Wuthering Heights by Emily Brontë</b> Secondary Material: <i>The Poetry of Carol Ann Duffy linking to Loyalty and Betrayal</i> . <ul style="list-style-type: none"> <li>• <i>Medusa</i></li> <li>• <i>Valentine</i></li> <li>• <i>Havisham</i></li> <li>• <i>Hour</i></li> <li>• <i>Originally</i></li> </ul>	
<b>Context</b>	Understand the gothic genre and the effect on Victorian society/Romanticism Social transgression Hierarchy and social class The role of the outsider (other) Patriarchal oppression Byronic hero	
<b>Universal Suffering and the Human Condition</b>	Fear, threat, cruelty, manipulation, internal conflict, love and relationships, toxic relationships, loyalty and betrayal, human suffering, virtues and courage, inner destruction.	
<b>Methods have Meaning</b>	Narration Characterisation Symbolism (setting, character and motifs) Dialogue Flashback Perspective Dramatic tension Metaphor Withholding information Juxtaposition Animalistic imagery Structural methods: exposition, rising action, climax, denouement, resolution.	
<b>Criticism and Critical Interpretation</b>	Attitudes to women/Gothic women Social transgression and the threat of the gothic Modern reception of key characters and their behaviour.	
<b>Mastery of SPAG</b>	Semi-colons. Revision of punctuation already taught including commas, hyphens and colons.	
<b>Creative Writing</b>	Three Adjective Punch Simile Start Double Adverb Snap End Loaded Sentence	

**Students will know:**

- Gothic Literature is a genre of literature and film that covers horror, death, and at times, romance
- Gothic conventions consist of evoking mystery and fear, emotional distress, the supernatural, romance as well as many others.
- Characterisation is a conscious construct developed by a writer' often convincing representation of society or a dramatised version for stylistic or moral effect.
- How writers use methods including structure to create meaning.
- Romanticism is an artistic and intellectual movement that began in the late 18<sup>th</sup> century where imagination rather than reason was the most important factor.
- A Byronic hero is an arrogant, intelligent, educated outcast, who somehow balances their cynicism and self-destructive tendencies with a mysterious magnetism and attraction, particularly for heroines.
- An end loaded sentence is a sentence in which the main clause is given at the end of the sentence in order to create interest or suspense
- Similes must be plausible and effective and that the vehicle of the simile must precede the tenor in a subordinate clause; the comma acts as the pivot in the sentence
- When writing a three adjective punch sentence it is the use of commas makes the adjective more of a rapid onslaught of description
- A double adverb snap is when a sentence starts with 2 subordinate clauses of a single adverb; an adverbial phrase can connect the 2 adverbs with a conjunction and this sentence focuses the reader's attention on how the events in the sentence plays out.
- How to accurately punctuate a range of sentence types using a semicolon
- The different functions of a comma in a range of sentence types
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**Students will be able to:**

- Use tenor, vehicle and ground to analyse a range of metaphors
- Use excellent epithets to evaluate and analyse Gothic characters and their relationships with each other.
- Write a detailed analytical response using the full range of Couch 25K skills when answering questions about the characters and their relationships.
- Make links between a text and its context, including conventions of gothic literature.
- Evaluate the writer's creation of characters and their state of mind.
- Develop use of methods to craft own detailed descriptions of character and setting.
- Use end loaded sentences, three adjective punch, simile start and double adverb snap sentences within own writing to build suspense.
- Identify events within Wuthering Heights that lead to the development of tension and conflict in individual chapters or across the text as a whole.
- Evaluate the roles of Cathy and Heathcliff and how their actions exemplify loyalty and betrayal.
- Make comparisons between the key themes of loyalty and betrayal in Wuthering Heights and secondary material.

**Revision questions to help support your child:**

Encourage your child to speak through their subject knowledge. By taking on the role of the student, ask your child to explain a topic from one of their subjects. Listen carefully and don't be afraid to ask them a question if you do not fully understand what they are saying. This will help them to understand the topic themselves through the process of telling you what they know and help with the transferal of knowledge from their short term to long term memory.

- Who was Emily Bronte?
- What was her background? How did her family circumstances impact on what she wrote?
- How is this novel different from any other text you have studied in KS3 so far?
- What are the features of a Gothic text?
- Who are the main characters in Wuthering Heights?
- What can we learn from this type of narrative?
- What is the social status of each of the characters? What determines where each character is in the hierarchy of society?
- How is patriarchy presented through the characters in the novel?
- How do you think a 21<sup>st</sup> century reader would react to some of the characters in the novel?
- What are your first impressions of Catherine and Heathcliff?
- Who is Edgar Linton? Why is he a significant character?
- What is the form, audience and purpose of this text?
- What does these words mean:

Byronic	Characterisation	Metaphor
Convention	Other	Betrayal
Duality	Tension	Transgression
Gothic	Human condition	Epiphany
Physiognomy	Loyalty	Romanticism
Ostracised	Morality	Resolution
Exposition	Denouement	Rising Action

- Can you give me an example of each of the above linked to the characters in the novella?
- What is the significance of the moors as a setting for the novel?
- What were the conditions like in the Victorian era for women?
- In a metaphor, what is the tenor, vehicle and ground?
- How can settings be metaphors?
- How do you structure a thesis statement?
- How do you turn a thesis statement into a topic sentence?
- How do you analyse language? What is meant by the 'connotations' of a word?
- How do you embed a quotation in a sentence?
- Can you tell me about the plot of the novel you have been reading?
- Who do you have empathy for in the novel?

- What do you think Bronte was trying to tell her readers about women in the 19<sup>th</sup> century?

For further support, please contact Mrs A Vukasovic at [amy.vukasovic@georgesalter.com](mailto:amy.vukasovic@georgesalter.com) (Head of English)

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