

KEVICC KS3 Curriculum:	Subject: English	Key terms and vocabulary.
Year: 8 Term: SU1	Topic: Jekyll and Hyde	Bold = Tier 3 subject terminology
<p>What is the essential knowledge from this unit? What do students need to remember and understand?</p> <p>Students will study the novel as a whole text. The purpose is to give students a good grounding in how to read and tackle a whole challenging text from the 19C.</p> <p>Students will use the themes and issues raised as stimulus for discussion and writing. They will read for meaning and to understand authorial craft. Skills such as inference, deduction and analysis will be practised as students explore the effects of language and structure. They will also relate the text to its social and historical setting. There is good opportunity here for discussion of morality, drug use, sexuality and discrimination and lessons have been sensitively planned to allow for this. Students will also have several opportunities to hone their analytical skills.</p>		<p>Words are discussed and used within the lesson context and then revisited in the following lessons. Students are encouraged to use these words in their assessments. Library lessons are also used to reinforce these words. They will be revisited a minimum of four times in the year.</p> <p>duality, hypocrisy, morality, ominous, gothic, foreshadow pathetic fallacy, unnatural, vivid, simile, metaphor, personification, dismal, disrepair, sinister, sordid, contrast, egotistic, unreliable, narrative voice, archetypal, malevolent, austere, connotation, subordinate clause, Inciting, mood, melancholy, whimsical, imagery, 'the epitome of... (evil)', abominable, in/coherency, Infer, homophone, ferocious, motif, accost, ill-contained, covert, furtive, stealth, plausible, ransacked, pensive, dingy, distasteful, foreboding, legible, symbolism, idiom, metaphorical, abject, inference, explicit, implicit, vigilance, foul play, brute (force), mise en scene virtue (virtuous), penitence, ecstasy, menace.</p>
<p>Culture Capital stories (one per fortnight): Judas, Prometheus, Faustus, David and Goliath, Machiavelli</p>		
<p>What prior learning supports understanding of this content?</p> <p>All texts studied so far in Year 7 and 8 have been looked at through the lens of authorial viewpoint. Analysis has been practiced and students should be proficient at inferring and commenting on language and structure.</p>	<p>How does this content link to future learning?</p> <p>Students need to be fluent and resilient readers for GCSE. The work on the Gothic and Victorian context will be useful for A Christmas Carol in at GCSE and Language Paper 2 at GCSE.</p>	
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Jekyll and Hyde by Robert Louis Stevenson. Edgar Allan Poe – The Tell-Tale Heart.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Creative writing in the gothic genre. Analysis of Stevensons' language and structural choices.</p>	
<p>Review: <i>How will learning be reviewed? How will feedback be received?</i></p> <p>The scheme begins with creative writing which is revisited and redrafted using stimulus and models. Lesson 7, 15 and 21 see students writing analytical essays. They use the marked commentary from their previous piece in order to improve.</p>		