

Reminder: Home Learning

A reminder that students should be getting regular home learning set. However, it is a great study habit to re-read notes made in class and study new vocabulary each week too!

Reminder: Reading for pleasure

It is important that you read regularly. Ask your teacher or Mrs Hay in the library if you are in need of advice for your next good book!

Autumn Term: Novel Study

Private Peaceful

Whilst students will become familiar with the **plot**, the **characters** and the **themes** of Michael Morpurgo's 'Private Peaceful', they will also consolidate and extend their knowledge of World War 1.

Students will consider how characters mature and change throughout the novel and explore different structural techniques used. Students will be assessed on their understanding of how Morpurgo creates particular effects in key moments of the novel.

VOCABULARY

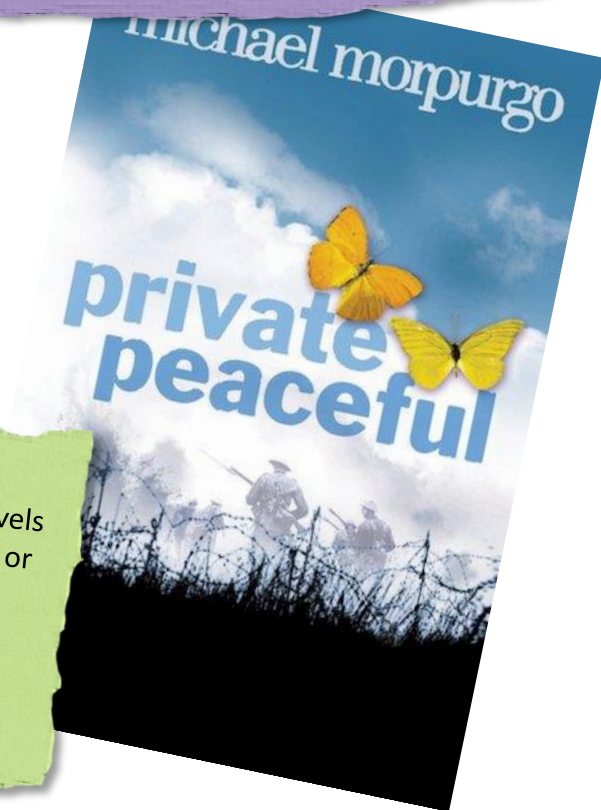
Themes	
Conflict	Juxtaposition
Propaganda	Atmosphere
Conscription	Tension
Censorship	Structural features



Support and Challenge

Read some of Michael Morpurgo's other War-based novels such as War Horse, The Amazing Story of Adolphus Tips or An Elephant in the Garden.

Find out more about the Pals Battalions in WW1 here:
<https://www.iwm.org.uk/history/the-pals-battalions-of-the-first-world-war>

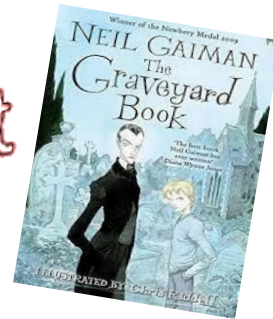


Final Assessment

Essay: students will be given an extract from the novel and asked to explain how Morpurgo creates a specific atmosphere or effect.

Students are assessed on:

- Inferring information from the extract as well the wider novel
 - Analysing the effect of Morpurgo's use of language
- Showing an understanding of how the WW1 era shapes the text



Reminders:

1. Home Learning

A reminder that students should be getting regular home learning set. However, it is a great study habit to re-read notes made in class and study new vocabulary each week too! Teachers should be including challenge tasks for students to stretch themselves and earn house points!

2. Assessments: pupils will complete a formative assessment **“A third person description of a sinister character based on ‘The Man Jack’ from The Graveyard book”** and a summative assessment **Read bottom of p80 -p81 ‘hole in the fabric’. Write two paragraphs of narrative describing what you think happens next and developing the tension further.**

Autumn Term : Novel Study – The Graveyard Book

The project: inspired by a study of the gothic writing of Neil Gaiman, students have been looking at how a writer uses devices in their own writing to build tension and create sinister characters.

Students will: revise and extend their knowledge of how to write for different purposes, audiences and forms. Students will also practise their speaking and listening skills.

Support and Challenge

Google: BBC bitesize KS3 English Language

Support: read ‘Writing skills - creative and narrative writing. The section on writing techniques is particularly helpful!

Challenge: Read any more of Gaiman’s work to explore his style of writing further!

As part of their study of the book students will be delving into the creation of specific characters and settings through creative writing.

Key terms:

First person
narration

Third person
narration

Cliff-hanger

Tension

Key terms:

Descriptive
techniques

Setting

Atmosphere

In the English Department we believe
***“You can always edit a bad page, but
you cannot edit a blank page.”***

We are looking for learners who are curious and caring by showing they are committed to their own progress and learning.

Reminder: Home Learning

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‘The woman in black’ by Susan Hill

Literature modern novel study

Students will:

- Explore the plot, themes and characters of the novel.
- They will closely analyse Hill’s writing style in order to replicate it in their own creative writing.
- **Final Assessment: How does Hill create tension in this extract**

Support and Challenge

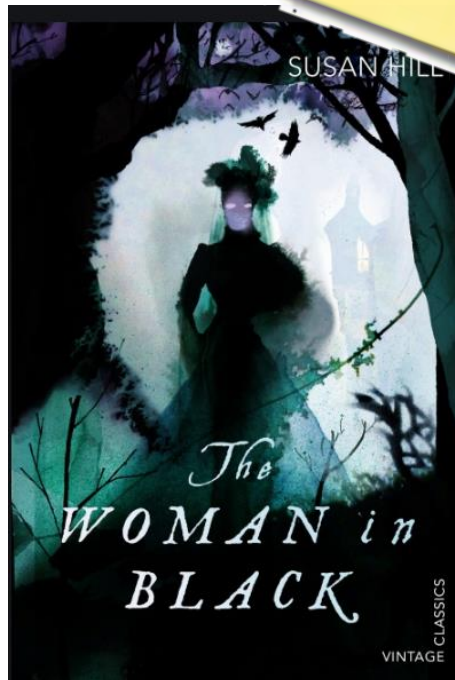
Google: ‘The Woman in Black BBC Bitesize’

<https://www.bbc.co.uk/bitesize/topics/z9q3dmn> **Support:** watch the plot and character summary videos. **Challenge:** read and test yourself on the different sections.

Reminder: fortnightly lessons

Alongside their overarching units, we expect our Key Stage 3 students to complete an extended writing task once a fortnight in class. Regular practise of writing skills will help our students embed learning in their long term memory; our aim with Key Stage 3 is to foster a love of English, as well as making sure students are as prepared as they can be for Key Stage 4 and beyond.

The Woman in Black is a 1983 horror novel by Susan Hill, written in the style of a traditional Gothic novel. The plot concerns a mysterious spectre that haunts a small English town.



Characterisation
Dialect
Dialogue
Foreshadowing
Narrative Voice
Pathetic Fallacy
Symbolism
Tension

VOCABULARY

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Reminder: lessons

In lessons students should be making detailed notes in their exercise books as well as annotating their own copies of the play. Students will need to learn key quotations based on the themes and characters in the play as well as understanding the social and historical context of the play.

An Inspector Calls by J.B. Priestley

GCSE English Literature: post-1914 drama

Students will:

- Explore the plot, themes and characters of the play
- Recognise the wider ideas and issues that Priestley is engaging with throughout the text
- **Final Assessment:** How far does Priestley present male characters as irresponsible in the play?

Support and Challenge

Google: 'An Inspector Calls' BBC Bitesize'

Watch the BBC version of the play

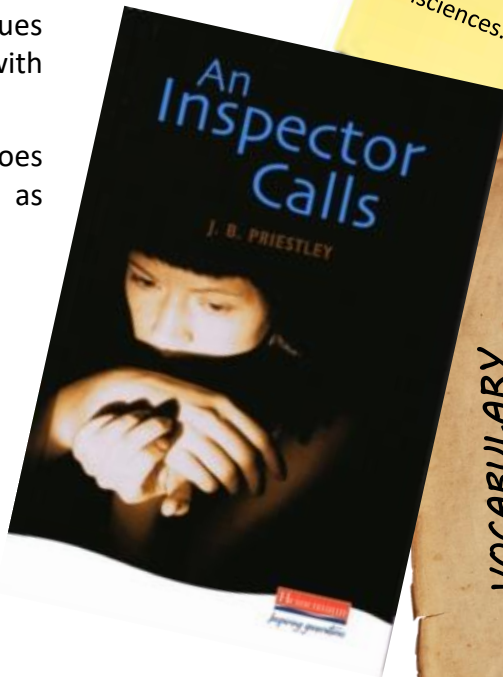
Use:

Seneca

GCSE Pod

You tube

York notes



When Inspector Goole arrives unexpectedly at the prosperous Birling family home, their peaceful dinner party is shattered by his investigations into the death of a young woman. His startling revelations shake the very foundations of their lives and challenge us all to examine our consciences.

VOCABULARY

Characterisation
Stage Directions
Dialogue
Dramatic irony
Catalyst
Context
Tension
Playwright
Conscience
Socialism
Capitalism

In preparation for their Literature exam, pupils are currently studying Jekyll and Hyde by Robert Louis Stevenson.

A brief summary of the plot

Dr Jekyll is a kind, well-respected and intelligent scientist who meddles with the darker side of science, as he wants to bring out his 'second' nature. He does this through transforming himself into Mr Hyde - his evil alter ego who doesn't repent or accept responsibility for his evil crimes and ways.

The upcoming mock exams

Pupils will sit a question on Jekyll and Hyde in their mock exam but we will not have finished reading the text by then.

Pupils will only be expected to write about the parts of the text that they have read and studied in class.

Other sources of support and revision materials.

BBC Bitesize

<https://www.bbc.co.uk/bitesize/guides/z88wjxs/revision/1#:~:text=Dr%20Jekyll%20is%20a%20kind,his%20evil%20crimes%20and%20ways.>

The British Library

<https://www.bl.uk/romantics-and-victorians/articles/duality-in-robert-louis-stevensons-strange-case-of-dr-jekyll-and-mr-hyde>

Spark Notes

<https://www.sparknotes.com/lit/jekyll/>

Where does it appear on the exam?

Pupils will write a response to Jekyll and Hyde in Paper 1



GCSE

ENGLISH LITERATURE

Paper 1 Shakespeare and the 19th-century novel

Wednesday 13 May 2020

Morning

Time allowed: 1 hour 45 minutes

What does a typical question look like?

They will be given an extract of the text in the exam and will be expected to use it in the main body of their answer. They will also have to make reference to other parts of the text.

Section B: The 19th-century novel

Answer **one** question from this section on your chosen text.

Robert Louis Stevenson: *The Strange Case of Dr. Jekyll and Mr. Hyde*

Read the following extract from Chapter 10 (Henry Jekyll's Full Statement of the Case) of *The Strange Case of Dr. Jekyll and Mr. Hyde* and then answer the question that follows.

In this extract, Jekyll describes his experience of taking the potion for the first time.

What are examiners looking to see?

Pupils should spend 5-7 minutes annotating their extract and planning their response.

They should write up their essay in 45 minutes.

Examiners are looking to see that candidates:

- 1) Have read and understood the novella
- 2) Can analyse the language and structure
- 3) Are able to make links to the novella's social/ historical context.

Past papers and mark schemes are available here:

https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/assessment-resources?start_rank=21

We advise that pupils plan and write answers as part of their revision.

In preparation for their Literature exam, pupils are currently studying A Christmas Carol by Charles Dickens

A brief summary of the plot

A Christmas Carol by Charles Dickens tells the story of Ebenezer Scrooge, an old man who transforms his miserly ways after four ghostly visits one Christmas Eve.

Where does it appear on the exam?

Pupils will write a response to A Christmas Carol in Paper 1



GCSE
ENGLISH LITERATURE

Paper 1 Shakespeare and the 19th-century novel

Wednesday 13 May 2020 Morning Time allowed: 1 hour 45 minutes

The upcoming mock exams

Pupils will sit a question on A Christmas Carol in their mock exam but we will not have finished reading the text by then.

Pupils will only be expected to write about the parts of the text that they have read and studied in class.

What does a typical question look like?

They will be given an extract of the text in the exam and will be expected to use it in the main body of their answer. They will also have to make reference to other parts of the text.

Charles Dickens: *A Christmas Carol*

Read the following extract from Chapter 3 of *A Christmas Carol* and then answer the question that follows.

In this extract, the Ghost of Christmas Present is about to leave Scrooge.

The chimes were ringing the three quarters past eleven at that moment.

Other sources of support and revision materials.

BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/zwhkxsg>

The British Library

<https://www.bl.uk/romantics-and-victorians/articles/ghosts-in-a-christmas-carol>

Spark Notes

<https://www.sparknotes.com/lit/christmascarol/>

What are examiners looking to see?

Pupils should spend 5-7 minutes annotating their extract and planning their response.

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