

Year 9: *The Woman in Black* (24 hours)

Rationale and ambition for The Purbeck School English Curriculum:

- Our English curriculum aims to transmit a culturally enriching knowledge of literature to students by drawing from the literary Canon and also texts that reflect wider voices in a diverse society, developing the cultural capital of students at the school.
- Our English curriculum aims to develop empathetic and engaged citizens through careful text choice, reflecting contemporary concerns and debates such as those about class, gender and intolerance and discrimination.
- Our English curriculum aims to support students in developing confidence in expressing their own views and opinions.
- Our English curriculum aims to prepare students for work and life through the development of soft skills such as communication, teamwork, adaptability, problem solving, public speaking and leadership.
- Our English Curriculum aims to offer suitable challenge to students of all abilities.
- Our English curriculum aims to offer opportunities for creativity with written and spoken language.

Key concepts:

The concepts that The Purbeck School English curriculum aims to support student progression in are:

- 1.) **Form, structure and coherence** – understanding that texts are organised with intent.
- 2.) **Spelling, punctuation and grammatical rules** – understanding word classes, key spellings, sentence forms and varied punctuation.
- 3.) **Awareness of Impact and Intent** - Understanding that writing is shaped by the priorities of a writer and the needs of a reader, including the teaching of genre, audience and purpose.
- 4.) **Context** – understanding how production and reception shape meaning.
- 5.) **Evidence** - Understanding how to read and listen for meaning and use evidence from texts to support personal critical viewpoints.
- 6.) **Methods** - Understanding how writers and speakers choose from a variety of methods to communicate and engage readers and audiences.

<p>What are students going to be studying?</p>	<p>Students will read Susan Hill's Gothic work <i>The Woman in Black</i>.</p>
<p>Why are students studying this content and what are the links to our rational and ambition?</p>	<p>Studying "The Woman in Black" novel by Susan Hill is a perfect fit for our English curriculum as it aligns with several important aims that are central to our students' learning and development. This captivating novel not only brings forth engaging storytelling but also encourages deep reflection and discussion on various socio-cultural themes. Let us explore how studying this novel meets the following aims of our English curriculum.</p> <p>Firstly, our curriculum aims to transmit a culturally enriching knowledge of literature by drawing from the literary Canon and texts that reflect wider voices in a diverse society. "The Woman in Black" contributes to this aim by falling within the genre of Gothic literature, which has a rich and influential history in the literary Canon. By studying this novel, students will be exposed to the conventions and motifs of Gothic literature, deepening their understanding of an important literary tradition. Furthermore, Susan Hill's novel also reflects the wider voices in society by exploring themes of gender, grief, loss, and the supernatural in a manner that is relatable to contemporary readers.</p> <p>Secondly, our curriculum aims to develop empathetic and engaged citizens by reflecting contemporary concerns and debates. "The Woman in Black" addresses themes such as class, gender, intolerance, and discrimination. Through the interaction with characters and the analysis of their experiences, students will gain insight into the injustices and societal challenges that individuals may face. This novel prompts students to consider the impact of social constructs and biases, encouraging them to question and challenge such norms in their own lives. By grappling with these issues, students will not only develop empathy but also become active participants in important societal discussions.</p> <p>Thirdly, studying "The Woman in Black" supports students in developing confidence in expressing their own views and opinions. The novel presents various ambiguous situations and morally complex characters, creating opportunities for students to interpret and debate different perspectives. Engaging in discussions and presenting their own viewpoints will empower students to articulate their thoughts effectively, fostering self-assurance in expressing their ideas. By incorporating multiple perspectives, students will also learn the value of listening, understanding, and respecting diverse opinions.</p> <p>Fourthly, our curriculum aims to prepare students for work and life, equipping them with essential soft skills. Through the exploration of "The Woman in Black," students will engage in activities such as close reading, critical analysis, and collaborative discussions. These activities not only enhance their communication skills but also foster teamwork, adaptability, problem-solving, public speaking, and leadership abilities. By actively participating in group work, presenting their ideas, and analysing complex literary techniques, students develop skills that are transferable to various aspects of their lives.</p> <p>Lastly, "The Woman in Black" offers a suitable challenge to students of all abilities, aligning with our curriculum aim to provide suitable challenges for every learner. The novel is well-crafted and thought-provoking, allowing for in-depth analysis and exploration at various levels. Students can engage with the text at their own pace, uncovering its subtleties and complexities according to their individual abilities and interests. This inclusivity ensures that each student receives a meaningful learning experience, fostering personal growth and intellectual development.</p>

	<p>In conclusion, studying "The Woman in Black" by Susan Hill effectively meets the aims of our English curriculum. It promotes a culturally enriching knowledge of literature, fosters empathy and engagement, encourages the expression of opinions, develops essential soft skills, and provides a suitable challenge for all students. By engaging with this novel, our students will not only deepen their understanding of literature but also develop into empathetic and confident individuals ready to navigate the complexities of work and life.</p>
<p>How does this unit link back to content of prior learning?</p>	<p>KS3:</p> <ul style="list-style-type: none"> • Presentation of women - links to Miranda in the <i>Tempest</i> (Y7). • Ideas of characterisation as seen in <i>Animal Farm</i> (Y7) and 'Jekyll and Hyde' (Y8). • Students have worked on analysing set extracts from texts (<i>AF</i>, Y7). In year eight, the students start to consider in more detail the work of the text as a whole – considering how characters and themes are developed across the text. • The ways in which writer's create tension and excitement is explored in the mystery and tension (Y8). • The ways in which writer's structure texts was considered in 'The <i>Tempest</i>' (Y7). • Theme of duality in Dr Jekyll and Mr Hyde (Y8). • of the same writing frames for analytical writing as used throughout KS3 that were introduced in analysis of the novel, poetry and play (Y7 and Y8). • Narrative voice links back to exploration of narrative voice in the Dystopian unit (beginning of Y9).
<p>What is the essential knowledge?</p>	<p>Knowledge linked to the text:</p> <ul style="list-style-type: none"> • Knowledge that <i>The Woman in Black</i> is a Gothic text. • Knowledge of conventions of Gothic literature (e.g. settings and atmosphere, fear, suspense, the supernatural, emotional distress). • Knowledge of history of the Gothic literature. • Knowledge of the plot of <i>The Woman in Black</i>. • Knowledge of characters in <i>The Woman in Black</i>: e.g. Arthur Kipps, Keckwick, Mr. Jerome, Alice Drablow, Jennet Humpfrye, Mr. Bentley, Tomes, Esme Kipps and Stella Kipps. • Knowledge of the characterisation of Arthur Kipps (e.g. Kipps is uses as the narrator, he is presented as rational, determined, and haunted by the past). • Knowledge of how Hill uses setting (e.g. Eel Marsh House, Nine Lives Causeway, and Crythin Gifford). • Knowledge of historical context (e.g. Edwardian setting of the novel and treatment of women as seen through Alice Drablow and Jennet Humpfrye). • Knowledge of historical context (e.g. Hill as being influenced by Gothic texts, real-life settings of marshes around Suffolk, Hill's own experience of losing her 1st fiancé and middle daughter and influence of 1970s and 80s society on Hill's writing). • Knowledge of Hill's use of methods (e.g. unreliable narrator, pathetic fallacy, and symbolism). • Knowledge of how Hill structures chapters/ passages to interest the reader (P1, Q3 focus on structure terminology e.g. foreshadowing, focus shifts, motif, zooming in/ out). • Knowledge of vocabulary: isolation, convention, genre, countenance, foreboding, Gothic, alienation, rational, remoteness, supernatural, unreliable narrator, Edwardian, reclusive.

	<p>Knowledge linked to the literary analysis mat:</p> <ul style="list-style-type: none"> • Big ideas: knowledge of how to write developed and detailed ‘big idea’ sentences in relation to presentation of Arthur Kipps and the theme of isolation. • Evidence: knowledge of how to select a range of quotations and references to support their big ideas from extracts and from other moments in the text. • Evidence: knowledge of how to accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, a comma and to embed them within a sentence. • Impact: knowledge of how to show a personal response to how chosen quotations make them and others feel, commenting on individual words and phrases. • Methods: knowledge of how to identify and comment on the linguistic methods that the writer has used in the text in order to achieve their effects. • Context: knowledge of context and how this relates to presentation of characters, themes and settings. • Other moments: knowledge of how to relate selected, annotated passages to other moments in the text.
<p>How will this unit link to the content of future learning?</p>	<p>GCSE:</p> <ul style="list-style-type: none"> • Links to the Gothic will be revisited in ‘The Sign of the Four’ (Y9) • Links to Edwardian context will be revisited in ‘An Inspector Calls’ (Y10). • Links to the Gothic will also be revisited in <i>Tess of the d’Urbervilles</i> (Y12/13). • Disciplinary knowledge of the literature mats will be revisited in ‘The Sign of the Four’ (Y9) and GCSE Literature assessments in Y10 and Y11. • Links to GCSE Language Paper 1, Question 3 will be revisited in Year 11.
<p>Assessment 1: Success criteria –</p>	<p>➤ How is the character of Arthur Kipps presented at the start of the novel?</p> <p><i>What should students know and what should they be able to do?</i></p> <ul style="list-style-type: none"> • To know how to plan and write an essay that includes an introduction, conclusion and three big idea paragraphs focusing on the characterisation of a key character. • To know how to annotate an extract and relate it to other moments in the text in response to an essay question (P1, Lit. focus). • Big ideas – write developed big idea sentences at the start of each paragraph (<i>when and because</i>). • Evidence – With support from teacher and resourcing, select a range of quotations and references to support their big idea sentences from a short- given extract.

	<ul style="list-style-type: none"> • Evidence: Show knowledge of how to accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and embed them within sentences. • Impact: Show a personal response to how chosen quotations might make readers feel. • Methods: Identify and comment on the linguistic methods that the writer has used in the extract in order to achieve their effects. • Impact: Show understanding of the author’s intent in presenting Kipps this way • Context: Apply contextual knowledge about conventions of the Gothic genre / tension. • Link: Show some understanding of the whole text in their answer by making a brief link to elsewhere in the text in their individual paragraphs.
<p>Assessment 2: Success criteria –</p>	<p>➤ How does Susan Hill use the characters and/or setting to present the <u>theme of isolation</u> throughout ‘The Woman in Black’?</p> <p><i>What should students know and what should they be able to do?</i></p> <ul style="list-style-type: none"> • To know how to plan and write an essay that includes an introduction, conclusion and three big idea paragraphs focusing on a key theme in the novel. • Apply an understanding of how to annotate an extract to prepare an essay. • Big ideas – write developed big idea sentences at the start of each paragraph (<i>when and because</i>). • Evidence – With support from teacher and resourcing, select a range of quotations and references to support their big idea sentences from the novel as a whole. • Evidence: Show knowledge of how to accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and embed them within sentences. • Impact: Show a personal response to how chosen quotations might make readers feel. • Impact: Show understanding of the author’s intent in presenting Kipps this way and evaluate the student’s response (from the question.) • Link: Show some understanding of the whole extract in their answer by making brief planning notes explaining their own intent.