

Year 8: Jekyll and Hyde (22 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>Extracts from the classic novel – Jekyll and Hyde by Stevenson and a modern play adaptation of Jekyll and Hyde suitable for KS3 learners.</p>
<p>Why are students studying this content and what are the links to our rational and ambition?</p>	<p>Studying the text 'Jekyll and Hyde' is an excellent way to meet the objectives of our English curriculum. The curriculum aims to provide students with a culturally enriching knowledge of literature while also developing empathetic and engaged citizens by choosing relevant texts.</p> <p>Robert Louis Stevenson's 'Jekyll and Hyde' is a canonical text that explores the concept of duality inherent in all humans. One of the objectives in the English curriculum is to expose students to the literary canon, and this text plays an important role in achieving that objective. The literary canon is an essential part of the national heritage, and it is crucial to study and understand the works of great writers. Studying 'Jekyll and Hyde' helps students to appreciate literature and the vital role it plays in shaping culture and society.</p> <p>Moreover, the text reflects wider voices in a diverse society, which is another objective of the English curriculum. The theme of duality explored in 'Jekyll and Hyde' is an issue that remains relevant today and is reflected in contemporary debates on mental health and personality disorder. The novel provides valuable insights into the nature of human psychology and behaviour, making it a relevant and engaging text for students. Furthermore, the text questions the Victorian belief in progress and the notion that science and reason could solve all human problems. This theme is still pertinent today, especially in light of technological advancements, environmental changes, and the increasing complexity of society. Attitudes to the working class are also explored and this divide between the middle and lower classes are explored across our curriculum.</p> <p>Another objective of the English curriculum is to develop empathetic and engaged citizens through careful text choice, reflecting contemporary concerns and debates such as those about class, gender, intolerance, and discrimination. 'Jekyll and Hyde' explores the theme of class, with the distinction between the respectable doctor Jekyll and the violent criminal Hyde being a commentary on the class divide in Victorian England. Stevenson highlights the hypocrisy and repression prevalent in Victorian society, drawing attention to the issues of injustice and inequality. By studying this text, students can learn about the historical and social context of the time, and how it shaped the lives of people.</p> <p>Furthermore, the novel delves into the psychological aspects of identity and the struggles people face, whether it be internal conflict or societal judgment. The theme of intolerance is also explored through the character of Hyde, who represents the darker side of human beings and is ostracized by society due to his appearance and behavior. These themes of identity, societal judgment, and intolerance are still relevant today, and students can learn important lessons from the text.</p> <p>Studying the text 'Jekyll and Hyde' meets the remit of the English curriculum by meeting various objectives. The novel is a canonical text that provides insights into the literary heritage and the role of literature in shaping culture and society. It also reflects wider voices in society by exploring themes that are still relevant today. Furthermore, it develops empathetic and engaged citizens by exposing students to the historical and social context of the time, providing critical commentary on contemporary issues, including class, gender, intolerance, and discrimination. It is an excellent text that allows students to develop an appreciation for literature, while also gaining important insights into the society they live in.</p>

<p>How does this unit link back to content of prior learning?</p>	<p>Year 7:</p> <ul style="list-style-type: none"> • Working class and upper class divide first explored in ‘The Tempest’ • Presentation of women within context - links to Miranda in the Tempest • Study of dramatic form linked back to the study of the play ‘The Tempest’. • Use of the same writing frames for analytical writing as used in year seven that were introduced in analysis of the novel, poetry and later the Tempest for consistency in approach by teachers • Students have worked on analysing set extracts from texts in year seven (e.g. presentation of Napoleon in Animal Farm) but in Y8 the students start to consider in more detail the work of the text as a whole – considering how themes are developed across the text.
<p>What knowledge and skills are being developed.</p>	<ul style="list-style-type: none"> • Form, structure and coherence – <i>understanding that texts are organised with intent.</i> • When reading: understand the plot and characters of Jekyll and Hyde / Acts / scenes / stage directions / tracking the development of a theme through the play (duality) / use of foreshadowing / exposition / climax / denouement / analysis of how texts are structured to create excitement and tension. • When writing: discourse markers / paragraphing / topic sentences / introductions and conclusions / planning strategies when writing analytical essays • Spelling, punctuation and grammatical rules – <i>understanding word classes, key spellings, sentence forms and varied punctuation.</i> • Purbeck school writing mat expectations for sentences and punctuation. Opportunities to complete linked descriptive texts to push sentence variety and punctuation • Spellings as defined by the knowledge organiser • Awareness of Impact and Intent - <i>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.</i> • Writing to analyse and present personal viewpoints on a text. Explorations of how the writer impacts the audience through their decisions about characterisation and development of a theme throughout the text. Explorations of how to write essays and descriptively throughout the unit. • Context – understanding how production and reception shape meaning: • Context of Jekyll and Hyde, including: Life of Stevenson / Victorian Gentlemen / Reputation obsession / disreputable working class / Charles Darwin – Origin of Species / dual identity / duality (Jack the Ripper) / London • Evidence - <i>Understanding how to read and listen for meaning and use evidence from texts to support personal critical viewpoints.</i> • Understand plot and character of Jekyll and Hyde / personal response to key events and characters from the text / ability to draw evidence from across a whole text to support personal responses. • Accurate use of quotations and quotation marks / how to embed quotations / introduce quotations with a comma / silver bullet analysis / shorten quotations / independently select quotations to support viewpoint from across the whole text

	<ul style="list-style-type: none"> • Methods - <i>Understanding how writers and speakers choose from a variety of methods to communicate and engage readers and audiences.</i> - Dramatic monologues / Characterisation through: action, description and dialogue / Stage directions / structural methods (as above) / techniques identified in the text (as appropriate)
<p>How will this unit link to the content of future learning?</p>	<p>Year 9:</p> <ul style="list-style-type: none"> • Jeekyll and Hyde serves as introduction to ‘The Sign of the Four in year 9 – ideas such as expectations of women / Victorian norms about class / London / Crime. <p>GCSE:</p> <ul style="list-style-type: none"> • Structural analysis of the text lead to students being ready for demands on Language Paper 1 Q3 and 4 and Q5 when crafting their own short pieces of writing. • Language analysis of the text to lead to students being ready for demands of Language Paper 1 Q2 and Q4 • Study of importance of setting here transferable to other texts from GCSE and links specifically to ‘London’ from the GCSE cluster of poems. • Attitudes towards class link to ‘Inspector Calls’ which is also set at a similar period and ‘Sign of the Four’ (both GCSE texts). • Exploration of characterisation through action, description and dialogue are transferable skills to other texts. • Themes selected in short stories including: crime, attitudes to women and class are revisited through all three set GCSE texts and some of the poems from the cluster. • Texts are linked to context which is AO3 in GCSE literature. • Opportunities for creative writing linked to Paper 1 question 5. • Assessments are focused on developing literatures skills both at character and thematic level which mirrors GCSE approach to questioning. <p>A level:</p> <ul style="list-style-type: none"> • Themes selected in short stories including: gender, race and class are revisited in chosen A level texts and some of the poems from the cluster. • Similar social context for Tess and Dolls House. • Analytical and oracy skills developed.
<p>Assessment 1:</p> <p>What do we expect the students to know and be able to do?</p>	<ul style="list-style-type: none"> • How is the character of Mr Hyde presented at the start of the play?
<p>Assessment 2:</p> <p>Success criteria –</p>	<ul style="list-style-type: none"> • How does Flynn use the characters in ‘Dr Jeekyll and Mr Hyde’ to present the theme of duality throughout the play?

What do we expect the students to know and be able to do?