

## Year 8: Mystery & Tension

### 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.
- 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><b>What are students going to be studying?</b></p>	<p>The inclusion of mystery and tension in the English curriculum for Year 8 students serves as an essential literary foundation. By studying texts that encompass these elements, such as 'Lamb to the Slaughter' and 'Flannan Isle', students are exposed to the nuances of storytelling and the art of building suspense in both a short story and poem. One of the primary reasons for studying mystery and tension is the development of critical thinking skills. Delving into texts like 'Lamb to the Slaughter' by Roald Dahl and 'Flannan Isle' by Wilfrid Wilson Gibson allows students to analyse how tension is created in a number of ways: the language and structure Dahl uses and poetic structure and genre in the case of Wilson Gibson's Gothic narrative poem. Through this exploration, students develop their ability analyse how language and structure builds tension, develop active reading habits and creative writing.</p> <p>In 'Lamb to the Slaughter', the tension is built through the protagonist's unpredictable behaviour. Mary Maloney's transformation creates an atmosphere of unease and uncertainty. Dahl effectively employs descriptive writing to intensify the atmosphere. Similarly, 'Flannan Isle' weaves mystery and tension through its portrayal of the enigmatic disappearance of three lighthouse keepers. The poem utilizes an inconsistent structure and vivid imagery to evoke a sense of isolation and unease.</p> <p>These texts are used to revisit the fundamentals of analytical writing: analysing writers intentions and the methods they use to achieve this. Through using a topic based curriculum this will be interleaved by revisiting the creative use of sentence structure and literary devices, bridging the learning from year seven into year eight by returning to what is familiar through The Purbeck School writing MAT. Students will revisit the work they did on sentence structures and writing methods and will be offered opportunities to write creatively building on the skills introduced with how other writers have written to build mystery and tension.</p>
<p><b>Why are students studying this content and what are the links to our rational and ambition?</b></p>	<p>"Lamb to the Slaughter" and "Flannan Isle" delve into the human experience, providing vivid portrayals of societal values, norms, and struggles. By studying these works, students are immersed in different cultural contexts, allowing them to gain a deeper understanding of diverse perspectives. These literary works challenge students to analyse and interpret complex themes and motifs. Reading Dahl's cleverly crafted tale or Gibson's evocative poem encourages students to think critically, fostering their ability to dissect ideas and form independent opinions.</p> <p>Both works provide insights into the intricacies of human emotions and behaviour. "Lamb to the Slaughter" explores themes of betrayal, resilience, and manipulation, while "Flannan Isle" delves into feelings of isolation and loss. By immersing ourselves in these narratives, students develop empathy and a greater understanding of the complexities of human nature. Literary works have the power to transport readers into the shoes of others. Through characters like Mary Maloney in "Lamb to the Slaughter" or the lost lighthouse keepers in "Flannan Isle," students are exposed to different life experiences, fostering empathy and compassion for individuals who may seem different from themselves. Literature can also act as a catalyst for change. By delving into the themes of justice, morality, and societal issues present in these works, students are encouraged to become more engaged citizens. These texts prompt introspection and dialogue, inspiring students to critically reflect on their own values.</p> <p>We wanted this unit to interleave and number of different key performance indicators like the ability to identify a big idea of a text, support this with evidence, to analyse and try and understand the different structural or linguistic choices writers make as well as link to the descriptive writing work that students explored in Year 7 and in their SATS. This allows us to spend time integrating the Purbeck School Writing Mat consistently across different text forms and creative writing prompts.</p>

	<p>This text allows students to explore the presentation of women in literature as the story focuses on Mary Maloney, a seemingly unassuming and devoted wife who transforms into a cunning and vengeful murderess. This transformation challenges conventional gender stereotypes, highlighting the complexity and depth of female characters. The narrative subverts the idea of women as passive victims, showcasing their capacity for agency and power.</p> <p>Through the study of <i>Lamb to the Slaughter</i>, students remain exposed to the vast literary canon. "<i>Lamb to the Slaughter</i>" by Roald Dahl published in 1953, has earned its spot in the canon due to its masterful use of suspense, dark humour and psychological depth. By exploring the tale's engaging narrative, compelling characters, and profound themes, it becomes evident why "<i>Lamb to the Slaughter</i>" continues to captivate readers across generations.</p>
<p><b>How does this unit link back to content of prior learning?</b></p>	<ul style="list-style-type: none"> <li>• Knowledge of how tension is built in <i>Dr Jekyll and Mr Hyde</i></li> <li>• Understanding of different poetic forms (ie: extended metaphor in Y7)</li> <li>• Knowledge of how tension is built in a text – can be linked back to <i>Animal Farm</i>.</li> <li>• Knowledge of a wide range of texts: fiction, poetry, non-fiction</li> <li>• Adept at identifying literary devices such as similes, metaphors, and personification, and comprehend their purpose and effect on the text.</li> <li>• Proficient in sentence structure, including identifying and constructing various sentence types to convey meaning.</li> </ul> <p><b>KS2 Curriculum:</b></p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry and non-fiction</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories and fiction from our literary heritage</li> </ul>
<p><b>What is the essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Knowledge of how to explain the range of <b>structural choices</b> used by writers to <b>interest readers: (zooming in / out, analepsis, foreshadowing, motifs, flashbacks and effective focus switching in each paragraph / single line paragraphs.)</b></li> <li>• Knowledge of the <b>key events of plot</b> in the texts <i>Flannan Isle</i> and <i>Lamb to the Slaughter</i>.</li> <li>• Knowledge of what a <b>narrative poem</b> is and how to write a <b>narrative poem</b>.</li> <li>• Knowledge of how tension is built up through <b>withholding information</b> in texts (<i>Flannan Isle</i> / <i>Lamb to the Slaughter</i>)</li> <li>• Knowledge of what <b>irregular structure</b> means.</li> <li>• Knowledge of <b>how and why tension is built in an extract from A Christmas Carol</b>.</li> <li>• Knowledge of how to answer questions commenting on how writers use structure and language to create effects on readers. (Focus on LP1 Q2 &amp; 3.)</li> </ul> <p><b>Knowledge linked to the literary analysis mat:</b></p>

	<ul style="list-style-type: none"> <li>• <b>Big Ideas:</b> Knowledge of how to write developed and detailed ‘Big Idea’ sentences.</li> <li>• <b>Evidence:</b> Knowledge of how to select a range of quotations and references to support their big idea sentences from a short- given extract</li> <li>• <b>Evidence:</b> Knowledge of how accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and to embed them within sentences.</li> <li>• <b>Impact:</b> Knowledge of how to show a personal response to how chosen quotations make them and others feel, commenting on individual words and phrases</li> <li>• <b>Methods:</b> Knowledge of how to identify and comment on the linguistic and/or structural methods that the writer has used in the extract in order to achieve their effects.</li> <li>• <b>Context:</b> Knowledge of simple context such as the suffering of the poor in Victorian London (ACC.)</li> <li>• <b>Context:</b> Knowledge of how woman have been presented in Literature and the Canon.</li> </ul> <p><b>Knowledge linked to the language writing mat:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of how and when to use paragraphs when building tension and/or mystery through writing.</li> <li>• Knowledge of a variety of sentence structures: varied sentence openers, use of relative clauses, fronted adverbials, embedded adverbials, minor sentences, simple and compound sentences.</li> <li>• Knowledge of a wide range of punctuation - : / ; / ... / . / , / ( ).</li> <li>• Knowledge of ambitious vocabulary and how to use it appropriately.</li> <li>• Knowledge of how to use a range of literary methods including: simile / metaphor / personification / sibilance / alliteration / onomatopoeia / semantic fields</li> <li>• Knowledge of expanded noun phrases.</li> <li>• Knowledge and application of structural features such as foreshadowing, motifs, flashbacks and effective focus switching in each paragraph / single line paragraphs.</li> </ul>
<p><b>How will this unit link to the content of future learning?</b></p>	<p><b>All years:</b></p> <ul style="list-style-type: none"> <li>• Descriptive Writing interleaved further in different modules throughout – the knowledge is built upon as students also consider whole text structure as well as working at sentence level.</li> <li>• Further in descriptive writing, students work thinking about narrative voice and narrative hooks.</li> <li>• Analytical Writing interleaved further throughout– this understanding is built upon as students also consider writer’s intentions in different texts forms as well as using this to synthesise their analysis of two different texts of the same or different forms</li> <li>• Short stories revisited to explore themes like identity, diversity, protest and short text forms like allegory.</li> </ul> <p><b>GCSE:</b></p> <ul style="list-style-type: none"> <li>• Analysis of the extracts to lead to students being ready for demands on Language Paper 1 Q2, and Q4.</li> <li>• Analysis of structure to lead to students being ready for demands on Language Paper 1 Q3.</li> <li>• Analysis of the texts and poetry to lead to students being ready for demands of Literature papers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Their descriptive writing skills will mean they are ready for Language Paper 1 Q5 when crafting their own short pieces of writing.</li> <li>• Exploration of characterisation through action, description and dialogue are transferable skills to other texts.</li> </ul> <p><b>A level:</b></p> <ul style="list-style-type: none"> <li>• Characterisation and description in the extracts including: gender, race and heroism are revisited in chosen A level texts and some of the unseen extracts.</li> <li>• Analytical and oracy skills developed.</li> </ul>
<p><b>Assessment 1:</b> Success criteria –</p>	<p>➤ <b>Create a piece of writing that builds a sense of mystery or tension.</b></p> <p><i>What should students know and what should they be able to do?</i></p> <ul style="list-style-type: none"> <li>• Independently plan six paragraphs of the opening to a story to meet the aim of building tension or mystery through writing.</li> <li>• Write in a variety of sentences outlined on the Purbeck School writing mat – specifically, vary sentence openers, use relative clauses, fronted adverbials, embedded adverbials, minor sentences, simple and compound sentences.</li> <li>• Write using a wide range of punctuation including those listed on the Purbeck School writing mat - : / ; / ... / . / , / ( ).</li> <li>• Choose suitably ambitious vocabulary to describe.</li> <li>• Use a range of literary methods including: simile / metaphor / personification / sibilance / alliteration / onomatopoeia / semantic fields</li> <li>• Write using expanded noun phrases.</li> <li>• In writing, show knowledge of structural features taught such as foreshadowing, motifs, flashbacks and effective focus switching in each paragraph / single line paragraphs.</li> </ul>
<p><b>Assessment 2:</b> Success criteria –</p>	<p>➤ <b>A Christmas Carol - Extract based LP1 Q2 &amp; 3</b></p> <p><i>What should students know and what should they be able to do?</i></p> <ul style="list-style-type: none"> <li>• <b>Evidence:</b> Show knowledge of how to accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a <b>colon</b>, after a <b>comma</b> and <b>embed</b> them within sentences.</li> <li>• <b>Impact:</b> Show a personal response to how language influences readers understanding of the ghosts.</li> <li>• <b>Methods:</b> Identify and comment on the linguistic methods that the writer has used in the extract in order to achieve their effects.</li> <li>• <b>Impact:</b> Show understanding of the possible writer’s intention through the use of modal verbs</li> <li>• Begin to comment on the interesting structural elements of an extract using the foci introduced earlier in the module: shifting focus / zooming in / zooming out / tension</li> <li>• Provide a personal response to the question based on their understanding of the extract.</li> <li>• Use understanding of inference to meet the assessment objectives (LP2 SA.)</li> </ul> <p>-</p>

