

# REMOTE LEARNING MODULE

Subject: English

Author: FRM and JEM

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Updated:



Subject:	English	Teacher (if applicable):	FRM and JEM
Year:	8	Ability/Class (if applicable):	All
Module title:	Frankenstein Literature Unit		
Duration:	2 weeks <input type="checkbox"/>	4 weeks <input type="checkbox"/>	6 weeks <input type="checkbox"/>
			8 weeks <input type="checkbox"/>
			Other: 10 weeks

## Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this module?

We will provide a challenging, diverse and aspirational English curriculum. The content we teach will break down perceived boundaries, open minds and equip all with the knowledge and skills they need for their future lives and careers in Great Britain and beyond, while allowing all students to explore the opportunities of the world around them through the literary canon. We will not shy away from challenging texts, topics and issues within our units, and we will seek to explore a wide variety of literature throughout KS3 and beyond.

Aims - what do you want pupils to be able to know and do by the time they finish this module?

- Have a wide variety of linguistic and literature-based experiences that allow them to love and/or appreciate the artistry in the English language, including both fiction and non-fiction.
- All of our KS4 skills/AOs will be embedded and practised throughout, to best prepare students for the challenge of GCSE level work and beyond.
- Explore a variety of canon and non-canon texts and writers that inform their knowledge of English for study at GCSE and beyond
- Write confidently and competently in a variety of forms, including both fiction and non-fiction.
- Read fluently and with accuracy, even in the face of challenging texts
- Speak and listen with confidence and respect, always ensuring a high level of accuracy.

Be able to utilise a broad and varied vocabulary that can open doors for students in later life.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this module?

- We will study texts with an inherent level of challenge – that are either archaic, nonlinear, narrated with complexity, contain complex plots, are resistant to decoding on first glance, or are non-fiction – so that we can raise the level of aspiration for our students.
- We will ensure all ability ranges are supported in accessing a high level of challenge, rather than oversimplifying or reducing content to a lower level.

We will create positive learning environments that ensure all students are respected and encouraged to share thoughts, views and opinions in a positive way.

Content – what is being covered, ensuring breadth & depth?

National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?

1. All of our units will be planned to take 10 Weeks, rather than running to half terms, as this will allow us to plan more effectively and efficiently, considering texts in depth.
2. Gothic fiction- pre 19<sup>th</sup> century and 20<sup>th</sup> century

All of our units will be planned to include fiction, non-fiction, a variety of different skills and question types linked to GCSE AOs

Pupils should be taught to: ♣ develop an appreciation and love of reading, and read increasingly challenging material independently through: ♣ reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: • English literature, both pre-1914 and contemporary, including prose, poetry and drama • Shakespeare (two plays) • seminal world literature

Powerful Knowledge - what powerful knowledge is included in this module? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

- All of our units will cover the following key elements of knowledge for success in English:
  - Vocabulary
  - Structure of writing
  - Technical terminology- linguistic devices
  - Writer's craft
  - Gothic writing styles
  - Impacts of writer's choices
  - Traits and themes of gothic/ romantic texts

## Implementation

### KEY CONCEPTS

<b>Key Concepts</b> – what are the key concepts being taught?	<b>Progression</b> – how will studying these key concepts support progression to the next academic year, or key stage?
<ul style="list-style-type: none"> <li>• Language analysis</li> <li>• Structural Analysis - epistolary</li> <li>• Crafting descriptive writing in the style of Gothic.</li> </ul> <p>Broadly: Analysis and Language and Structure; Reading for Meaning; Inference; Summary; Comparison; Critique; Authorial Intent; BUG</p>	<p>Using the GCSE skills spiral By applying these skills to more challenging and obtuse poetry choices, and also unseen poetry at GCSE. An insight into why writers write and how they use their craft to achieve an effect on the reader. An understanding that the context in which a text is written can change its meaning. Literary techniques at a high-level including elements of grammar, sentence levels and structural devices. Exposure to a huge scope of texts from writers from different backgrounds.</p>

### LEARNING

<b>Synchronous</b> – what are the synchronous aspects of the module, including new material taught?	<b>Asynchronous</b> – what are the asynchronous aspects of the module, including deliberate practice?
<p><b>Prepare for Practice:</b> Modelled answers of exam style questions including PEEZL, and PEACEAL Group planning for writing poems and name the steps opportunities.</p> <p><b>New material</b> includes- how to apply reciprocal reading techniques to Gothic, new vocabulary, new extracts from a variety of writers, higher level language techniques. Opportunities to construct Gothic writing and demonstrate Gothic conventions.</p>	<p><b>Deliberate Practice:</b> Students will write their own exam analysis and comparison of extracts from Frankenstein and create their own Gothic descriptions.</p> <p><b>Light and Deep Feedback</b> given asynchronously using MS Teams Rubrics Quizzes used to test list questions and basic comprehension skills.</p> <p><b>Review</b> of previous topics through five a day and short answer quizzes including of grammar and technical terminology- tier 3 vocab.</p>

### ENGAGEMENT

<b>Accessibility</b> – how are you going to ensure students without ICT can engage with this module?	<b>Disengagement</b> – how are you going to ensure students who are not engaging with this module are identified and supported?
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Extracts being used can be printed in a short anthology for Year 8 students needing it. Model responses or essay style answers posted home. However asynchronous learning will not take place for those without internet. Lessons can be recorded for pupils to watch via their phones.	If a student does not attend a synchronous session, a message will be sent to parents and student via Edulink. Form tutor will also be informed. The expectation is to catch up on the work or watch the recorded lesson. KS3 coordinator EMH will monitor engagement and work submission data on Teams and with staff feedback and inform FRM.	
<b>FEEDBACK</b>		
<b>End of Module</b> – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	<b>Review Points</b> – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?	
3 component style end of unit assessment- multiple choice to test vocabulary, and grammar, short answers to convey students' knowledge of language devices and inference, and a mass practice exam-style question or Literature question in the style of Paper 1 section A. Use a short extract from 'Frankenstein'. Upload assessment to MS Teams.	<b>2 Weeks</b>	RAG rating/ quiz about techniques or plot so far
	<b>4 Weeks</b>	PEEZL response submitted and class feedback given from a sample.
	<b>6 Weeks</b>	Frankenstein MIRO board /MS Whiteboard/PowerPoint/etc submitted
	<b>8 Weeks</b>	Students submit their own description of the creature
	<b>Other</b>	End of unit assessment- section 1 self-marked and scores submitted and section 3 marked for all using a rubric on MS Teams.

<b>Delivery</b> (please note - a two week remote learning module may only take one lesson cycle)							
1	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		9	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Each lesson will start with a five- a day- recall DNA about previous learning.	What	To understand the origins of stories and gothic conventions.
Blended (live in classroom and remote as study)	<input type="checkbox"/>	Why	Use these conventions in our own writing and appreciate a crucial literary genre.				
		How	List features of gothic texts, study history and transformation of Gothic.				
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		
		<ul style="list-style-type: none"> <li>- Seven Basic Plots – taken from Brooker – introduce and examples of.</li> <li>- Read extract from Castle of Otranto &amp; highlight key gothic features</li> </ul>		<ul style="list-style-type: none"> <li>- 5-a-day quiz on MS Teams for previous learning</li> <li>- Verbal checking</li> <li>- Short Forms quiz on content</li> </ul>	<ul style="list-style-type: none"> <li>- Model answer to the question 'How does The Castle of Otranto comply with our expectations of Gothic writing?' with PEEZL on one of the features they found (include Model of Bug)</li> </ul>		Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asyn chro

		<ul style="list-style-type: none"> <li>- Own PEEZL response</li> <li>- Research Gothic Texts, creating a wider list of features with definitions – connect to the Seven Basic Plots</li> <li>- Write the introduction to a piece of description of a Gothic setting using these features</li> <li>- Can additionally set 4x ONA lessons (From Y9) to focus on Gothic Features in Frankenstein</li> <li>- Can optionally direct students to a full copy of the text at Gutenberg, or consider making an e-Book version of the Classic Starts version available (age suitability a concern).</li> <li>- At any point, HPA students can be stretched by providing an extract from the original text to replace the Classic Starts version.</li> </ul>	<ul style="list-style-type: none"> <li>- Verbal/immediate via live sessions</li> <li>- Auto-marking via Forms (with built in clues/support pages where needed)</li> <li>- Comprehension questions on Gothic/7BP</li> <li>- AR Quiz results (if reading whole text)</li> </ul>	<ul style="list-style-type: none"> <li>- Mid-point review with features of Gothic, key vocab and 7BP included</li> <li>- Resubmit a piece after DIRT</li> </ul>	
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James- I thought lesson 1-2 from your MTP might be a good foundation for this with a bit more thrown in and even the ONA Gothic lessons (Y9x4 on F)

2	9	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		Synchronous (live) Asyn chro
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Each lesson will start with a five- a day- recall DNA about previous learning.	What	Understand the plot and structure of Frankenstein.		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	Understand Shelley's use of structure and narrative frame.		
			How		Classic shorts, film version, timelines, summary and synopsis writing.			
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		
	<ul style="list-style-type: none"> <li>- Introduce plot in brief detail – identify 7BP within the plot.</li> <li>- Focus on the CS:F Novel opening – identify Gothic features (2x chapters) and the opening description of the play</li> </ul>		<ul style="list-style-type: none"> <li>- Comp Q's &amp; Forms quizzes</li> <li>- Questions during Live Session</li> <li>-</li> </ul>		<ul style="list-style-type: none"> <li>- Model comparison PEACEAL of the two openings</li> </ul>			
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)			

		<ul style="list-style-type: none"> <li>- Direction to watch plot summary video (<a href="https://www.youtube.com/watch?v=XRppXdKDY_c">https://www.youtube.com/watch?v=XRppXdKDY_c</a> ) and make notes – can also highlight any available Netflix versions, etc so long as certificate appropriate.</li> <li>- Compare how Frankenstein and his Monster's trajectories are very different – give examples as plot points they have found in their summaries</li> <li>- Write an opening based on either the arctic or Switzerland inspired by the events of Frankenstein, using specific vocabulary e.g. Writing for Stardust prompts.</li> <li>- Analyse VF's Portrayal on p.29-30 of CS:F &amp; PEEZL (And other extract lessons are possible – this unit of work could be 4x weeks if required)</li> <li>- Can additionally set 4x ONA lessons (From Y9) to focus on Gothic Features in Frankenstein</li> <li>- Can optionally direct students to a full copy of the text at Gutenberg, or consider making an e-Book version of the Classic Starts version available (age suitability a concern).</li> <li>- At any point, HPA students can be stretched by providing an extract from the original text to replace the Classic Starts version.</li> </ul>	<ul style="list-style-type: none"> <li>- Deep marking of PEEZL via Teams rubric</li> <li>- Quizzes and mid-points to check understanding based on plot and themes etc.</li> <li>- AR Quiz results (if reading whole text)</li> </ul>	<ul style="list-style-type: none"> <li>- Mid-point reviews with checkpoints of knowledge assessed</li> <li>- Resubmit PEEZL after feedback and DIRT time to demonstrate improvements.</li> </ul>	
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Could USE RR to break down some key extracts, reading it, discussing it, timelines, plot, key events and themes

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
3		Remote (live on MS Teams and remote as study)	Each lesson will start with a five- a day- recall DNA about previous learning.	What	To analyse how writers use language for effect.
	∞	Blended (live in classroom and remote as study)			

				Why	To allow us to construct ideas and effects in the same way and so that we understand the effects.		
				How	Read extracts, chunk them, analyse language, discuss interpretations, write PEEZLs.		
Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		
	<ul style="list-style-type: none"> <li>- Recap the events delivered by the Monster about his journey in his life so far.</li> <li>- Read section of Playscript version of F (Act 2 start, p.28)</li> <li>- Annotate and discuss the text and what it shows, especially the authorial intentions behind the writing.</li> </ul>		<ul style="list-style-type: none"> <li>- Verbal questioning during live session</li> <li>- Cold Calling and targeted Q's as appropriate</li> </ul>		<ul style="list-style-type: none"> <li>- Model the planning stages for 2x PEEZL's – quote selection, things to include, etc. especially Firstly, Furthermore, Finally (Y8 Skills Spiral)</li> <li>- Ensure students can Name The Steps t a successful paragraph.</li> </ul>		Synchronous (live)
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
	<ul style="list-style-type: none"> <li>- Prepare the full 2x PEEZLs with FFF</li> <li>- Read the <b>original</b> text- p.58-9 and complete comprehension activities on it</li> <li>- Analyse the p.58-9 extract using the 2x PEEZL with FFF model</li> <li>- Plan and create a piece of writing to describe Frankenstein's emotions after the Monster vows revenge for destroying his bride.</li> <li>- Can additionally set 4x ONA lessons (From Y9) to focus on Gothic Features in Frankenstein</li> <li>- Can optionally direct students to a full copy of the text at Gutenberg, or consider making an e-Book version of the Classic Starts version available (age suitability a concern).</li> <li>- At any point, HPA students can be stretched by providing an extract from the original text to replace the Classic Starts version.</li> </ul>		<ul style="list-style-type: none"> <li>- Deep marking via Teams and rubric grading</li> <li>- Quizzes to check understanding where appropriate</li> <li>- AR Quiz results (if reading whole text)</li> </ul>		<ul style="list-style-type: none"> <li>- Mid-point reviews with checkpoints of knowledge assessed</li> <li>- Resubmit PEEZL after feedback and DIRT time to demonstrate improvements.</li> </ul>		
Such as lesson 11 and 20 on your MTP							

4	9	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Each lesson will start with a five- a day- recall DNA about previous learning.	What	How to construct a character?		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	Enable us to create our own characters/ GCSE Lang Paper 1 B		
			How		Analyse Shelley's characters, study Frankenstein. Describe our own.			
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		<ul style="list-style-type: none"> <li>- Recap Victor's life choices (from the early part of the text especially) – moving to Uni, etc.</li> <li>- Read together the CS:F section where he creates the monster, returns home and finds his brother dead</li> <li>- Summarise his different character traits – how are they shown? How is he heroic, how is he villainous?</li> <li>- Introduce concept of Byronic Hero – evaluate how Victor fits this and consider why this might be a useful character type to know.</li> </ul>		<ul style="list-style-type: none"> <li>- Verbal questioning during live session</li> <li>- Cold Calling and targeted Q's as appropriate</li> </ul>		<ul style="list-style-type: none"> <li>- Model character profile of VF – what are his traits, what vocab can be used to describe him, can we add quotes etc.</li> </ul>		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
	<ul style="list-style-type: none"> <li>- Complete character profile for VF</li> <li>- Set suited extract for the Monster and complete character profile for him too</li> <li>- Consider representation of female characters in the novel – compare VF/M with Justine and Elizabeth (maybe even M's Bride) - with PEACEAL</li> <li>- Students write their own description of a 'monster' with the intention of horrifying their readers, like Shelley has done. Trying to incorporate some of the body language/characterisation they have studied.</li> </ul>		<ul style="list-style-type: none"> <li>- Deep marking via Teams and rubric grading</li> <li>- Quizzes to check understanding where appropriate</li> <li>- AR Quiz results (if reading whole text)</li> </ul>		<ul style="list-style-type: none"> <li>- Mid-point reviews with checkpoints of knowledge assessed</li> <li>- Resubmit PEEZL after feedback and DIRT time to demonstrate improvements.</li> </ul>			



		<ul style="list-style-type: none"> <li>- Can additionally set 4x ONA lessons (From Y9) to focus on Gothic Features in Frankenstein</li> <li>- Can optionally direct students to a full copy of the text at Gutenberg, or consider making an e-Book version of the Classic Starts version available (age suitability a concern).</li> <li>- At any point, HPA students can be stretched by providing an extract from the original text to replace the Classic Starts version.</li> </ul>			
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JEM- I thought you could do characterisation around your Victor lessons- MTP lesson 4, 5, 9, and even the Monster.

5	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Each lesson will start with a five- a day- recall DNA about previous learning.	What	To construct a personal/critical response.		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	Makes more confident and assured learners and allows students to respond to a text as intended.		
			How		Demonstrate WWW independently.			
			4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
			<ul style="list-style-type: none"> <li>- Read the conclusion of the novel together (CS:F Ch 18-19)</li> <li>- Comprehension questions based on p.147-149 of CS:F book (What Do You Think? section) – delivered 1 at a time to allow focussed thinking time</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Direct questioning following the comprehension questions</li> </ul>		<ul style="list-style-type: none"> <li>- Introduce Lang P1Q4 To What Extent question - 'A student having read Frankenstein said "The Monster doesn't really have much choice but to be vicious and destructive as Frankenstein cruelly and illogically abandons him." To what extent do you agree?</li> <li>- Model a WWW answer or plan of an answer to this question, drawing on previous knowledge.</li> </ul>		
			7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
			<ul style="list-style-type: none"> <li>- Complete further WWWs, building on from the model.</li> <li>- Compare the Monster with another Monster – who is more gruesome/off</li> </ul>	<ul style="list-style-type: none"> <li>- Deep marking via Teams and rubric grading, inc Final Assessment</li> <li>- Quizzes to check understanding where appropriate</li> <li>- AR Quiz results (if reading whole text)</li> </ul>		<ul style="list-style-type: none"> <li>- Mid-point reviews with checkpoints of knowledge assessed</li> <li>- Resubmit PEEZL after feedback and DIRT time to demonstrate improvements.</li> </ul>		

putting? PEACEAL based on short extracts

- Where can we find critical responses elsewhere? Find an example of a review for something they enjoy (e.g. game, film), and annotate for the features that can be found in it
- Set (long!) extract from Original F Ch 11 where the monster tells his story – then plan a response to the Q ‘Hearing the Monster’s story from his perspective allows us to feel genuinely sorry for him, to what extent do you agree?’
- Write a speech persuading VF to make a bride for the monster, from the Monster’s POV – using Ethos, Logos and Pathos
- Final Assessment – (alongside short answer/Forms quiz) – Using WWW: Victor is the real villain of this novel, and nothing he can do will make him a hero. To what extent do you agree?