



Subject: English	Year Group: 7	Unit: Cirque du Freak (Part II)
Unit objectives: (NC Statements) The students will complete a novel study unit on 'Cirque du Freak' whilst simultaneously considering extracts taken from fiction texts.		

## Context for study:

The Year 7 students will primarily focus on the reading of 'Cirque du Freak' and how the author uses characterisation and structural methods to engage the reader. As with the previous unit on 'Poetry and Conflict', they will continue to explore narrative voice and how this can influence reader response. The module also continues to address historical context by considering the literary tradition surrounding vampires, including 'Dracula' by Bram Stoker. The skills required for fiction writing will also be addressed – this will be revisited in Year 8 through the Fiction Writing Workshop and 'Dystopian Fiction' unit.

The final assessment, tracking the character development of Darren is in preparation for GCSE Literature where students are asked to explore how a character changes across the course of the novel.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Students are introduced to thematically linked **key vocabulary** at the start of this unit. This comprises of **20 words** which they define using their word bank in their workbooks to enable use throughout their lessons.

- Understand that there are different aspects that make a character interesting/ engaging for the reader.
- Know what an **imperative verb** is and how they can be employed in instructional writing.
- Understand that changing the **narrative perspective** alters the reader's understanding of the characters' emotions.
- Know the stereotypical features of a vampire in film and literature.
- Know what a **noun phrase** is and these can be employed to add detail in descriptive writing.
- Know that 'Dracula' was written by Bram Stoker.
- Know the stereotypical ways in which to defeat a vampire e.g., garlic, cross, wooden stake through the heart, sunlight.
- Know the traditional features of advice writing, including imperative sentences, lettered/numbered sequence, simple sentences, present tense, chronological order, and adverbs for clarity.
- Understand that Darren's character develops during the course of the novel.
- Know the term **protagonist** and how it can be applied to Darren.

## The Warriner School Subject Curriculum Map

<p><b><u>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></u></b></p> <p>A misunderstanding of the difference between author and central character.</p> <p>Some students may be sensitive in terms of discussion around death and losing a family member.</p> <p>Modelled writing and reading by the teacher.</p>	<p><b><u>Literacy and Oracy development opportunities:</u></b> <b><u><i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></u></b></p> <p>Explicit teaching of Tier 2 vocabulary, throughout lessons.</p> <p>Reading of extracts from fiction texts – modelled reading with various engaging strategies.</p> <p>Supporting discussions based around relationships and dealing with death/ bereavement.</p> <p>Explicit focus on answering questions in full sentences, employing evidence from the texts.</p> <p>Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.</p> <p>Writing modelling and paragraph structure provided.</p> <p>Develop oracy skills through reading, discussion, and the sharing of written viewpoints.</p>
<p><b><u>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></u></b></p> <p>How is Darren's character shown at different points in the novel?</p> <p>Students to apply their knowledge of the character to a Literature-style response.</p>	