



Subject: English	Year Group: 7	Unit: Cirque du Freak (Part I)
Unit objectives: (NC Statements) The students will complete a novel study unit on 'Cirque du Freak' whilst simultaneously considering extracts taken from non-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 explore narrative voice and how this can influence reader response. This unit continues to build upon the core Year 7 skills of selecting evidence, interpreting the evidence, and considering language and structural methods. As Year 7s, this will lay the foundations of core skills required for Year 8-beyond. The module also continues to address historical context by considering non-fiction texts about 'Freak Shows' and 'The Elephant Man'. The skills required for non-fiction writing will also be addressed – this will be revisited in Year 8 through the Non-Fiction Writing Workshop and 'Stone Cold' unit. The foregrounding of structural terms and how the novel is put together is in preparation for GCSE Language Paper 1 Question 3 which is the Structure question.

This unit introduces writing to persuade at secondary level, one of the four writing types that the WMAT primaries practise throughout their curriculum, so this unit recalls that procedural knowledge and builds on it too.

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 types of narrative hook and that they can be used to engage the reader.
- Understand the term '**omission**' and how it can be applied to the opening of the novel.
- Understand the literary term '**foil**' and how this might be applied to the character of Steve.
- Know that PT Barnum was a 19th Century showman who founded the Barnum and Bailey Circus. He made a career from exhibiting human beings.
- Understand the connotations of the term 'freak' and the negative connotations associated with the term – specifically in modern society.
- Understand the words "**inhumane**" and "**barbaric**" and how they can be applied to the treatment of the performers in Barnum's circus.
- Know about the history of 'Freak Shows' dating from the Victorian period and how they eventually died out by the end of the 19th Century.
- Know who Joseph Merrick was, his title of 'The Elephant Man' and how he was 'exhibited'.
- Know that 'The Greatest Showman' was inspired by the life of PT Barnum.
- Know the traditional conventions of a non-fiction letter.
- Understand the typical methods employed in a persuasive text (revisit of PIRATE MOUSE from the Poetry and Conflict' unit).
- Understand that there are different genres, and that 'Cirque du Freak' can be considered part of the gothic genre.
- Know the different conventions of the gothic genre: characters that are out of the ordinary; isolated settings; unusual or old-fashioned clothing and objects; elements of the supernatural (ghosts, monsters, vampires, etc.); elements of magic; keeping the reader in suspense; evoking terror from the reader.

The Warriner School Subject Curriculum Map

- Understand the methods that can be used to create tension: short, simple sentences; ellipses (...); omission (withholding information); powerful verbs, sensory language; change in the behaviour of characters; speeding up or slowing down time; repetition; foreshadowing; Italics/ bold print/ capitals for emphasis.
- Know the different types of narrative perspective: first person protagonist, third person omniscient; third person limited; the unreliable narrator; observer narrator.
- Understand the term '**inciting incident**' and how it can be applied to a story structure.
- Know what Freytag's Pyramid is and how it is used to chart the tension in a narrative.
- Understand the traditional stereotypes associated with vampires in film and literature.

Possible Misconceptions and adaptive responses to these: identified through formative assessment/retrieval practice/diagnostic questioning.

A misunderstanding of the difference between author and central character.

Some students may be sensitive in terms of discussion around disabilities and prejudice towards those people with a disability.

Clear and targeted discussion of the treatment of the performers in Barnum's circus. Exploration of the term 'freak' as a pejorative term in the modern era.

Modelled reading by the teacher.

Assessment/Final outcomes: How will students apply their deep learning in a meaningful way that respects the subject's discipline?

Write a non-fiction letter to the authorities, raising your concerns regarding Barnum's circus and the treatment of his acts. Students to apply historical knowledge as well as use of persuasive writing techniques.

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

Explicit teaching of Tier 2 vocabulary, throughout lessons.

Reading of the non-fiction texts – modelled reading with various engaging strategies.

Supporting discussions based around identity, acceptance and disability.

Explicit focus on answering questions in full sentences, employing evidence from the texts.

Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.

Writing modelling and paragraph structure provided.

Develop oracy skills through reading, discussion, and the sharing of written viewpoints.