

The Warriner School Subject Curriculum Map



Subject: English	Year Group: 10	Unit: Jekyll & Hyde
Unit objectives: (NC Statements) The unit will introduce Jekyll & Hyde so that students understand the plot, the main characters, the context of the piece, and be able to write on it and develop their Literature writing since LOTF and poetry units.		

Context for study:

Year 10 students need to study a 19th century text. This is typically challenging for students because the dense language, the concerns that seem far away from their experiences, and the complicated plots. By breaking down the novel into clear quotations, by applying it, right from the beginning of the unit, to concerns that are ubiquitous to students' understanding of the world, and consistently low-stakes testing the plot and characters, this unit aims to give students access to J&H and enable writing on it. This unit links back to the Frankenstein unit, in terms of dense, sometimes archaic language, and also complicated plots. Students studying J&H are usually in higher-sets and the book is more challenging than the alternative, while also allowing students to develop their ideas through context such as the Victorian Gentleman and the Gothic/detective genre. Continuing on from Year 8's Poetry and Power unit, where the students had some experience of Victorian context, the OMAM unit in Year 9, and the LOTF unit in Year 10, students will be interrogating and discussing writer's methods alongside the context of Stevenson.

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**)*

Justify their opinion on a range of statements regarding the nature of evil.
 Read and understand the order of events of Jekyll and Hyde.
 Complete a low-takes quiz on Jekyll and Hyde and retrieve information on the plot.
 Connect understanding of the plot with statements regarding the nature of evil.
 Understand the Eduqas mark-scheme and how it defines **context** as a relationship between the text, the times, and how it could be received.
 Consider where they've learned about **context** before and justify why it's important to writing about texts.
 Mind-map and discuss what Victorian society is like based on pictures.
 Understand, through the creation of fact-files, the topic, time, and author, in regards to context.
 Justify the three most important bits of **context** that they have learned.
 Understand what **Gothic** fiction is and how it can apply to what they know of Jekyll and Hyde.
 Read a short extract from Jekyll and Hyde and identify the mood, atmosphere, and tone.
 Apply the **Gothic genre** knowledge to the extract and consider how it could have been **subverted**.
 Group adjectives into **semantic fields** in order to understand Stevenson's descriptions of Utterson.
 Connect, prioritise, identify, justify how Stevenson forms Utterson.
 Understand how Utterson's caution contrasts Jekyll later on in the novel.
 Write about how Utterson is constructed as a dreary and dull character.
 Complete low-stakes quiz on Utterson.
 Consider the term **antagonist** and how it could apply to Jekyll and Hyde.
 Closely analyse Hyde's introduction through precise evidence.

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Complete a low-stakes quiz on what they know so far.

Understand the **Sword of Damocles** as a concept and apply it to what they know of Jekyll and Hyde.

Read 'Search for Mr Hyde' and consider the mood and atmosphere.

Read and select evidence from Chapter 3 that shows comprehension.

Create a table which shows the clear contrasts between the characters of Jekyll and Hyde.

Understand the moon as a **symbol** within literature.

Consider how the moon applies to the chapter 'Search for Mr Carew'.

Write about how the moon is used as a symbol in Jekyll and Hyde.

Understand what a **narrative gap** is.

Plan and write a **re-creative** piece on Jekyll and Hyde.

Respond to individual feedback on the **re-creative** during IACT.

Identify key plot points from Chapter 5.

Explore the presentation of the policeman in the chapter.

Summarise how Hyde has changed throughout the novel.

Consider how the atmosphere has changed throughout the novel.

Complete a low-stakes quiz on Chapter 5.

Understand challenging vocabulary such as **gaunt** and **laden** while reading Chapter 6.

Understand the importance of Dr Lanyon to the narrative.

Complete a paired quiz on thematic and character significance on Jekyll and Hyde.

Consider how Dr Lanyon is presented in an extract.

Read and understand the purpose of Chapter 7.

Put the events of the novel in order.

Figure out which statements are true and which are false on Chapter 8.

Apply as many Tier 2 vocabulary words to Jekyll and Hyde as possible.

Complete a quiz on the entirety of the plot of Jekyll and Hyde.

Find **pertinent** evidence to justify statements regarding the final chapter.

'I do, We do, You do' on how Stevenson uses fear in his language.

Explain the decline and fall of Henry Jekyll.

Write a moral for the novel.

Understand greater thematic intentions behind Jekyll and Hyde such as the Duality of Man, Evolution, and Locked Doors.

Complete a Know-It on all of the book.

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

Not understanding the dual nature of Jekyll and Hyde.

Not understanding Utterson's role as narrator.

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.

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<p>Complexities with plot and order of events, consistent low-stakes quiz on plot and order of events.</p>	<p>Reading of Jekyll and Hyde – modelled reading with various engaging strategies.</p> <p>Supporting discussions based around violence, class differences, and power.</p> <p>Explicit focus on answering questions in paragraphs and consistently self-assessing where students are employing evidence from the texts, explaining context, and showing their understanding.</p>
<p><u>Assessment/Final outcomes: How will students apply their deep learning in a meaningful way that respects the subject's discipline?</u></p> <p>Assessment of understanding – Eduqas GCSE question.</p> <p><u>"Write about how the relationship between Jekyll and Hyde is presented in the novel".</u></p> <p>Students will: demonstrate their progression in writing on literature; understand what makes a successful answer through modelling; demonstrate any key misunderstandings in writing on literature and have them rectified; demonstrate their knowledge of the plot; demonstrate their knowledge of character; demonstrate their knowledge of context; write an answer that tries to embed what they have learned.</p>	<p>Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.</p> <p>Regular low-stakes testing through homework and in-class tests.</p> <p>Writing modelling and paragraph structure provided.</p> <p>Consistent application of I do, We do, You do in developing student writing and confidence.</p> <p>Develop oracy skills through reading, discussion, and the sharing of written viewpoints.</p> <p>Discussion of high-utility ideas such as Capitalism and evolution.</p> <p>Class creation of success criteria to give students understanding of success.</p>