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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1-3** | What can we learn from the context of Jekyll and Hyde? |  | evolution  controversy  dormant  moralistic  controversial  deconstructive  unnerving  disassociation  juggernaut  locomotive  protagonist  enslaved  virtuous  mitigate  satanic |
| **4** | Ch1 - How does the writer present Hyde as powerful? Ch2 – How is fear presented? | Extended paragraph |
| **5&6** | How can we analyse quotations? Looking at quotes in detail. | Extended write |
| **7** | How can we consider alternative interpretations? | Peer assessment  Extended Write |
| **8&9** | Discuss opinions and evaluate the charactes of Jekyll and Hyde. PEEEC. | Peer assessment |
| **10** | Answering an exam style question. | Extended write. |
| **11** | Discuss the events of Sir Danvers Carew’s death | Self-assessment |
| **12** | What happens in chapter 4? What prior knowledge can we link to it? | Peer assessment. |
| **13** | What was crime like in the Victorian era? How does this link to the story? | Peer assessment |
| **14** | How is fear presented in the extract? | Self-assessment |
| **15-18** | What is morality? How do we apply it to the novella? Planning an answer – extended writing. | Green Pen  Extended writing. |
| **19** | The Victorians and God. Jekyll – villain or victim? | Peer assessment. |
| **20** | How does Hyde disguise Jekyll’s sins? | Peer assessment. |
| **21&22** | Assessment planning and assessment. | Assessment |
| **23** | Writing a book review. | Self-assessment |
| **24** | Assessment feedback | Green Pen |

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**Communications Faculty- Reading Curriculum Intent - Year 9 Unit: Autumn 1**

**The 19th Century Novel – Dr Jekyll and Mr Hyde**

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| **Topic** | **Criteria** | **R** | **A** | **G** |
| **Reading and responding to unseen texts** | Show an clear understanding of languag*e* and structure |  |  |  |
| Select and apply textual detail to  develop an effective response |  |  |  |
| Make accurate use of subject terminology |  |  |  |
| **Wider exploration of texts** | Demonstrate skills for evaluation |  |  |  |
| Convey an accurate understanding of writer’s methods |  |  |  |
| Respond to tasks set, linking to whole texts studied |  |  |  |
| Explore ideas, perspectives and contextual factors |  |  |  |