

## KS4 English Gothic Literature

### Unit Overview:

This unit of study gives students the opportunity to experience and explore a range of gothic horror stories. Students will identify and discuss common themes (e.g. natural and supernatural, conflicted and disturbed characters.). Students will sequence the key events using lists, maps and storyboards and describe the key characters with reference to the text. Students will learn that gothic horror combines dark elements into a horrific but sometimes romantic story and might involve a lesson about the nature of mankind. Students will learn how to plan, write, edit and proof read their own story in the style of a gothic horror.

### Unit Learning Objectives:

Students should use **speaking and listening** skills to participate in group discussion and interaction, using talk to organise roles and actions and actively including and responding to all members of the group

Students should use **reading skills** to identify features that writers use to provoke readers' reactions (language and structure, e.g. descriptive language, plot); to identify use of dialogue and speech marks to engage in detailed character /setting studies; and to sequence a gothic horror story in which events are logical.

Students should use **writing skills** to create and shape their own texts, to write texts linked to a gothic horror story; to organise information following the structure of a gothic horror story and to develop understanding of spelling, punctuation and grammar.

### Key Aspects of Learning:

#### **Reasoning**

Students will predict and anticipate events in their own gothic horror story based on the actions of key characters and settings using the language of cause and effect.

#### **Evaluation**

Students will express their own views and preferences against agreed criteria to evaluate the work of others.

#### **Empathy**

Writing and listening to stories will help students to understand what others might be thinking or feeling in a particular situation.

#### **Social skills**

When working collaboratively, students will listen to and respect other people's ideas. They will undertake a variety of roles in group contexts.

#### **Communication**

Students will develop their ability to discuss as they work collaboratively in paired, group and whole-class contexts. They will communicate outcomes orally, in writing and through ICT if appropriate.

## Key Features of Text Type

Gothic literature is a genre of literature that combines dark elements, spooky settings, conflicted and disturbed characters into a whimsically horrific, often romantic, story. The term Gothic fiction refers to a style of writing that is characterized by elements of fear, horror, death, and gloom, as well as romantic elements, such as nature, individuality, and very high emotion. These emotions can include fear and suspense.

Structure -

- **Beginning** - introduce setting and characters (possibly supernatural)
- **Problem** - things start to go wrong.
- **Pivotal point** - how the situation gets worse and how the problem is handled
- **Consequence** - what happened after dealing with the problem
- **Resolution** - how things are put right.

Language features - past tense; third person; descriptive language; dialogue;

Visual features - clear structure, possibly illustrations

## Keywords

Gothic, fiction, paranormal, preternatural, supernatural, curse, horror, inexplicable, ghost, mystery, character, setting, hero, villain, conflict, overcome, resolution, describe, verb, adverb, adjective, simile, noun, pronoun, structure

## Suggested Texts:

Dracula - B Stoker; Frankenstein - M Shelley, The Strange Case of Dr Jekyll and Mr Hyde - R L Stevenson, Rebecca - D Du Maurier, The Legend of Sleepy Hollow - W Irving; The Woman in Black- S Hill; The Twilight Series- S. Meyer

## Cross curricular links:

History - Victorian Era

Science - Biology and chemistry

Art- Pre Raphaelite movement

Drama - Role play and hot seating activities

ICT Use ICT to research places and people from to explore if they existed or are purely fictional

D and T - Making a moving monster based on a supernatural creature

**RRS Articles:** *This unit of work is linked to **Articles 29** of the UN Convention on the Rights of the Child. Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment*

Wks	Stage of Talk for Writing Approach	Aim	Main activity
1-4	Immersion & imitation	Students learn and internalise model text. Students identify transferable ideas and structures	Cold Task / Have a Go Task Use an interesting stimulus/ starting point with minimal teaching and students to write a horror story Immersion - explore a range gothic horror stories, different settings and characters, explore similarities and differences and build up word bank of useful words. Explore structure of gothic horror stories and differences between the two. Introduce model text of Gothic horror story and story map and learn text. Role play scenes from model text, interview the heroes and villains Box up model text Use Narrative Therapy & Colourful Semantics to learn model text
5-8	Innovation	Students use ideas and structures Students co-construct new versions of original text with support	Students identify and arrange key features of a gothic horror story. Students explore and rewrite character descriptions and settings Students explore structure of a gothic horror story - opening, build up, problem, resolution, ending Students begin to create new characters (heroes & villains/supernatural creatures), settings and events Use word bank and structure of original text Use mind map to generate and record different ideas. Box up original text and amend / innovate key elements Use Narrative Therapy & Colourful Semantics to revise model text
9-12	Invention / Independent application	Students create original texts as independently as possible	Students use structure of a gothic horror story Students create new characters, settings and plot to create a new gothic horror story Use word bank and structure of original and innovated text Use mind map to generate and record different ideas. Students plan, review, edit and revise their writing. Use Narrative Therapy & Colourful Semantics to create new text Hot Task / Students demonstrate what they have learnt - An independent task on a similar type of writing

**Key learning: Speaking and Listening – Gothic literature**

	<u>B2 P Step 5-6</u>	<u>B2 P Step 7-8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>	<u>B2Step 3</u>
<p><b><u>Subject specific knowledge</u></b></p> <p><b>Spoken language/ speaking and listening.</b></p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately.</p>	<p><u>Students know</u> key ideas and concepts used to communicate a message.</p> <p><u>Students know</u> strategies to communicate misunderstanding without changing the words used e.g. to repeat a word with a different intonation or facial expression.</p> <p><u>Students know</u> how to identify the key element in questions about gothic horror stories e.g. 'What is in the picture?', 'What do they look like?', 'Do you think they are real?' etc</p> <p><u>Students know</u> a number of requests and instructions containing at least two key words, signs or symbols.</p> <p><u>Students know</u> two key ideas contained within discussions about gothic horror stories.</p> <p><u>Students know</u> how to initiate and maintain short and simple conversations about gothic literature.</p> <p><u>Students know</u> how to take turns and to listen to others in conversations, role play and debates.</p>	<p><u>Students know</u> up to four key words, signs or symbols to communicate a message or part of a narrative.</p> <p><u>Students know</u> specific vocabulary to convey desired meaning to the listener.</p> <p><u>Students know</u> the importance of turn-taking, listening to /watching others and how to speak/ act in role play with confidence.</p> <p><u>Students know</u> conjunctions that communicate cause to link ideas e.g. because &amp; so.</p> <p><u>Students know</u> how to briefly listen and follow simple stories for short stretches of time</p> <p><u>Students know</u> how to listen and respond to questions from adults and peers about experiences and gothic literature.</p>	<p><u>Students know</u> some well-known gothic horror stories.</p> <p><u>Students know</u> a range of vocabulary to communicate clearly about the content of texts, audio and video clips about gothic horror stories.</p> <p><u>Students know</u> how to take turns in a range of situations and groups.</p> <p><u>Students know</u> how to listen to others and suggest some ways to respond appropriately.</p> <p><u>Students know</u> how to gain, maintain and monitor the interest of the listener.</p> <p><u>Students know</u> they need to speak clearly and audibly to convey meaning to a range of listeners.</p> <p><u>Students know</u> how to add detail to extend their ideas</p>	<p><u>Students know</u> a number of gothic horror stories and their key characters.</p> <p><u>Students know</u> that using intonation when role playing or describing a character or setting helps maintain the interest of the listener.</p> <p><u>Students know</u> a range of vocabulary to discuss about a character or setting.</p> <p><u>Students know</u> when the style of speech is changed to represent dialogue between characters.</p> <p><u>Students know</u> that looking from speaker to speaker is body language that supports the speakers.</p> <p><u>Students know</u> a range of vocabulary to respond to other people's responses, "I agree with." etc</p>	<p><u>Students know</u> a number of gothic horror stories, their key characters and the main plots.</p> <p><u>Students know</u> formal and informal language and the differences in how people speak now and in the past.</p> <p><u>Students know</u> some of the differences between written and spoken English</p> <p><u>Students know</u> some vocabulary to use to add about characters and settings.</p> <p><u>Students know</u> common morals and themes in gothic literature.</p>

<p><b><u>Subject specific skills</u></b></p> <p><b>Spoken language/ speaking and listening.</b></p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately</p>	<p><u>Students are able to</u> combine two key ideas and concepts. They are able to combine single words, signs or symbols to communicate meaning and create desired impact on listeners.</p> <p><u>Students are able to</u> make attempts to repair misunderstandings, without changing the words used e.g. by repeating a word with a different intonation or facial expression.</p> <p><u>Students are able to</u> respond appropriately to questions in discussions about gothic horror stories e.g. 'What is in the picture?', 'What do they look like?' 'Do you think they are real?'</p> <p><u>Students are able to</u> understand requests and instructions containing at least two key words, signs or symbols.</p> <p><u>Students are able to</u> identify two key ideas from discussion about a gothic horror story or legend.</p> <p><u>Students are able to</u> initiate and maintain short and simple conversations about gothic horror stories.</p> <p><u>Students are able to</u> take turns and to listen to others in conversations, presentations and debates about gothic horror stories.</p>	<p><u>Students are able to</u> link up to four key words, signs or symbols to communicate a message or part of a narrative in a group or one-to-one.</p> <p><u>Students are able to</u> select and use specific vocabulary to convey desired meaning to the listener.</p> <p><u>Students are able to</u> take turns, listen and watch others and speak/ act in role play with confidence.</p> <p><u>Students are able to</u> link ideas using conjunctions that communicate cause e.g. because &amp; so.</p> <p><u>Students are able to</u> listen, attend to and follow simple gothic horror stories for short stretches of time.</p> <p><u>Students are able to</u> listen and respond to, questions from adults and their peers about experiences and gothic literature.</p>	<p><u>Students are able to</u> select a range of vocabulary to communicate clearly about the content of texts, audio and video clips about gothic horror stories.</p> <p><u>Students are able to</u> take turns in a range of situations and groups.</p> <p><u>Students are able to</u> listen to others and sometimes respond appropriately.</p> <p><u>Students are able to</u> effectively convey meaning by gaining, maintaining and monitoring the interest of the listener.</p> <p><u>Students are able to</u> speak clearly and audibly to convey meaning to a range of listeners.</p> <p><u>Students are able to</u> include relevant detail to extend their ideas.</p>	<p><u>Students are able to</u> use intonation when role playing or describing a character or setting related to a gothic horror story.</p> <p><u>Students are able to</u> include detail about a character or setting when discussing a gothic horror story.</p> <p><u>Students are able to</u> vary volume or change tone to maintain engagement of the audience.</p> <p><u>Students are able to</u> use non-verbal gestures and actions in role playing elements from gothic horror stories.</p> <p><u>Students are able to</u> explore their ideas on a topic with others and listen and contribute to discussions.</p> <p><u>Students are able to</u> show supportive body language when listening and look from speaker to speaker.</p> <p><u>Students are able to</u> acknowledge someone else's opinion or information in their relevant answers and build on what another person has said</p> <p><u>Students are able to</u> work constructively with others and responds to a peer's contribution in discussing texts and images related to gothic horror stories.</p> <p><u>Students are able to</u> adjust the style of their speech when using dialogue between characters.</p>	<p><u>Students are able to</u> identify the theme a particular gothic horror story.</p> <p><u>Students are able to</u> discuss what they have read/heard with others, listening to their opinions</p> <p><u>Students are able to</u> use detail for effect in their discussions about characters and settings.</p> <p><u>Students are able to</u> face the camera or audience, keep head raised, use facial expressions and appropriate gestures in discussion and role play about gothic horror stories and conclude them effectively</p> <p><u>Students are able to</u> sustain the attention of the listeners by using expression, indirectly or directly involving the audience explaining ideas and viewpoint, including relevant information and using appropriate vocabulary.</p> <p><u>Students are able to</u> make relevant contributions in group or class discussions.</p> <p><u>Students are able to</u> consider and respect the point of view of another and responds to the questions of others.</p> <p><u>Students are able to</u> take an active role in role play and video/ audio productions</p> <p><u>Students are able to</u> show different viewpoints or issues in role-play.</p>
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Key Learning-Reading – Gothic literature					
	B2 P Step 5-6	B2 P Step 7-8	B2 Step 1	B2 Step 2	B2 Step 3
<p><b>Subject specific knowledge</b></p> <p><b>Reading</b></p> <p>How to infer. How to understand how language is used. How to understand how structure is used How to compare.</p>	<p><u>Students know</u> a few words, symbols or pictures related to gothic horror stories that are familiar to them when presented to them in a familiar way.</p> <p><u>Students know</u> some objects and their pictorial or symbolic representations.</p> <p><u>Students know</u> how to express their curiosity about content at a simple level.</p> <p><u>Students know</u> a small number of words or symbols linked to familiar vocabulary in gothic horror stories.</p> <p><u>Students know</u> some letters and short words related to gothic literature.</p>	<p><u>Students know</u> some key elements of a gothic horror story.</p> <p><u>Students know</u> the conventions of reading e.g that texts flow from left to right and from top to bottom</p> <p><u>Students know</u> what comes next in familiar word patterns, sentences and text structures.</p> <p><u>Students know</u> the differences between print, symbols, pictures and dialogue in gothic horror stories.</p> <p><u>Students know</u> that words, symbols and pictures convey meaning within a gothic horror story.</p> <p><u>Students know</u> the shape name or sound of half the letters of the alphabet.</p>	<p><u>Students know</u> some familiar words typically used in a gothic horror story or legend.</p> <p>With some support, <u>students know</u> some graphemes and their corresponding phoneme.</p> <p>With some support, <u>students know</u> some common exception words.</p> <p><u>Students know</u> a range of vocabulary needed to express what they like when reading a gothic horror story.</p> <p><u>Students know</u> how full stops are used in reading.</p>	<p><u>Students know</u> and record key sentences in texts about gothic horror stories.</p> <p><u>Students know</u> some organisational conventions of gothic literature, e.g. setting, conflict, resolution</p> <p><u>Students know</u> some new vocabulary related to gothic literature</p> <p><u>Students know</u> that they can use a dictionary to check spelling or meaning of a word.</p> <p><u>Students know</u> the position of a letter in alphabet i.e. beginning, middle or end</p> <p><u>Students know</u> how words are organised in a dictionary.</p>	<p><u>Students know</u> key themes, facts and opinions in different texts about gothic horror stories and identify their own responses.</p> <p><u>Students know</u> some of the common themes or morals of gothic literature.</p> <p><u>Students know</u> some elements of a gothic horror story..</p> <p><u>Students know</u> when the text isn't making sense</p> <p><u>Students know</u> that words are listed in a dictionary in alphabetical order</p> <p><u>Students know</u> different types of punctuation used in texts related to gothic horror stories.</p>
<p><b>Subject specific skills</b></p> <p><b>Reading</b></p> <p>How to infer. How to understand how language is used. How to understand how structure is used How to compare.</p>	<p><u>Students are able to</u> use a few familiar words, symbols or pictures to derive meaning from a text or image related to gothic horror stories.</p> <p><u>Students are able to</u> match objects to their pictorial or symbolic representations.</p> <p><u>Students are able to</u> ask and answer basic two key word questions about a gothic horror story</p>	<p><u>Students are able to</u> display interest in understanding and attaching meaning to a gothic horror story</p> <p><u>Students are able to</u> predict elements of a gothic horror story e.g. when the reader pauses, students fill in the missing word.</p> <p><u>Students are able to</u> identify print, symbols, pictures and dialogue in gothic horror stories.</p>	<p><u>Students are able to</u> identify familiar words typically used in gothic horror stories.</p> <p>With some support, <u>students are able to</u> use their phonic knowledge to read words and establish meaning when reading aloud.</p> <p>With some support, <u>students are able to</u> use their knowledge of common exception words to read words and establish meaning when reading aloud.</p>	<p><u>Students are able to</u> listen to and read a range of texts related to gothic horror stories.</p> <p><u>Students are able to</u> correctly identify how texts are organised, e.g. setting, conflict, resolution</p> <p><u>Students are able to</u> reread a text when attempting to understand new vocabulary</p> <p><u>Students are able to</u> use clues in the text to suggest the meaning of new words</p>	<p><u>Students are able to</u> read, discuss and give their own views on gothic horror stories and which elements might be real.</p> <p><u>Students are able to</u> draw inferences on what they have read.</p> <p><u>Students are able to</u> identify some key features of the narrative language used in gothic horror stories.</p> <p><u>Students are able to</u> identify specific vocabulary within a</p>

	<p><u>Students are able to select and recognise/ read a small number of words or symbols linked to familiar vocabulary in relation to gothic horror stories.</u></p> <p><u>Students are able to match letters and short words related to a gothic horror story or legend.</u></p>	<p><u>Students are able to extract information from words, symbols and pictures and convey meaning within a gothic horror story.</u></p> <p><u>Students are able to read a growing repertoire of familiar words or symbols typically used within gothic horror stories..</u></p> <p><u>Students are able to identify half the letters of the alphabet by shape, name or sound.</u></p>	<p><u>Students are able to select the vocabulary needed to express what they like when reading a gothic horror story or legend.</u></p> <p><u>Students are able to begin to show awareness of how full stops are used in reading.</u></p>	<p><u>Students are able to use a dictionary to check spelling or meaning of a word.</u></p> <p><u>Students are able to use knowledge of alphabet to open dictionary in an appropriate place.</u></p> <p><u>Students are able to locate a word in a dictionary</u></p> <p><u>Students are able to decode unknown words using contextual knowledge.</u></p> <p><u>Students are able to read simple prefixes or suffixes without overt sounding out.</u></p>	<p>text that captures the reader's interest.</p> <p><u>Students are able to compare images and texts from the Victorian period e.g. pre-Raphaelite paintings and</u></p> <p><u>Students are able to identify the letters in a word sequentially and find the meaning of an unknown word using a dictionary.</u></p> <p><u>Students are able to generate their own questions to research.</u></p> <p><u>Students are able to confidently use knowledge of phonic structure.</u></p> <p><u>Students are able to use knowledge of root words, suffixes and prefixes to attempt new/longer words</u></p>
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### Key Learning - Writing - Gothic literature

	B2 P Step 5-6	B2 P Step 7-8	B2 Step 1	B2 Step 2	B2 Step 3
<p><b><u>Subject specific knowledge</u></b></p> <p><b><u>Writing</u></b></p> <p>How to plan a gothic horror story.            What good looks like: appropriate form, language and structure.            How to edit.            How to proof read.</p>	<p><u>Students know</u> some marks or symbols associated with spoken words, actions, images or events relating to familiar information related to gothic horror stories</p> <p><u>Students know</u> how to hold a pen correctly and to follow the lines on the page to trace, overwrite or copy writing patterns.</p> <p><u>Students are able to</u> identify marks, letters, symbols and photographs to use in a text related to a gothic horror story.</p>	<p><u>Students know</u> how to identify the beginning, middle and end sections of gothic horror stories.</p> <p><u>Students know</u> to group letters and leaves spaces in their writing to form separate words.</p> <p><u>Students know</u> that writing can have a range of purposes including to entertain; to express emotions etc.</p> <p><u>Students know</u> how an information text is arranged on the page, sequencing</p>	<p><u>Students know</u> some simple words and phrases to communicate meaning.</p> <p><u>Students know</u> how full stops are used in writing.</p> <p><u>Students know</u> how to clearly shape and correctly orientate letters.</p> <p><u>Students know</u> how to correctly format a gothic horror story</p>	<p><u>Students know</u> some vocabulary to include in their own gothic horror story when planning their writing</p> <p><u>Students know</u> alternative words to enhance description in their text and create a bigger impact on the reader.</p> <p><u>Students know</u> to read through their work to check for appropriate punctuation and vocabulary choices when drafting and writing.</p> <p><u>Students know</u> when to use capital letters in their writing.</p>	<p><u>Students know</u> the style and layout of gothic horror stories</p> <p><u>Students know</u> the terms of grammar -subordinate clause, inverted commas, preposition, conjunction, possessive pronoun, determiner, adverbial, vowel consonant</p> <p><u>Students know</u> the language of punctuation.</p> <p><u>Students know</u> how to spell high frequency words that do not conform to normal patterns.</p>

		information from left to right and top to bottom.		<p><u>Students know</u> how to spell high frequency words that do not conform phonetically.</p> <p><u>Students know</u> where to place a possessive apostrophe in regular and irregular plurals.</p> <p><u>Students know</u> how to correctly use inverted commas.</p>	<u>Students know</u> how to write in a joined up style and whether to use a diagonal; or horizontal join to a letter.
<p><b><u>Subject specific skills Writing</u></b></p> <p>What good looks like: appropriate form, language and structure. How to edit. How to proof read.</p>	<p><u>Students are able to</u> produce marks or symbols associated with spoken words, actions, images or events relating to familiar information related to gothic horror stories.</p> <p><u>Students are able to</u> hold a pen correctly and to follow the lines on the page to trace, overwrite or copy shapes and straight line writing patterns.</p> <p><u>Students are able to</u> select and use meaningful marks, letters, symbols and photographs to produce a text related to a gothic horror story or legend.</p>	<p><u>Students are able to</u> order key sections of a familiar gothic horror story and place them in the correct layout.</p> <p><u>Students are able to</u> group letters and leaves spaces in their writing to form separate words.</p> <p><u>Students are able to</u> select and link symbols and one or two simple key words to write down ideas related to a gothic horror story.</p> <p><u>Students are able to</u> write or produce letter or symbol sequences moving from left to right and make accurate use of upper and lower case letters.</p>	<p><u>Students are able to</u> use simple words and phrases to communicate meaning.</p> <p><u>Students are able to</u> begin to use full stops correctly in their writing.</p> <p><u>Students are able to</u> clearly shape and correctly orientate letters.</p> <p><u>Students are able to</u> place the elements of a gothic horror story in the correct order.</p>	<p><u>Students are able to</u> plan their gothic horror story to effectively entertain; and capture the nature of gothic literature.</p> <p><u>Students are able to</u> consider what to include as essential information in their text, then discuss and record planning ideas.</p> <p><u>Students are able to</u> discuss the layout and style and organise their information in an appropriate manner when planning their gothic horror story.</p> <p><u>Students are able to</u> use capital letters correctly, especially for names in their gothic horror story.</p> <p><u>Students are able to</u> use question marks and exclamation marks correctly and inverted commas for speech.</p> <p><u>Students are able to</u> use class word bank to check spelling and spell words consistently in their texts related to gothic horror stories..</p>	<p><u>Students are able to</u> examine style and layout of gothic horror stories and suggest how they can recreate them, e.g. setting, character and the use of paragraphs.</p> <p><u>Students are able to</u> examine language and grammar, explaining simply why specific words, phrases or styles are used, and naming them, e.g. speech, adjectives, adverbs etc</p> <p><u>Students are able to</u> discuss and record their ideas, organising the ideas, noting specific vocabulary and dialogue etc</p> <p><u>Students are able to</u> use simple devices to structure the writing and support the reader / listener</p> <p><u>Students are able to</u> read their own work to check for tense / spelling / punctuation errors.</p> <p><u>Students are able to</u> use a range of punctuation and grammatical devices s: eg fronted adverbials,</p>

				<p><u>Students are able to write</u> their ascenders and descenders clearly and consistently.</p>	<p>conjunctions, adverbs and prepositions to express time and cause.</p> <p><u>Students are able to check</u> that pronouns make meaning clearer for the reader when evaluating and editing their work eg use of 'third person</p> <p><u>Students are able to spell</u> simple polysyllabic words and attempt to spell most words.</p> <p><u>Students are able to write in</u> a mainly joined up style joining letters correctly.</p>
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**Personal development**

**KS4 only**

**Problem solving-**

Resolving ways to effectively communicate a message / moral / theme through a gothic horror story.

**Communication skills-**

Asking appropriate questions and listening to responses, developing informative skills and skills of description.

**Self-belief-**

Finding ways to get message across

**Self-management-**

Linked to independent research tasks selecting appropriate information and planning and drafting promotional material.

**Team Work-**

Working together to create own gothic horror story

**Suggested activities**

Differentiated phonics games and activities

Read and share different examples of gothic literature and identify common themes

Explore gothic poetry, works by Edgar Allan Poe and William Blake

Explore links with Pre-Raphaelite paintings and links with Dark Romanticism

Encourage students to select favourite gothic horror story and legend, explain why and vote on the best.

Describe a main character - others to guess from what gothic horror story or legend they are from

Interview characters from gothic horror stories and design wanted posters for the villains.

Create own gothic horror story creature / monster - write instructions on how to

Use other text types to explore concepts e.g. how to make Frankenstein's monster, how to defeat a vampire etc;

Hold a debate on who is the real monster in Frankenstein and whether Dr Frankenstein should make a bride for the monster

Research facts behind horror stories e.g. The headless Horseman, Vlad the Impaler

**Online resources**

[Gothic Literature: An Overview | Encyclopedia.com](#)

[Frankenstein - Wikipedia](#)

**Evidencing Work**

All task, planning and evidence sheets need to be levelled in accordance with the rubric, students need to self-assess and work needs to be put in student books/ folders with next steps identified

Audio and video performances need to be recorded and formatted within Book Creator.

Reading examination at end of Key Stage

Speaking and writing assessment at the end of the unit