	Pathway 2+ Year 10	**ENGLISH: Responding to a Novel: *Frankenstein* by Mary Shelley** [AQA Unit Award Scheme unit]	**Term Autumn 1 + 2**

Learning Intention: To support transition through creating a thematic link between texts with a higher level of understanding studied at the end of Key Stage 3 and Key Stage 4 and building skills, understanding and independence towards the Step Up To English examination course. The study of *Frankenstein* will form additional accreditation through the AQA Unit Award Scheme to support students to build skills and understanding of producing work for accreditation through an exam board and working under examination conditions. Study of Mary Shelley's novel, *Frankenstein,* will support and encourage students to reflect on themes important for their development into young adults and the world beyond school.

Key themes:
- Taking personal responsibility - actions and consequences
- Building empathy and understanding of others including the need to respect difference and the dangers of judging others based on looks, gender, religious belief etc.
- Developing understanding of and the opportunity to reflect on the importance of the role of a parent/carer in a child's life.

Key knowledge that should be learned during this SoW

Concept:	Develop key skills, understanding and independence in preparation for starting the Step Up To English examination course [Silver Step]. Gain knowledge on the importance of understanding difference and treating others with respect. Develop confidence creating descriptive writing passages in character [first person] and working collaboratively to write a script. Gain confidence and independence expressing a personal opinion in discussion work, validating their opinion using evidence from the text or their own experience and listening with respect to others; accepting opposing points of view and responding to a range of questions.
Knowledge:	The student will read an abridged version of *Frankenstein* as well as some short extracts from the original text at key points. Through discussion the student will develop their ideas about the main themes, characters, style and plot of the novel. They will respond orally and in writing to aspects of the plot, characterisation and theme. They will participate in a role play activity based on the play.

Key Skills:	Step Up To English preparatory work: Silver Step Component 2 Unit - Creative Reading & Writing (Gothic Horror): Examination key skills [see Scheme of Work for details] AQA Unit Award Scheme Entry Level Unit [Higher challenge - Comprehension] Experienced • reading and discussing an abridged version of 'Frankenstein'. • reading and discussing extracts from the original text of 'Frankenstein' comparing it with the abridge version. Demonstrate the ability to • describe aspects of the novel, e.g. the main themes, characters, plot + style of the novel. • write a letter to one character from the story. • write in character as either Frankenstein or his creature. • participate in a group discussion on issues raised by the novel. • participate in a role play activity based on the novel e.g. dramatization of a scene, television interview of a character.	
Language and/or communication skills:	Key Words: friendship loneliness ambition understanding others respect appearance personality point of view, team work	Technical Language: gothic working in character [role] script first person [writing] descriptive writing *including appropriate techniques e.g. adjective, verb, simile, onomatopoeia.* format [of a piece of writing e.g. letter, diary, story]
Curricular Links	Key Cross-curricular links: History – early 19th century, establishing social context. Science - the human body, scientific advances. Geography – location of key parts of the story. P.S.H.E. – bullying, understanding difference - the dangers of judging others by appearance, R.E.- ideas about life and death. Drama – working in character, scripting process, staging a scene – the impact of movement, proximity, body language and tone of voice on the meaning of words. Music – exploring emotions.	