English Department

Year 10

Topic: Jane Eyre

Learning Journey

Prior learning:

-literature analysis: AIC, Anthology poetry

-Victorian context: Y8

Learning sequence – topic title										Endpoint	
Main	Victorian	Analysing	Themes	Character	Gothic	The role	Theme:	Use of	Symbolism	GCSE style	
learning	context;	Bronte's	analysis:	development –	conventions	of women	social class –	pathetic	and Gothic	Checkpoint:	
steps	plot & character – Gateshead/ Jane	methods – Gateshead extracts	Religion & Helen Burnes - Lowood	how does Bronte show development? Jane/Rochester - Thornfield	- what are they/ what are their effects?	BlancheIngramandlinking totheme of	analysing theme up through Thornfield	fallacy (Ch23) & its effects/ links to other key themes/	conventions – How have the Gothic elements develop?	How is the theme/ character presented in	
						women /class		characters	Link to overall themes	this extract and in the novel as a whole?	
Key Vocab	characterisation pathetic fallacy critique Gothic motif foreshadowing symbolism pseudonym theme climax tension juxtaposition simile metaphor semantic field hypocrisy foil irony oppression colonialism sexism bildungsroman										
Possible	Analysis of key extracts – annotation and extended writing to explore a character or theme (e.g. Red Room)										
Assessment											
Topics	Extended wr	Extended writing to explore a key character and how they develop (e.g. Jane, Helen, Blanche, Rochester)									

Extended writing to explore a key theme and how it develops (e.g. social class, religion, female independence)

How Will I Improve My Assessed Pieces?

Add to my annotations to develop more sophisticated interpretations

Write to answer self, peer, and teacher questions (in purple pen)

Redraft a paragraph or part of an extended piece of writing to make improvements

Where will we use these ideas again:

Next half term – continuing with 'Jane Eyre'

Romantic Poetry (next SOW) – literature analysis; methods/subject terminology; linking specific examples to overall themes/ideas/messages; historical context