

YEAR 9 – The 19th Century Imagination**How were 19th century writers affected by their environment?**

Key Knowledge, Vocabulary and Terminology	😊	😐	☹️
I know the conventions of Gothic literature			
I know the important points of historical context of the 19 th century			
I can explain why these historical factors caused the Gothic and Romantic literary movements			
I can define all of the key vocabulary and terminology from the knowledge organiser			
I can use all of the key vocabulary and terminology in sentences			
I can explain how all of the key vocabulary and terminology relates to the texts I have studied this term			
Key Skills – Can you display these in your written work?	😊	😐	☹️
I can deliberately use Gothic vocabulary to build atmosphere			
I can use characterisation to show a character's personality			
I can describe a setting in detail using pathetic fallacy			
I can use figurative language in my descriptions (similes, metaphors, personification)			
I can use multi-sensory imagery in my descriptions			
I can use dialogue that builds tension and suspense			
I can plan using a narrative arc such as Freitag's triangle			
I can manipulate the structure of a story to build tension and suspense (using structure techniques like flashback, in medias res, twist, foreshadowing, cliff-hanger)			
I can control the pace of my story			
Key Literacy – Can you use these sentence forms and punctuation in your writing?	😊	😐	☹️
Verb start: Trembling , the young girl pulled her shawl tight round her shoulders.			
Preposition start: In the empty graveyard, the wind rattled the bones of the dead. Without a backwards glance, the vampire flew away.			
Adjective start: Tiny candles glittered brightly amid the wreckage of the feast.			
Adverb start: Cautiously , the driver started the rusty engine.			
Colon to introduce a list: All around him stood the remnants of the town: splintered beams; crumbling walls; shards of dull glass, and yellowing skeletons.			
! ... ? () - : ; , ""			

