

Knowledge Rich Curriculum Plan

*Year 12: Literary Bridge – The Lord of The Flies*



| A Level English  The Lord of The Flies |  |  |  |  |
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| Lesson/Learning Sequence | Intended Knowledge:  *Students will know that…* | Tiered Vocabulary | Prior Knowledge:  *In order to know this students, need to already know that…* | Assessment |
| Lesson 1:  Welcome | *Students will know that a literary text is a piece of writing, such as a book or poem, that has the purpose of telling a story or entertaining, as in a fictional novel. Its primary function as a text is usually aesthetic, but it may also contain political messages or beliefs.*  *Students will know the basic plot of Lord of The Flies and key characters.* | *Exploratory: relating to or involving exploration or investigation.*  *Evocative: bringing strong images, memories, or feelings to mind.*  *Literary: concerning the writing, study, or content of literature, especially of the kind valued for quality of form.*  *Characterisation: the creation or construction of a fictional character.* | * *Students need to already know the difference between English Language and English Literature* * *Students need to already know what is meant by context and the affect this can have on a text.* * *Students will already need to know how to identify a text's genre.* |  |
| Lesson 2:  Chapter 1 | *Students will know what Lord of The Flies is, and how Golding establishes the characters of Ralph and Piggy.*  *Students will know what the term "biblical allusion" means and how we can apply it to the text.*  *Students will know some of the historical context of the novel including political and social influences on Golding.* | *Promontory: A promontory is a raised mass of land that projects into a lowland or a body of water.*  *Chorister: a member of a choir, especially a choirboy or choirgirl.*  *Allusion: an expression designed to call something to mind without mentioning it explicitly; an indirect or passing reference.* | * *Students need to already know the difference between English Language and English Literature* * *Students need to already know what is meant by context and the affect this can have on a text.* |  |
| Lesson 3:  Openings | *Students will know about the British public-school system and how boys of this class would live/speak/ play; they will understand how culturally different they would be.*  *Students will know that a literary text is a piece of writing, such as a book or poem, that has the purpose of telling a story or entertaining, as in a fictional novel.*  *Students will understand the function of "openings" in literature.* | *Supercilious: behaving or looking as though one thinks one is superior to others.*  *Glib: (of words or a speaker) fluent but insincere and shallow.*  *Clause: a unit of grammatical organisation next below the sentence in rank and in traditional grammar said to consist of a subject and predicate.* | * *Students need to already know the difference between English Language and English Literature* * *Students need to already know that syntax is the arrangement of words and phrases to create well-formed sentences in a language.* * *Students need to already know that a clause is a unit of grammatical organization next below the sentence in rank and in traditional grammar.* |  |
| Lesson 4:  Chapter Four | *Students will know how characters and plot have developed from our previous reading.*  *Students will know how Golding establishes the key protagonists and their function in the narrative.*  *Students will know how by this chapter, the boys’ community mirrors a political society, with the faceless and frightened littluns resembling the masses of common people and the various older boys filling positions of power and importance with regard to these underlings.* | *Mirage: an optical illusion caused by atmospheric conditions, especially the appearance of a sheet of water in a desert or on a hot road caused by the refraction of light from the sky by heated air.*  *Exposition: is the background information on the characters and setting explained at the beginning of the story.* | * *Students need to already know the difference between English Language and English Literature* * *Students will already know about the public-school system and the cultural background of boys such as those in the text.* * *Students will already need to know how to identify a text's genre.* |  |
| Lesson 5: Character | *Students will know that a literary text is a piece of writing, such as a book or poem, that has the purpose of telling a story or entertaining, as in a fictional novel. Its primary function as a text is usually aesthetic, but it may also contain political messages or beliefs.*  *Students will know that a successful analysis of a literary text is not to see the characters as real people.*  *Students will know that an archetype is a very typical example of a certain person or thing.* | *Allegorical: a narrative or visual representation in which a character, place, or event can be interpreted to represent a hidden meaning with moral or political significance.*  *Whimsical: playfully quaint or fanciful, especially in an appealing and amusing way.*  *Characterisation: the creation or construction of a fictional character.* | * *Students need to already know what is meant by context and the affect this can have on a text.* * *Students need to already know some key literary characters such as Scrooge, Lady Macbeth and Arthur Birling.* * *Students will already need to know how to identify a text's genre.* |  |
| Lesson 6: Chapter 6 | *Students will understand the correlation between fear and brutality amongst the boys.*  *Students will understand how at the beginning of the novel, Ralph’s hold on the other boys is quite secure: they all understand the need for order and purposive action. By this point, however, as the conventions of civilization begin to erode among the boys,* | *Civilization: the stage of human social and cultural development and organization that is considered most advanced.*  *Animalistic: characteristic of animals, particularly in being physical and instinctive.* | * *Students need to know what is meant by authorial intent and something of Golding’s intentions when writing The Lord of The Flies.* * *Students need to have some knowledge of conscious crafting and the lexical and semantic choices made by writers.* * *Students will already know about the public-school system and the cultural background of boys such as those in the text.* |  |
| Lesson 7: Chapter 8 | *Students will know that by discovering what they believe to be a monster (a dead man in a parachute) rules of morality and order being to be eroded.*  *Students will understand that the original democracy Ralph leads devolves into a cult-like totalitarianism, with Jack as a tyrant and the beast as both an enemy and a revered god* | *Obedience: compliance with an order, request, or law or submission to another's authority.*  *Representation: the way ideas are 're-presented' to readers. It refers to how meaning is constructed through linguistic techniques, influencing the reader's perception of the subject matter and the text.* | * *Students will need to have read the seven previous chapters of the novel in order to understand the plot.* * *Students will need to understand symbolism and how writers are able to subtly craft images and ideas for their readers using indirect methods.* |  |
| Lesson 8: Chapter 10 | *Students will know that…* |  |  |  |
| Lesson 9:  Building Narratives Part 2 | *Students will know that writers often present us with narrators who expound views, which are the binary opposite to those of the author. This can be done to question or highlight the validity of a particular political or aesthetic belief.*  *Students will know that the literary style of the text may not always match the spoken style of the protagonist. The linguistic scope of a novel can be limited if a writer strives to do this.* | Tier 2  Sophisticated:  Scope:  Expression:  Tier 3  Linguistic:  Stylistic:  Protagonist: | * *Students need to already know the difference between English Language and English Literature* * *Students need to already know the difference between literary voice, the author's intent and how both of these voices work within a framework of literary style.* |  |
| Lesson 10:  Interpretation | *Students will know that a one of the things we mean by calling a piece of work "literacy" is that is it not tied to a specific context.*  *Students will know that texts are constantly being interpreted in different times and places, students will understand how context impacts interpretations.* | Tier 2  Sophistication:  Converge:  Expression:  Tier 3  Interpretation:  Contextualising:  Realism: | * *Students will already need to know how to identify a text's genre.* * *Students need to already know what is meant by context and the affect this can have on a text.* |  |
| Lesson 11:  Chapter 11 and 12 | *Students will know that William Golding was a devout Christian - they will consider Christian allusion and imagery in the novel. Students will examine the role of the*  *martyr in the text, making links to Golding's faith.*  *Students will know how to discuss the symbolic nature of Piggy's death; he dies as the conch is destroyed. Everything the conch stood for is ruined too.* | Tier 2  Martyr:  Imperious:  Barbarism:  Allegorical: | * *Students need to already know what allusion is and some prime examples* * *Students need to already know what is meant by context and the affect this can have on a text.* * *Students will already need to know how to identify a text's genre.* |  |
| Lesson 12:  Character/Voice | *Students will know that a literary text is a piece of writing, such as a book or poem, that has the purpose of telling a story or entertaining, as in a fictional novel. Its primary function as a text is usually aesthetic, but it may also contain political messages or beliefs.*  *Students will know the difference between a poetic/literary voice and the author. This will lead to a discussion and examination of authorial intent and how to analyse and discuss this.*  *Students will know what we mean by the "vicarious" nature of literature; that a well crafted characters allows the reader to see a different kind of life.* | Tier 2  Idiosyncratic:  Quirky:  Eccentric:  Tier 3  Unambiguous:  Protagonist: | * *Students need to already know the difference between English Language and English Literature* * *Students need to already know what is meant by the term "the writer's craft"* * *Students will already need to know how to identify a text's genre.* |  |
| Lesson 13:  Building Narratives | *Students will know that most narrators are assumed to omniscient, meaning they are expected to know everything about the narrative being conveyed. The reader is not supposed to question this.* | Tier 2  Authority:  Anonymous:  Aesthetic:  Tier 3  Omniscient:  Narrator:  Jargon: | * *Students will already know what a narrative arch is and the basic conventions of a romance, comedy or tragedy are.* * *Students will already know what is meant by characterisation and how authors use key archetypes in their work. They will also understand the purpose of archetypes in a piece of literary fiction.* * *Students will already need to know how to identify a text's genre.* |  |