



English: The Development of Form

YEAR 8	THE SONNET FORM	THE BIBLE AS LITERATURE	COMEDY THROUGH TIME	THE STORY OF THE NOVEL
<p>What students will know</p>	<ul style="list-style-type: none"> • The conventions of the Petrarchan sonnet • The conventions of the Shakespearean sonnet • How to read a poem • How to identify a range of poetic devices • Specific analytical lexis and how to use them in their sentences (see key vocabulary section) • Specific comparative literary themes (see key vocabulary section) • Specific literary concepts which relate to writer's intent (see key vocabulary section) • Key features of the literary context which influenced the writer's intent • How to write grammatical construction of thesis statements, comparative statements, how to embed textual detail and introduce analysis of writer's methods and intent 	<ul style="list-style-type: none"> - What languages the Bible was originally written in (Hebrew, Aramaic and Greek) - that the King James Bible was published in 1611 - Tyndale believed the Bible must be translated into English so that ordinary people would know the word of God - most of the King James Version is based on the translation of William Tyndale - Mystery plays were performed in the Middle Ages so that ordinary people would know Bible stories - Flood myths are common to many different ancient cultures - Biblical narratives contain very little description and no access to characters' thoughts - What is said in the Sermon on the Mount (beatitudes and Lord's prayer) - What a Road to Damascus experience means - Why John Bunyan chose to use allegory to tell the story of Pilgrim's Progress - The titles of poems by William Blake and Emily Dickinson - When Blake and Dickinson lived 	<ul style="list-style-type: none"> - Comedies originated in Ancient Greece and satirised individuals in the public eye. - Aristophanes is called the father of comedy. - New Comedy used stock characters or stereotypes. - Roman Satire used humour and gentle mockery. - Juvenalian satire is harsher and more abrasive. - Chaucer parodies the rules of courtly love in <i>The Miller's Tale</i> and uses the genre of the fabliaux. - Shakespeare uses two distinct settings in <i>As You Like It</i> to satirise life at court. - Rosalind would have been played a boy actor, dressing up as a female character, disguising herself as a man in the play. - Shakespeare's comedies typically start with disorder and by the end, order is restored. - Restoration comedy is rude and was a reaction to the reopening of the playhouses. - Neo-Classicism uses allusions to ancient Roman and Greek literature in order to elevate the position of the writer. - Comedy in Victorian literature was focused on the ills of society and the desire for change. 	<ul style="list-style-type: none"> - Novels developed how writers can explore characters' internal lives - The different ways writers can develop a character (description, action, dialogue, internal monologue) - Novels have a range of purposes: to entertain, to criticise, to satirise, to highlight social issues, to argue the strength of weakness of ideas etc. - Charles Dickens' novels were often a form of social commentary about the plight of the poor and dispossessed - Early novels were usually given the appearance of a 'found narrative' to give them verisimilitude - The conventions of bildungsroman novels

<p>What students will be able to do</p>	<ul style="list-style-type: none"> • Construct personal viewpoints in the form of thesis statements • Select and embed relevant textual detail • Analyse the writer's use of language, structure and poetic form • Evaluate the writer's intent • Compare poems in relation to literary concepts, ideas and methods 	<ul style="list-style-type: none"> - summarise a range of Bible stories including Adam & Eve, Cain & Abel, Noah and the Flood, David & Goliath, Samson & Delilah, the wisdom of Solomon, Daniel in the lions' den, the Nativity, the raising of Lazarus, the conversion of Paul. - explain the difficulties of translating the Bible - use tenor, vehicle and ground to analyse a range of metaphors - use excellent epithets to write thesis statements - use thesis statements to write three topic sentences (deconstructed essay sentences 1 & 3) - select & embed textual detail to support arguments (deconstructed essay sentence 4) - analyse and evaluate a writer's methods and intent (deconstructed essay sentences 5 and 6) - use a range of sentence types to create effects including Past participle start (-ed), Whoever/ Whenever/ Whichever, Adjective Attack 	<ul style="list-style-type: none"> - summarise the ways in which the genre of comedy has changed over time, alluding to different types of satire and the different purposes of Comedy over time - explain the opportunities that a disguised Rosalind has on stage - use tenor, vehicle and ground to analyse a range of metaphors - use excellent epithets to write thesis statements - use thesis statements to write topic sentences - embed textual detail to support arguments - analyse a writer's methods - use subordinating conjunctions to introduce alternative interpretations - use a range of sentence types to create effects - speak with confidence to other students, building on the ideas and comments of others and elevating their vocabulary when challenged to. 	<ul style="list-style-type: none"> - Use tenor, vehicle and ground to analyse language - Use excellent epithets to evaluate and analyse characters and themes - Write thesis statements using excellent epithets - Use thesis statements to write topic sentences - Expand thesis statements by exploring the themes and ideas in a novel - Select and embed relevant textual detail - Analyse the writer's use of language, structure, perspective and form - Evaluate the writer's intent - Use creative sentence types to craft descriptive passages.
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Beyond the classroom	<p>In Our Time podcast on The Sonnet: https://www.bbc.co.uk/programmes/p00547gy</p>	<p>https://www.washingtontimes.com/news/2014/dec/11/the-bibles-influence-the-bible-as-literature/</p>	<p>Documentary on Aristophanes (5 mins) https://www.youtube.com/watch?v=arQ6U3ev5ic</p> <p>Charles Dickens as Social Commentator and Critic (victorianweb.org)</p>	<p>Nayar, P. K. (2008). <i>Postcolonial Literature: An Introduction.</i> Pearson Education.</p> <p>Ann, I. I. (2015). Adichie's Purple Hibiscus and the issue of feminism in African novel. <i>Journal of Literature and Art Studies</i>, 5(6), 426-437. https://www.davidpublisher.com/Public/uploads/Contribute/5575494aeb69a.pdf</p>