

KS3 English Curriculum

Year 7: Suffering and Corruption

Dickens Extracts from Oliver Twist
Poetry of William Blake and Elizabeth
Barrett Browning



Parental Guide

Our intent through this topic:

To expose students to classic canonical texts that challenge them through high level vocabulary and metaphorical ideas. To build on their prior knowledge of 19th century texts and form a foundation of knowledge that will support their future studies at KS3, KS4 and KS5. To encourage students to empathise with working class conditions and the suffering of the poor. To develop the skills of identifying writer’s methods and analysing key language which is vital for future English studies. To begin putting structures in place for extended writing.

English Key Concepts

Content	<p>Core Text Charles Dickens: Oliver Twist Secondary Extract Charles Dickens: Nicholas Nickleby Secondary Texts William Blake Poetry: Songs of Innocence and Experience</p> <ul style="list-style-type: none"> • The Chimney Sweeper • London • Infant Joy • Infant Sorrow <p>Secondary Text Elizabeth Barrett Browning: The Cry of the Children</p>
Context	<p>Orphans in Literature Working class conditions in the 19th century – life in the workhouses, medical care, the class system, child mortality, attitudes towards the poor, child labour. The Poor Law Ragged Schools The Industrial Revolution Dickens’ life and suffering as a child Anti-Semitism Origins of the Devil Physiognomy</p>
Universal Suffering and the Human Condition	<p>Corruption Suffering Exploitation Vulnerability Sorrow Injustice Motives behind actions</p>
Methods have Meaning	<p>Metaphor: Analysis using tenor, vehicle and ground Characterisation: How a character is communicated through methods. Setting Juxtaposition Adjectives Dialogue</p>

	Adverbs Command Imagery Simile Theme
Criticism and Critical Interpretation	Comparing perspectives towards childhood in the 19 th Century with modern day perspectives. Comparing modern day and 19 th Century perspectives of key characters.
Mastery of SPAG	Apostrophes for possession and contraction/omission Word Classes – adjectives, adverbs, abstract nouns and verbs. Comma used to indicate a subordinate clause including in a thesis statement and descriptive writing Use of the semicolon and colon to clarify meaning
Creative Writing	Sentence Types: <ul style="list-style-type: none"> • Comma Sandwich • Semicolon Split • Colon Clarification Description of 19 th Century London including the opportunity to edit and redraft

Students will know:

- Who Charles Dickens is and why he was inspired to write 'Oliver.'
- The commonalities between the presentation of orphans in Literature and how they are perceived by society.
- What the Industrial revolution was and how it changed conditions in cities during the 19th century.
- What conditions were like in the 19th century for the working class as opposed to the upper classes; they are exploited by the wealthy, they have a poor quality of life, they are perceived as a burden and idle in society, there were high levels of child mortality and poor medical care.
- What conditions were like in ragged schools.
- How Oliver's fate is predetermined by his class.
- What The Poor Law was and the function of the workhouse.
- The origin story, in particular the portrayal of the Devil and how this links to the depiction of Fagin.
- What anti-Semitism is and the stereotypes surrounding Jewish people.
- How themes in the novel link to the secondary texts.
- Features of an archetypal villain.
- The difference between implicit and explicit information.
- How to use a comma, semicolon and colon in a complex sentence.

Students will be able to:

- Identify the writer's intentions through their texts.
- Construct analytical statements in the form of thesis statements.
- Apply their understanding of contextual knowledge to the texts.
- Make inferences about a text based on prior knowledge.

- Analyse the writer's use of language with a specific focus on how methods create meaning.
- Make comparisons across a range of texts, including comparing language features, key perspectives and feelings.
- Articulate their opinions using key vocabulary.
- Convert adjectives to abstract nouns
- Use apostrophes, commas, semicolons and colons with accuracy.

Revision questions to help support your child:

Encourage your child to speak through their subject knowledge. By taking on the role of the student, ask your child to explain a topic from one of their subjects. Listen carefully and don't be afraid to ask them a question if you do not fully understand what they are saying. This will help them to understand the topic themselves through the process of telling you what they know and help with the transferal of knowledge from their short term to long term memory.

- Who was Charles Dickens?
- What is he best known for? (being a social novelist – he wanted to encourage the rich to be more benevolent and charitable to the poor)
- What is a bildungsroman novel? (This type of novel focuses on the childhood and moral, spiritual and physical growth of the central character.)
- What does the word suffering mean? (the state of undergoing pain, distress, or hardship)
- What does the word corruption mean? (dishonest or fraudulent conduct by those in power)
- Who are the main villainous characters in the novel Oliver Twist? (Fagin and Bill Sikes)
- What can we learn about life in 19th Century Victorian Britain from reading about characters such as Oliver Twist?
- How did the rich view the poor in society? (It was all their own fault and often down to laziness, alcohol misuse or their own lack of motivation.)
- How do you think a Victorian reader would have reacted to the character of Oliver?
- What are your first impressions of Fagin and Bill Sikes?
- What is the form, audience and purpose of a text? (Use examples of text and question your children on these).
- What does these words mean:

Exploitation	Corruption	Betrayal	Vulnerable
Villainy	Villainous	Suffering	Orphan
Inequality	Injustice	Cruelty	Victim
Abuse	Demonic	Neglect	Universal

- Can you give me an example of each of the above linked to Oliver Twist?
- What was the workhouse?
- What was the Industrial Revolution?
- In a metaphor, what is the tenor, vehicle and ground?
- What is an epithet?
- What is a thesis statement?
- How do you structure a thesis statement?

- Can you tell me about what kind of character Oliver Twist is?
- What has been your favourite moment in the extracts we have studied and why?
- Which characters do you think are suffering and why?
- What do you think will have happened by the end of the novel?

For further support, please contact Mrs A Vukasovic at amy.vukasovic@georgesalter.com (Head of English)

Or Mrs L Male at lynn.male@georgesalter.com (KS3 Post Holder).