

KS3 English Curriculum

Year 8: Conflict

Journey's End by RC Sherriff
A Selection of Poetry from WWI



Parental Guide

Our intent through this topic:

Students are introduced to writing inspired by WWI which marked a breach in English Literature and is the start of Modernism. The focus is on RC Sherriff's 1928 play, *Journey's End*, as well as a range of poetry and prose, mostly written during or set in WWI. Students engage with texts that raise enquiry questions such as 'Why do people fight in wars?' and 'What does it mean to be heroic?'

English Key Concepts

Content	<p>Journey's End RC Sheriff</p> <p>Secondary Material</p> <p>The Charge of the Light Brigade by Alfred Lord Tennyson</p> <p>The Call by Jessie Pope</p> <p>Dulce et Decorum est, Exposure and Anthem for Doomed Youth by Wilfred Owen</p> <p>The Manhunt by Simon Armitage</p> <p>Extract from Birdsong by Sebastian Faulkes</p> <p>In Flanders Field by John McCrae</p> <p>Regeneration by Pat Barker</p> <p>Propping Up the Line by Ian Beck</p>
Context	<p>'The Great War'</p> <p>Roles within WWI dependent on class, gender and age.</p> <p>Hierarchy linked to the military and class</p> <p>Conditions of War</p>
Universal Suffering and the Human Condition	<p>Duty</p> <p>Honour</p> <p>Dignity</p> <p>Patriotism and Pride</p> <p>Dehumanisation</p> <p>Suffering and Loss</p> <p>Camaraderie</p> <p>Heroism</p>
Methods have Meaning	<p>Characterisation</p> <p>Narrative Perspective</p> <p>Metaphor</p> <p>Symbolism</p> <p>Structure of a Three Act Play</p> <p>Denouement</p> <p>Sibilance</p>
Criticism and Critical Interpretation	<p>Perspectives and Interpretations of war.</p> <p>First-hand experience of War vs Propaganda.</p> <p>Post-war Interpretations.</p>
Mastery of SPAG	<p>Use of a comma in a range of complex sentences:</p> <p>Use of comma to show appositives when describing the hierarchy of characters</p> <p>Use of the semicolon and colon to clarify meaning (revision from Year 7)</p>
Creative Writing	<p>Sentence Types</p> <p>So so sentence</p> <p>Whoever, whenever, whichever sentence</p> <p>End loaded sentence</p> <p>Characterisation</p>

Students will know:

- War is interpreted and presented differently depending on the context and purpose of a writer.
- Characters are vehicles which represent particular tenors
- Themes are tenors represented by different vehicles
- How characters are used to represent different groups within society.
- How characters from different social classes are presented in Journey's End
- How heroism, comradeship, class and power are presented in Journey's End
- The function of stage directions and how they contribute to characterisation
- How to construct an analytical paragraph using thesis statements, topic sentences, embedded evidence and analysis of the writer's use of language
- How to evaluate writer's intent and how a whole text is used to explore 'big ideas' and themes.
- The 'Three Act Structure' model and apply it to events in Journey's End.
- How to use a comma, semicolon and colon in a complex sentence.

Students will be able to:

- Use tenor, vehicle and ground to analyse a range of metaphors
- Use excellent epithets to evaluate and analyse characters and themes
- Evaluate the processes a writer uses to create characters
- Explain the effects of language and structure in poetry
- Use a range of sentence types in descriptive writing
- Summarise chronological events within Journey's End using the 'Three Act Structure' model and explain how this leads to the development of tension and conflict.
- Evaluate the roles of Stanhope, Osbourne and Raleigh and Sherriff's purpose in creating such characters.
- Discuss thematic links between texts
- Construct an analytical paragraph using thesis statements, topic sentences, embedded evidence and analysis of the writer's use of language.
- Evaluate writer's intent and explain how a text is used to explore 'big ideas' and themes.
- Use of the comma, semicolon and colon to clarify meaning in a range of sentence types.
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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 RC Sherriff?
- What was his background? (He is an English writer best known for his play Journey's End, which was based on his experiences as an army officer in the First World War.)
- What is a play? How is it different from a novel or a poem?
- What does the word duty mean?
- Who are the main characters in the play Journey's End?
- What can we learn from this type of play?
- Why are some of the soldiers officers and others non-commissioned?
- How is class presented through the characters in the play?
- How do you think former soldiers would have reacted to the characters in the play?
- What are your first impressions of Stanhope?
- Who is Raleigh? What happened to him?
- What is the form, audience and purpose of this text?
- What does these words mean:

Duty	Honour	Dignity	Patriotism	Pride	Dehumanisation
Suffering		Loss	Camaraderie	Heroism	

- Can you give me an example of each of the above linked to Journey's End?
- What is cowardice?
- What were the conditions like in the trenches?
- What is propaganda?
- In a metaphor, what is the tenor, vehicle and ground?
- How do you structure a thesis statement?
- How do you turn a thesis statement into a topic sentence?
- How do you embed a quotation in a sentence?
- Can you tell me about the plot of the play you have been reading?
- What has been your favourite moment in the play and why?
- Which characters do you feel empathy and for and why?
- What do you think will happen next in the play?
- How does this play link to other texts that you studied in Year 7?

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