

The Warriner School Subject Curriculum Map



Subject: English	Year Group: 10	Unit: Lord of the Flies
Unit objectives: (NC Statements) The students will explore the narrative of LOTF, the main characters, and reinforce student knowledge of key events from Year 9, building a bridge for their final revision module in Year 11.		

Context for study

Students need to understand the plot of LOTF and its major characters and themes, in order to write on it in a closed book exam, pass their English Literature, and access further education. However, LOTF also provides cultural capital for the students in understanding the 'will to power', the representation of masculinity in literature, and the representation of other key ideas, like violence or children. This enables students to think critically about characters, writer's intentions, and contextual elements, which enables them to access the range of literature offered throughout their GCSE. It further links to ideas within Macbeth, such as violence. The aim of this unit, ultimately, is to immerse students in the English Literature GCSE and the English GCSE in general through providing challenging assessment and precise feedback entirely based on the mark scheme.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Recall the **plot** of LOTF and understand the **context** it was written in.

Students need to **justify** the significance of the **context**.

Recall the key events of LOTF.

Understand the key events of chapter 1.

Develop and continually add to character profiles with quotations, key events, and relationships.

Consider the importance of the **setting** to LOTF.

Understand the significance of the opening.

Students need to order the smaller events and details of chapters like 'The Sound of the Shell'.

Consider how characters change and **develop** from the beginning to the **catalyst** events.

Summarising the importance of 'Fire in the Mountain'.

Explain how Piggy would feel about being **ostracised** and how the first death effects the boys.

Summarise the key events of 'Huts on the Beach'.

Explain how Golding presents characters using evidence.

Consider how **foreshadowing** is used through the character of Roger.

Consider how Jack has changed from the beginning up to Chapter 4.

Explain how events **symbolise** greater ideas within the novel; explain how events **foreshadow** others.

Understand how Ralph has changed from Chapter 1-Chapter 5 using specific evidence and considering the **writer's intention**.

Compare the attitudes to the littluns from Ralph and Jack and consider why.

Explain what dialogue reveals about the characters Jack, Ralph, and Piggy.

Explain what makes Beast from the Air an important chapter.

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Consider the 'beast' as a **metaphor**; compare different character's attitudes to the beast.

Explain, using the character profiles, how characters have changed; consider **subtle** changes in relationship.

Understand how **civilised society** has broken down in the novel.

Understand the way Ralph has changed and be able to explain why by the midpoint of the novel.

Understand how to plan and write an effective GCSE essay on Ralph, using writer's intentions, evidence, and plot knowledge.

Consider Golding's use of the word '**furtively**' in describing Ralph.

Understand how the island is a hostile character and consider the symbolism of it.

Outline the differences between Jack and Ralph in terms of leadership and character.

Find evidence to support statements about both main character's and justify it.

Explain how language is used to present the island as hostile.

Explain how Golding uses language to elevate the tension during the dance scene.

Explain the significance of 'The gift for Darkness'.

Explore the symbolism behind the killing of the sow and the Lord of the Flies.

Understand the idea of **Beelzebub** and how it applies to LOTF.

Consider the style of leader that Jack is and be able to justify it with quotations.

Explain how Golding foreshadows Simon's death.

Recall the plot of the 'Shell and the Glasses' through a low-stakes test.

Consider how the beast is used as a method of **political control** by Jack.

Discuss the importance of Piggy's words on society; discuss the decline of **civilised society**.

Explain Golding's **intention** in having Piggy killed.

Consider the ending of the novel and the extent to which it is a 'happy' and 'complete' ending.

Organise the plot of the novel.

Plot the descent of savagery on a graph and justify the placing of events.

Explain the significance of items from the novel brought into the classroom.

Consider the presentation of Ralph using close language analysis and **macro level** analysis.

Write about the character of Ralph within the novel.

Comparing exam answers and using knowledge from the unit to explain which is better and why.

Understand what should be included in a top answer and what a top literature answer looks like.

Recall the events in which Ralph is involved and select the importance of them.

Complete a revision 'know-it' for the whole novel.

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<p><u>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></u></p> <p>Misunderstanding of each character's roles and their relationships: Jack and Ralph begin as friends; Piggy and Ralph aren't always friends within the novel.</p> <p>Misunderstanding that the boys are rescued – there is far more ambiguity.</p> <p>Lack of secure knowledge on Simon's role in the novel and what happens with him. What the boys think the beast is – the beast from the air.</p> <p>What happens in the Lord of the Flies scene.</p> <p>The first death in the novel – the boy with the mulberry birthmark.</p> <p>Who kills Piggy? Roger kills him, but some students consider it as Jack.</p> <p>The war that is mentioned in the novel, some students think it's WW2 but it's not, it's hinted to be an atomic war.</p> <p>Modelled reading by the teacher.</p>	<p><u>Literacy and Oracy development opportunities:</u> <u><i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></u></p> <p>Explicit teaching of Tier 2 vocabulary, throughout lessons.</p> <p>Supporting discussions based around violence, different societal structures, gender, and class.</p> <p>Explicit focus on answering questions using the building blocks of literature answers: evidence; writer's intentions; knowledge.</p> <p>Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.</p> <p>Writing modelling and paragraph structure provided.</p> <p>Develop oracy skills through reading, discussion, and the sharing of written viewpoints.</p> <p>Consistent modelling of I do, we do, you do throughout the scheme that allows students to have a safe environment in which to both succeed and fail, but try again.</p>
<p><u>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></u></p> <p>Assessment of understanding – Eduqas Literature answer.</p> <p><u>"Write about the character of Ralph and how he changes in the novel."</u></p> <p>Students will: demonstrate their skills in recalling the plot; demonstrate their revision; demonstrate their understanding of writer's intentions; demonstrate their understanding of evidence; consider a wide range of evidence; consider relationships in the novel; discuss the significance of events.</p>	

Subject		Grade		Course		Credits		Prerequisites		Corequisites		Electives	
Mathematics		Elementary		Math 1		1.0		None		None		None	
Mathematics		Elementary		Math 2		1.0		Math 1		None		None	
Mathematics		Elementary		Math 3		1.0		Math 2		None		None	
Mathematics		Elementary		Math 4		1.0		Math 3		None		None	
Mathematics		Elementary		Math 5		1.0		Math 4		None		None	
Mathematics		Elementary		Math 6		1.0		Math 5		None		None	
Mathematics		Elementary		Math 7		1.0		Math 6		None		None	
Mathematics		Elementary		Math 8		1.0		Math 7		None		None	
Mathematics		Elementary		Math 9		1.0		Math 8		None		None	
Mathematics		Elementary		Math 10		1.0		Math 9		None		None	
Mathematics		Elementary		Math 11		1.0		Math 10		None		None	
Mathematics		Elementary		Math 12		1.0		Math 11		None		None	
Mathematics		Elementary		Math 13		1.0		Math 12		None		None	
Mathematics		Elementary		Math 14		1.0		Math 13		None		None	
Mathematics		Elementary		Math 15		1.0		Math 14		None		None	
Mathematics		Elementary		Math 16		1.0		Math 15		None		None	
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Mathematics		Elementary		Math 66		1.0		Math 65		None		None	
Mathematics		Elementary		Math 67		1.0		Math 66		None		None	