

## Year 7 Term 3

### Victorian Life - Curriculum related expectations.

Students can define the following terms:

Protagonist	Machiavellianism	Metaphor
Antagonist	Social change	Narrator/narrative
Characterisation	Allegory	Hyperbolic
Conceptual metaphor	Situational irony	Machiavellianism
Diachronic change	Symbolism/symbolic	Climax

### Students know:

- The plot of Oliver Twist.
- Why Oliver Twist was written.
- The different character types and who they are in the novel/each extract.
- The main characters in Nicholas Nickleby, Jane Eyre and David Copperfield.
- The meaning behind the poem The Chimney Sweeper.
- That Animal Farm is an allegory and what an allegory is.
- What life was like in the Victorian period including education, unemployment, child labour and workhouses.
- Characterisation is a conscious construct developed by a writer and is often a convincing representation of society or a dramatised version for stylistic or moral effect.
- That diachronic change is about change over time.
- A conceptual metaphor is a figurative comparison that draws on experience and shared understanding of a source and the target image.

### Students can:

- Analyse and comment on how language, vocabulary choice, grammar and text structure can present meaning and perspective.
- Evaluate the roles of the main characters within the texts.
- Select and embed relevant textual detail.
- Link events within the text to their understanding of context. (Victorian England.)
- Discuss thematic links between texts.
- Summarise chronological events within Oliver Twist and the development of characters and conflict throughout.
- Draw on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing to achieve particular effects.
- Compare poems in relation to literary concepts, ideas and methods.
- Track the development of a character throughout a piece of Literature.
- Use knowledge of a writer's methods to construct their own descriptions.