



### Year 8 Autumn Term 1 – Knowledge Organiser ‘Characters in the Canon’

# Characters in the Canon



#### CONTEXT

In this reading unit the etymology of language is considered, in relation to the writers of the Canon in particular. This will provide a framework that allows students to take an analytical approach to nineteenth century literature, culminating in an extended response to a fiction extract.

#### READING STRATEGIES

- visualising
- predicting
- summarising
- interrogating the text
- empathising
- rationalising
- reading forwards/backwards

#### Spellings to Learn

- Chaucer
- Shakespeare
- character
- implicit
- explicit
- vocabulary
- suggest
- dialect
- Magwitch
- author

#### Key Terms

- setting
- characterisation
- narrator
- dialogue
- etymology

#### Content

Read through ‘A Brief History of English’ Anglo Saxon Research cloze passage, worksheet and related tasks.	English literature...pre-1914  learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
Beowulf Write a diary entry from the point of view of Beowulf after he fought the dragon. Create own Kennings	making inferences and referring to evidence in the text English literature...pre-1914
Chaucer (Middle English) Chaucer booklet- match the descriptions of the pilgrims to their pictures Write about the characters you might meet on a modern pilgrimage Character analysis of the Miller	
Shakespeare (Early Modern)  Shakespearean insults kit <b>Richard III</b> Analyse speech- persuasive techniques and use of metaphor.	Shakespeare (two plays)  studying setting, plot, and characterisation, and the effects of these  understanding how the work of dramatists is communicated effectively through performance applying their growing knowledge of vocabulary, grammar and text structure to their writing, selecting the appropriate form and using consciously in writing and speech to achieve particular effects
Analysis of the opening chapter of <i>Great Expectations</i>	English literature...pre-1914  knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features present meaning  checking their understanding to make sure that what they have read makes sense.  extending and applying the grammatical knowledge set out in Appendix 1 to the key stage 1 and 2 programmes of study to analyse more challenging texts
New words and borrowed words	knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English

#### ILJ LINKS

BBC Bitesize; create a timeline poster for the history of English with quotations from each period studied.

#### Skills

- Adapt text to genre
- Punctuation and sentencing

**Assessment Task**  
Reading: response to ‘Great Expectations’