

Birkdale High School	English Department Examination Stage	Curriculum Map
Unit: Blood Brothers	Year Group: 9	
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment
<p>To study a play from a set GCSE canon, whilst developing analytical skills and also contextual ideas. This is also the first of their GCSE English Literature units and a understanding of what is expected of them should also be covered.</p> <ul style="list-style-type: none"> - Explanation of the full English Literature course and how Blood Brothers sits in this examination. - Read and absorb the content of the text. - Understand the impact that context can have on a text. - To explore the use of language and structure and the impact this can create on the reader. - To develop the use of ‘What How Why’ to analyse the text. - Recall and use a range of subject-specific terminology effectively, enabling the pupil to express their ideas clearly. 	<ul style="list-style-type: none"> ● Develop use of vocabulary to deliver a clear and precise analysis of a text. ● Continue to develop the use of analytical models (What How Why) to explain ideas clearly. ● Develop a strong understanding of the content of the novella – character, themes, events, context. ● Introduce exam skills: annotation, planning and timed answers. 	<ul style="list-style-type: none"> ● What knowledge are you assessing? ● Which elements of fluency of knowledge are you assessing? <p>Reading (Literature Focus)</p> <p>AO1 Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> - maintain a critical style and develop an informed personal <p>Response</p> <ul style="list-style-type: none"> - use textual references, including quotations, to support and illustrate interpretations. <p>AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3 Show understanding of the relationships between texts and the contexts in which they were written.</p> <p><u>Summative:</u></p>
Enabling Learning		Analysis of either a key character or a key theme and the methods used by the writer to convey these ideas and the desired impact on an audience.

<p>Year 9 have studied high-quality written texts – including poetry - in Year 7 and 8. Now that they have developed their analytical skills using a range of texts, this unit seeks to add depth to their reading and understanding, whilst enhancing the phrasing of their ideas. By exploring context and intent, the class can continue to use the skills developed at the foundation stage and link these with the GCSE specification. It will consolidate and develop the idea of linguistic and structural devices and embed the concept of writing as a conscious construct. This unit takes the skills from previous reading units a step further as pupils need to answer using points from across the whole text to answer the GCSE exam question.</p>		
Key Vocabulary		Wider Learning
<p><i>Tier 2: High frequency / Multiple meaning</i> See Knowledge Organiser and word list</p>	<p><i>Tier 3: Subject related.</i> Play, playwright, Brechtian, symbolism, imagery, metaphor, cyclical structure, motif, theme, plot Narrative voice, dramatic irony, Freytag’s Pyramid, contrast, juxtaposition, verb, figurative, allusion, personification, foreshadowing, catharsis.</p>	<p>SMSC / RWCM / CEIAG</p> <ul style="list-style-type: none"> ● Spiritual Moral Social and Cultural - Words and their associations: what is a writer trying to make us think or feel? Writer’s intent: when people try to communicate with us, we need to consider what they want us to think and why. Context of 1980s Liverpool and Britain compared to today – is the message of the text still relevant? ● Reading Writing Communication for effect – writer’s intent. Analysing the impact of language and structure. How

		does a professional writer create impact and impart a message?
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Big Questions:

Week 1	<p>What are the key plot points of Blood Brothers?</p> <p>How is the play structured to engage the audience? What impact does this have?</p> <p>What are the key themes of this play?</p>
Week 2	<p>What is class?</p> <p>How does Russell present the struggles of the working class throughout the play?</p> <p>How does Russell present the Narrator as a significant character throughout the play?</p>
Week 3	<p>How might the audience react to the character of Mrs Johnstone?</p> <p>Marilyn Monroe as a motif</p>
Week 4	<p>How does Russell emphasise the privileges of the middle class?</p> <p>How does Russell present ideas surrounding the impact of upbringing throughout the play?</p>
Week 5	<p>How does Russell present Mrs Lyons as a stereotypical middle-class woman?</p> <p>How does Russell explore ideas surrounding social prejudice throughout Blood Brothers?</p>

Week 6	How does Russell explore ideas surrounding education throughout the play? How does Russell explore ideas about childhood innocence?
Week 7	Explore how far you think Russell creates sympathy for Mickey throughout the play. How does Russell explore the impact of growing up on key characters?
Week 8	Explore how far you think Russell presents Sammy as a negative role model. How does Russell present Linda as an important character throughout the play?
Week 9	How does Russell present ideas regarding the impact of upbringing throughout the play? How does Russell present ideas surrounding identity throughout the play? How is the theme of 'nature versus nurture' explored through the characters of Mickey and Edward?
Week 10	Exam question: preparation and practice.

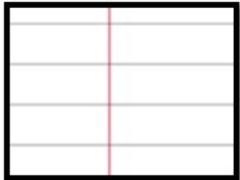
Knowledge Organiser:

Knowledge Content Organiser | Blood Brothers

1. Characters		2. Themes		3. Context	
Mickey Johnstone	The lower-class twin. He is honest, sincere and goodhearted. He and Linda get pregnant, he gets laid off, is arrested for Sammy's crime and ends up in prison and addicted to anti-depressants. His rage at Linda & Edward for having an affair leads to the play's finale.	Education	Due to class, education is offered differently to the two boys, with Edward being in a private, boarding school and Mickey a comprehensive school where Mickey is poorly educated.	Marilyn Monroe	Famous and glamorous Hollywood movie star who Mrs J is compared to, Mickey is also compared to the actress as Mickey becomes addicted to antidepressants mirroring Monroe's own addiction struggles.
Edward Lyons	Is also good-natured but the higher-class twin. His sheltered upbringing makes him innocent but because of class he gets good opportunities e.g. university and a good job. He loves Linda but knows she loves Mickey. His good-natured manner leads to the play's final scene.	Superstition	The audience is constantly reminded of this, as well as the superstition Mrs Lyons creates. The narrator also refers to other superstitions throughout the various songs in the play.	Margaret Thatcher	First female Prime Minister- responsible for lots of working-class people (including miners) losing their jobs. During her time in power, unemployment rates were raised higher than ever before.
Mrs Johnstone	Biological mother of the twins and a horde of other children. Left by her husband, she gets a job as a cleaner. Perhaps she thought she was helping Mrs Lyons and giving her child a better life. She is the moral centre of the play; is tortured by guilt and regret.	Violence	The children play with toy guns and violent games out in the street. This foreshadows the violent path Mickey takes and the ultimate violent ending to the boys' lives.	Single Parents	Single mothers were looked down upon in this era. Society expected people to marry before they had children and thought badly of those who didn't. Women were expected to give up work and look after the children.
Mrs Lyons	Opposite of Mrs J whom she employs as a cleaner. She adopts Edward as her own child. She is haunted by the original act of a mother giving up her child. The guilt turns into suspicion and paranoia. She announces the affair and contributes to the murder of her adopted son.	Money	Mrs J can't afford to feed an extra two children and ends up getting her furnishings on the catalogue being taken away whilst pregnant. The children have broken toys which compares to Mrs L who can afford all of the luxuries when Edward is born.	Russell's Intentions	Russell was brought up in a working-class family in Liverpool where his Dad had various jobs with one being a miner and was an alcoholic. Russell was interested in class as his mother aspired to be of a higher class. Russell feared he would end up like his father but felt saved by his in-laws who nurtured him, hence his interest of nature vs nurture.
Linda	Begins as a tomboyish young girl but both twins fancy her from an early stage. She only has eyes for Mickey as a teenager but later turns to Edward for comfort and support, which turns into an affair. Despite this, she loves both twins and is a sympathetic character.	Class	Mickey has less opportunities, poor education and an unsecure job- he is involved in drugs, depression and crime because of his poverty. Edward has all the opportunities: a good education, university and a good job. Both boys are also treated differently by society and authoritative figures.	4. Key Vocabulary	
Narrator	All-knowing and always slightly menacing- takes many roles throughout the play. Narrator constantly reminds the audience of the terrible choice that began this chain of events. Frequent mentions of fate and superstition but the Narrator claims it was class, not fate that caused the twins' deaths.	Nature vs Nurture	Focuses on the idea of what will happen if a person's character is determined by their genetics or upbringing. In this case, it is their upbringing- Mickey wishes to have had Edward's life at the end of the play.	<p>superstition - something beyond our scientific understanding of the world</p> <p>poverty - the situation of being extremely poor</p> <p>nurture - to care and protect for something while it is growing or developing</p> <p>inequality - A difference in size, situation, quality. A lack of equality.</p> <p>welfare - The health, happiness, and condition of a person or group.</p> <p>dominant - Having power or influence over others.</p> <p>Inevitable - Certain to happen; unavoidable.</p> <p>Marginalised - To treat a person, group or idea as less important or insignificant.</p> <p>conflict - A serious disagreement; a clash of opposing feelings, ideas or needs.</p>	
Sammy	When they are younger, Mickey just wants to be like Sammy. Quickly becomes a juvenile delinquent, even attempting to rob a bus as a teenager- he ends up in prison with Mickey.	Fate	The idea that because of class, the boys' fate was always decided and instead it was fate, not superstition that caused their death.		
Mr Lyons	Married to Mrs Lyons- away so Mrs L can adopt Edward. Grows increasingly concerned about his wife's mental health and wellbeing. He didn't want to adopt, causing Mrs L to hide the illegal adoption. He also sacks the factory workers, causing Mickey to lose his job.	Friendship	There are close friendships between the boys as well as Linda which strengthens and suffers at different times, specifically as the boys get older as one gets everything he wants and the other does not due to their social classes.		
5. Key Images.		6. Key Terminology.			
Peter Pan	Symbolises childhood- not wanting to grow up- Eddie not having to and Mickey having to.	Foreshadowing	Indication of a future event. E.g. deaths of the boys through the motifs of guns and violence. There is also foreshadowing of death when the children say 'bang, bang, you're dead'. The use of the 'devil' being mentioned throughout foreshadows the truth will come out	Stereotype	A common and oversimplified idea of what a particular type of person or thing is like.
Locket	Symbolises the bond between the twins. Edward treasures the locket, even getting into trouble by refusing to remove it at school. Mrs L tries to get it removed	Repetition	Recurrence of an event e.g. Sammy being violent and each time this happens it becomes more serious.	Juxtaposition	Two ideas, images or objects positioned close together to highlight their differences.
Guns	Foreshadows deaths from the beginning. Childhood games involving guns as well as Mr L gifting a toy one to Edward. A gun is also used in the crime Sammy commits with Mickey.	Cyclical	Plot goes in a cycle e.g. starts with the deaths; ends with deaths.	Nature vs Nurture	This is the question of which is more significant - an individual's innate or natural qualities or abilities (nature) or the external opportunities or circumstances (nurture) of their experience.
Piggy in the middle	Linda always being in the middle of Mickey and Eddie at an older age. They are both in love with her as she is with them. Mrs J is also in the middle: whether to tell the boys they are twins or not as well as the threats that stop her from communicating with Edward.	Pivotal	Moments that are of high importance e.g. Mrs Johnstone giving Mrs Lyons one of the babies.	Fate	This means that the course of events and their ending are inevitable or predetermined.
7. Synopsis		Symbolise	to use an image to mean or represent something else, often an idea or emotion	Superstition	Excessive belief in the supernatural and belief in the lucky and unlucky.
Prologue		Dramatic irony	A scene before the story begins, that may foreshadow what is to happen late in the plot.	When an audience watching or reading a play understands what's going on in a situation while the characters are unaware of what is happening	
Act 1: before birth	Act 1- 7 years old	Act 2- 14 years old	Act 2- 18 years old	Act 2- the end	
The play starts with the narrator talking about a 'story about the Johnstone twins' and two men laid dead on the stage. We go back in time where we learn Mrs Johnstone's husband has just left her: she is very poor and already has 7 children. She starts a new job cleaning Mrs Lyons' house and finds out she's expecting twins. She strikes up a deal with Mrs L as she can't afford to keep both so Mrs L convinces Mrs J to give her one of the babies as her husband is currently away on business and she can't have a child of her own. The babies are born and Mrs J begrudgingly hands one of the babies over for Mrs L to later fire her. The narrator states that one day the devil will punish the two women.	Mickey and Eddie meet for the first time by chance at the park and become 'blood brothers' when they find out they share the same birthday. When Mrs J realises the two have met, she is horrified and sends Edward home. Mrs L reacts more violently and slaps Edward when he swears at her. She even contemplates uprooting her entire family in order to escape. Despite their mothers' disapproval, the boys continue to see each other and play lots of children's games with their friend, Linda. They play various pranks and end up getting caught by the police who threatens Mrs J but flatters Mr L. Mrs L decides they should move, before Edward leaves Mrs J gives him a locket with a picture of herself and Mickey. The Johnstones also find out they are being relocated.	Both boys have become interested in girls but feel awkward. Edward attends boarding school. Mickey and Linda have romantic feelings for each other but Mickey's lack of confidence is getting in the way. Sammy attempts to rob a bus by holding the driver at knife point. Mickey and Eddie both struggle at school- Mickey insults a teacher and Edward refuses to take off the locket. When Mrs L finds out, she's appalled but is more upset when she sees the content of the locket. The narrator returns to remind the audience that the devil will come. Mickey and Edward meet, by circumstance again- Mickey takes Edward back to his but they are not aware that Mrs L is following them. Once the boys leave the house, Mrs L attacks Mrs J with a knife and curses her, calling her a witch. The boys meet with Linda and spend the summer together- an idyllic sequence follows as the trio age from 14 to 18.	At 18 in the sequence, the narrator warns that soon, both their joy and childhood will end. Edward has developed feelings for Linda and is at university whilst Mickey works in a factory. Edward self-sacrifices his feelings and encourages Mickey to ask Linda to be his girlfriend and she accepts. In October, Mickey tells his mum that Linda is pregnant and the two will be getting married. Their wedding coincides with a huge economic downturn resulting in Mickey getting paid off. When Edward returns from Christmas, Mickey is downtrodden and claims 'blood brothers' is childish. Edward confesses his love to Linda but she tells him she is married and pregnant. A desperate Mickey participates in a burglary with Sammy that goes wrong resulting in Sammy killing a man. They are both sentenced to prison and Mickey becomes depressed and is prescribed antidepressants which he becomes addicted to, even after he's been released.	Mickey continues to take the pills despite Mrs J & Linda's pleas. Linda, desperate, asks Edward, now a city councilman, to find them an apartment and getting Mickey a job. Mickey is angry about this and a devastated Linda seeks comfort with Edward and begins an affair with him. The affair continues and Mickey stops taking his pills for Linda's sake. Mrs Lyons reveals Linda and Edward's affair to Mickey. Enraged, he takes Sammy's gun out of the floorboards and confronts Edward, with a distraught Mrs J and Linda trying to get him to stop. The narrator warns the devil has arrived. Mickey finds and confronts Edward at the town hall about the affair, as well as whether Mickey's daughter is actually his. Edward denies fathering Mickey's child. The police surround the area and Mrs J bursts in and tells the boys they are twins separated at birth. Mickey asks why he couldn't have been Edward and then accidentally pulls the trigger of the gun, shooting and immediately killing Edward, the police then shoot Mickey. The play ends with the boys led on the stage and the narrator wonders what really killed the twins: superstition or the class system?	

Tier 2 Vocabulary:

Word	Student-friendly Definition	Visual/ etymology / morphology	Two example sentences	Question to build understanding...
Superstition (noun)	Something that is beyond our understanding of the scientific world (e.g., a ghost).		The castle was said to have a supernatural presence and some claimed to have seen a ghost. He did not believe in the supernatural .	Why might someone believe in superstitions ?
poverty (noun)	The situation of being extremely poor (e.g., unable to afford food, housing or clothing).	A late 12 th Century word, from the Old French <i>pauvrete</i> meaning "poverty, misery, wretched".	Thousands of families are living in poverty , despite an increase in the national wage. Living in poverty inspired Charles Dickens to work hard and be as successful as possible.	Is it possible to eradicate (get rid of) poverty in modern society?
nurture (verb)	To care for and protect (someone or something) while they are growing.	From the Old French word <i>nurture</i> meaning "the responsibility of raising a child".	The farmer needed to nurture the young plants to ensure they grew tall and strong. The dance teacher's class did well because she knew how to nurture her students' talent.	Which has the most powerful influence on a person's success: nature or nurture ?
inequality (noun)	A difference in size, situation, quality. A lack of equality.	From the Latin <i>in</i> "not" + Latin <i>aequalis</i> "equal"	The pupils were all given different resources, leading to an inequality in their education. There was a clear inequality in the boys' Christmas presents: one got a Nintendo Switch and the other got a jigsaw!	Can inequality be overcome successfully?
welfare (noun)	The health, happiness, and condition of a person or group.		The teacher was concerned for the boy's welfare because he always seemed tired and unwell. Our physical health is just as important as our emotional welfare .	How can we look after our emotional welfare ?

dominant (adjective)	Having power or influence over others.	From the Old French <i>in ordre dominaunt</i> - the name of the fourth order of angels. This links to <i>dominari</i> : "to rule or govern."	He was a dominant personality and always took over the group. The dominant lion was the head of the pride.	Which characters in film or television could be described dominant and why?
inevitable (adjective)	Certain to happen; unavoidable.		The party was over and the inevitable tidy up began. Missing his third English homework in a row meant a detention was inevitable .	Is change inevitable ? Is there any part of society that will stay the same?
marginalised (adjective)	To treat a person, group or idea as less important or insignificant.		As the only female in the group, she was marginalised and not included in after-work events. He felt that he was being marginalised when he was left out of the group chat because he was twenty years older than everybody else at his workplace.	Why might someone be marginalised ? Explain your answer using an example from a book, film or television.
conflict (noun)	A serious disagreement or argument; a clash of opposing feelings, ideas or needs.	From the Latin <i>con</i> "together" + Latin <i>figere</i> "to strike"- creating <i>confligere</i> : 'to strike together or 'fight'	The two countries tried to resolve the conflict between them. The disagreement caused a conflict within the group.	What conflict might a character face?