



The Sutton Academy

# Knowledge Rich Curriculum Plan

English – Unit: *Blood Brothers*

Year 9



Unit: Blood Brothers					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Wider Curriculum Links	Assessment
What are class distinctions?	<ul style="list-style-type: none"> <li>Class distinctions are the differences between different social classes. For example, middle class people are more likely to go to university than working class people.</li> <li>Working class people have lower incomes and are usually have unskilled or semi-skilled jobs.</li> <li>Middle class people are professionals such as doctors and lawyers.</li> <li>Middle class people are either financially or culturally better off than working class people.</li> <li>Upper class people are people with titles and might not have to work.</li> <li>Prejudices about working-class people have become embedded in British society, making life much harder for working class people.</li> <li>Willy Russell grew up as a working-class boy / man.</li> <li>George Orwell argued that the middle classes are often repulsed by the working classes.</li> <li>Orwell argued that the middle classes become prejudiced as a result of their education.</li> <li>Social class is one of the most important themes in Blood Brothers.</li> </ul>	T2: Prejudice: having preconceived opinions about people that are not based on reason or actual experience.	<p><i>Societies often contain inequalities, for example the dystopian society in The Hunger Games.</i></p> <p><i>Some jobs are better paid than others.</i></p>	<p>Social class appears in An Inspector Calls and to a lesser extent in A Christmas Carol.</p> <p>Students building on their knowledge of society from Hunger Games scheme.</p> <p>Social class is introduced in Oliver Twist.</p> <p>The Hunger Games – The Capitol compared with the citizens from the Districts.</p> <p>Prejudice - THUG</p>	<p><b>CCQ: What other texts have we studied that explored class distinctions?</b></p> <p><i>Long Way Down, Oliver Twist</i></p> <p><b>CCQ: What are class distinctions?</b></p> <p>Class distinctions are the differences between different social classes. For example, middle class people are more likely to go to university than working class people. These differences often lead to prejudice through stereo-typing, social exclusion and media portrayals.</p> <p><i>Class distinctions are ways that <b>disparity</b> in society are shown in everyday life. <b>Prejudice, a form of discrimination</b>, is sometimes common between different social classes.</i></p> <p><b>Comprehension questions in booklet.</b></p> <ol style="list-style-type: none"> <li>According to Orwell, middle-class children were taught that the working classes smelt.</li> <li>Orwell argues that physical revulsion is harder to overcome than other types of prejudices because it suggests that there is something that is overall wrong about the person who repulses you and that they are 'different' from you.</li> <li>The specific physical traits Orwell mentions that are seen as 'repulsive' are: the smell of their breath, the smell of their sweat and the texture of their skin.</li> <li>When Orwell says 'Every middle-class person has a dormant class prejudice', he means that all middle-class people ultimately are prejudiced towards the working class. 'Dormant' means temporarily inactive or sleeping, suggesting that for the middle classes, this prejudice is 'sleeping' but could be 'woken' at any time.</li> <li>Orwell believes it is harmful for the middle class to believe that the working class is 'dirty' because it means that they cannot see the working classes as people like themselves.</li> </ol>

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					<p>6. Orwell suggests it's necessary to break down class distinctions because people are not able to move forward and society can't develop if we don't.</p> <p>7. The phrase 'a species of idealism' suggests that snobbishness is formed as a result of trying to achieve something perfect, and that this may be the reason why other prejudices are also formed.</p> <p>8. I think that Orwell is... criticising the class system in general as he talks about the importance of not simply classifying the middle class as 'snobbish'. I think he sees all class prejudices as problematic.</p>
Context: Why did Willy Russell write Blood Brothers?	<ul style="list-style-type: none"> <li>In the 1970s Britain was suffering from a recession (where the economy of a country gets smaller) and unemployment was rising.</li> <li>Thatcher believed that Britain's traditional industries were not economically viable and decided to close them down.</li> <li>The decline of these industries had a huge impact on working-class communities.</li> <li>Unemployment led to an increase in depression and crime rates.</li> <li>Socialism is a political movement which aims to spread wealth more evenly and to treat all people fairly.</li> <li>Socialism is a way of organising society so that the government, rather than private individuals, own more of the wealth in society. This way, the resources of society can be shared out more fairly and working-class people protected.</li> <li>Russell is using the play to argue that socialist policies are necessary to</li> </ul>	<p>T2: Socialism: a political view which argues that workers should be given more control over their jobs, and that the money of the richest in society should be redistributed to the poor.</p> <p>T1: Capitalism: a political view which involves factories, land and resources being privately owned by individuals and corporations.</p>	<p><i>Class distinctions are the differences between different social classes.</i></p> <p><i>Willy Russell grew up as a working-class boy / man.</i></p>	<p>Socialism a key concept to understand in An Inspector Calls.</p> <p>Understanding of authorial intent.</p> <p>Commenting of the writer's intent – Clockwork, The Tempest, Frankenstein, Long Way Down, Blood Brothers, Romeo and Juliet, KS4 – literature and language.</p>	<p><b>CCQ: Why do you think unemployment led to an increase in depression and crime rates?</b></p> <p>Poverty and a lack of financial resources escalate crime as some people may turn to criminal activity to gain more income. This in turn leads to depression as people do not feel in control of their lives.</p> <p><i>Unemployment led to an increase in crime rates as people struggled to afford to eat and pay bills/rent. It led to an increase in depression because people felt stuck and unsure how to manage.</i></p> <p><b>CCQ: What is socialism?</b></p> <p>Socialism is a political movement which aims to spread wealth more evenly and to treat all people fairly. Socialism is a way of organising society so that the government, rather than private individuals, own more of the wealth in society. This way, the resources of society can be shared out more fairly and working-class people protected.</p> <p><i>Socialism is an economic system that aims to reduce class distinctions and inequality between people, fairly rewarding people for their labour.</i></p> <p><b>CCQ: Using your new knowledge about class distinctions and Margaret Thatcher, what injustices do you think Willy Russell is</b></p>

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	protect vulnerable working-class people.				<p>referring to? What key themes are going to be in Willy Russell's play, <i>Blood Brothers</i>?</p> <p>Russell is referring to the lack of opportunities given to working classes and how <i>prejudice</i> from other classes is unjust. I think that injustice and <i>prejudice</i>, as well as class distinctions, will be key themes in <i>Blood Brothers</i>.</p>
Nature vs Nurture	<ul style="list-style-type: none"> <li>Willy Russell believes that nurture is more important than nature because the play shows how class can determine how someone's life plays out.</li> <li>Mrs Johnstone wishes that her child could be raised in a house like Mrs Lyons'. She uses the word 'palace', which has connotations of luxury, to exaggerate how different their two houses are.</li> <li>Mrs Johnstone and Mrs Lyons are highly contrasting in their presentation: Mrs Johnstone is a working-class woman, while Mrs Lyons is from a middle-class household.</li> <li></li> </ul>		<p>Russell insists that the class system is largely to blame for the tragedy of the play because this system disadvantages working class people because of the prejudices they face.</p> <p>Prejudice is having preconceived opinions about people that are not based on reason or actual experience.</p>	<p>Students have previously studied nature vs nurture during the Frankenstein unit – should build on that knowledge here.</p> <p>Importance of social class in determining outcomes in An Inspector Calls.</p> <p>Nature versus nurture – Frankenstein.</p>	<p>CCQ: How did the theme of nature versus nurture link to the character of Frankenstein's monster?</p> <p>Shelley addressed the nature versus nurture debate by raising the question 'is the creation made evil or did him being abandoned turn him evil?' The novel ultimately suggests that both nature and nurture contribute to the development of the Creature's character. His initial "monstrous" appearance sets him apart, but it is his interactions with humans and his treatment by society that drive him to dark actions. The Creature's actions can be seen as a response to the harsh treatment he receives, reflecting the impact of his environment on his behaviour.</p> <p>The monster says he tried to be good and kind but the <i>prejudices</i> of others drove him to commit terrible crimes. This suggests it was nurture rather than his nature that formed him.</p> <p>Annotate the quotation below:</p> <p>See annotated booklet.</p> <p>CCQ: Which side of the debate is Willy Russell on?</p> <p>I think that Willy Russell believes that nurture is more important than nature because the play, <i>Blood Brothers</i>, shows how class can determine how someone's life plays out. The class distinctions associated with the different classes can result in prejudices which can affect someone's life.</p> <p><i>I think that Willy Russell believes that nurture is more important than nature because the prologue and beginning of the play place</i></p>

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					emphasis on the <i>disparity</i> and inequalities between classes. Mrs Johnstone, <i>a struggling single mother</i> , only considers giving one of her babies away due to the problems caused by class distinctions. Even though she seems to meet some of the <i>prejudices</i> held about the working class, Russell shows us that her situation is greatly affecting how she is able to raise her children as they are constantly ' <i>hungry</i> '.
The Prologue	<ul style="list-style-type: none"> <li>There are three conventions of a Tragedy: there is a tragic hero, who has a tragic flaw (hamartia) and as a result of their hamartia, the play ends in death and/or destruction</li> <li>Hamartia is either an honest mistake made by a tragic protagonist, or a flaw in their character.</li> <li>Blood Brothers can be seen as a tragedy because the play depicts the downfall of two brothers whose fates are determined by the class system. Their hamartia – their mistake – is being born into a certain class.</li> <li>Immediately, Russell's narrator reveals that the twins' fate is a tragic one: they will die.</li> <li>Russell might have used an omniscient narrator to reveal the end of the play because this forces the audience to 'judge' for themselves the reasons why the twins die as they watch the play.</li> <li>The events of the play can be seen as tragic because they involve the death of the main protagonist, and their hamartia, their mistake, is only to be born into the wrong class.</li> <li>A character's hamartia can determine their fate.</li> </ul>	<p>Fate (T2): events outside a person's control – things which are bound to happen to a person</p> <p>Hamartia (T3): a fatal flaw leading to the downfall of a tragic hero or heroine.</p>	<p><i>Tragedy is a genre of play which ends in an unhappy ending.</i></p> <p><i>Tragedies often depict the death of their protagonist.</i></p> <p><i>A prologue is a separate introductory section of a literary, dramatic, or musical work.</i></p> <p><i>Characters' fatal flaws – Romeo – love for Juliet. Frankenstein. - Victor's obsession with science and creating life.</i></p>	<p>Knowledge of tragedy from Romeo and Juliet in Yr 8.</p> <p>Building more complex knowledge of tragedy in preparation for Macbeth in Year 10.</p> <p>Characters' fatal flaws – Romeo – love for Juliet. Frankenstein. - Victor's obsession with science and creating life.</p>	<p><b>CCQ: Where have we seen these conventions of a tragedy before?</b></p> <p><i>Romeo and Juliet</i> <i>Frankenstein</i></p> <p><b>CCQ: What is Romeo's tragic flaw?</b> <b>Romeo</b> – his rashness. His passion can be seen as both his greatest strength and his greatest flaw.</p> <p><i>Romeo's hamartia, or tragic flaw, was his impulsive and fickle nature.</i></p> <p><b>CCQ: What did the prologue reveal in <i>Romeo and Juliet</i>?</b></p> <ul style="list-style-type: none"> <li>- Informs the audience what is going to happen.</li> <li>- Creates suspense – audience waiting for the events to happen.</li> <li>- Key link to tragedy and fate.</li> </ul> <p><i>The prologue of Romeo and Juliet revealed that the lovers were fated to die at the end of the play.</i></p> <p><b>Annotate the prologue and consider the questions below:</b></p> <p><i>See annotated booklet.</i></p> <p><b>CCQ: What do we learn from the prologue?</b></p> <p><i>In Blood Brothers, a play by Willy Russell, the purpose of the prologue may be to introduce the themes of inequality by</i></p>

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	<ul style="list-style-type: none"> <li>Willy Russell may have written <b>Blood Brothers</b> to mirror how life in Liverpool was cruel and unfair for the lower classes.</li> </ul>				suggesting that the twins are raised differently, <b>or</b> to encourage the audience to consider how <b>fate</b> may be important in the ultimate <b>tragedy</b> of the story.
Introduction to <i>Blood Brothers</i>	<ul style="list-style-type: none"> <li>At the beginning of the play, the narrator tells the audience about the Johnstone twins, <b>Mickey</b> and <b>Edward</b>, who were separated at birth and died on the same day.</li> <li>We next meet the twins' mother, <b>Mrs. Johnstone</b>, a lower class woman who was abandoned by her husband after giving birth to five children, and while pregnant with another.</li> <li>She reminisces about the days when she used to go dancing with her husband, who made her feel like <b>Marilyn Monroe</b>. Now, however, her life is a never-ending cycle of unpaid bills and hungry children. She works at the house of <b>Mrs. Lyons</b>, a wealthy woman who longs for a child of her own.</li> <li>Mrs. Johnstone is devastated to find that she's carrying twins. There's no way she can afford to feed two more mouths.</li> <li>An unlikely solution presents itself, however, in the form of Mrs. Lyons, who pleads to take one of the twins—but only if Mrs. Johnstone swears, on the Bible, never to reveal the truth of their bargain. The Narrator warns that misfortunes will follow. Soon after, Mrs. Johnstone gives birth, and as Mrs. Lyons takes one of her twin boys away, the poorer woman laments all the</li> </ul>				<b>Multiple Choice Questions</b> <ol style="list-style-type: none"> <li>What is Mrs Johnstone's job at the start of the play?           <ol style="list-style-type: none"> <li>Cleaner</li> <li>Teacher</li> <li>Housekeeper</li> <li>Waitress</li> </ol> </li> <li>How is Mrs Johnstone described in the opening?           <ol style="list-style-type: none"> <li>Wealthy and proud</li> <li>Hard-working and struggling</li> <li>Lazy and selfish</li> <li>Nervous and rich</li> </ol> </li> <li>Why is the narrator important in this opening scene?           <ol style="list-style-type: none"> <li>He provides comic relief</li> <li>He explains the ending first</li> <li>He plays all the other characters</li> <li>He shows us a police report</li> </ol> </li> <li>Why does Mrs Johnstone give up one of her babies?           <ol style="list-style-type: none"> <li>She doesn't want twins</li> <li>She is forced to by law</li> <li>She doesn't want people to judge her</li> <li>She feels she can't afford both</li> </ol> </li> <li>What does Mrs Lyons say to convince Mrs Johnstone to give up her child?           <ol style="list-style-type: none"> <li>She promises money</li> <li>She threatens the police</li> <li>She appeals to her religion</li> <li>She offers a better life</li> </ol> </li> <li>What does this scene suggest about class and power?           <ol style="list-style-type: none"> <li>Everyone is treated fairly</li> <li>The poor manipulate the rich</li> <li>The rich have more control</li> <li>Class doesn't matter</li> </ol> </li> </ol>

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	debts she's had to pay. When she goes home, she lies to her children, telling them that one of the twins has died.				
Completing Act One	<ul style="list-style-type: none"><li>Mr Lyons returns, and the Lyons become a family. Mrs Lyons feels threatened by Mrs Johnstone, so she sacks her. Mrs Johnstone tries to take Edward with her, but Mrs Lyons makes threats and plays on Mrs Johnstone's superstitious fears.</li><li>The play moves forward in time - seven year old Mickey is shown to be frustrated that his mother won't him do things his older siblings are allowed to do</li><li>Mickey and Edward meet. The two of them immediately bond and when they realise that they have the same birthday, they decide to become "blood brothers". Mrs Johnstone comes out and is shocked when she realises who Edward is, telling him never to come near their house again.</li><li>Edward's father spends so much of his time working, which distresses Mrs Lyons. When Mickey calls around for Edward, Mrs Lyons realises who he is and bans Edward from seeing him, hitting him</li><li>There is a play gunfight with several children including Mickey, Sammy, and their neighbour Linda. Linda defends Mickey against Sammy. They call on Edward to play. Mrs Lyons realises her son is missing and becomes frantic, resulting in him suggesting she see a doctor for her nerves.</li></ul>				<ol style="list-style-type: none"><li>What surprises Mickey about Edward? A. He knows how to fight B. He has sweets and a posh voice C. He is poor D. He wants to run away</li><li>Why do the boys become "blood brothers"? A. It's a religious ceremony B. They are related C. They want to be best friends forever D. It's a school project</li><li>What technique is being used when the audience knows they're brothers but they don't? A. Foreshadowing B. Irony C. Dramatic irony D. Satire</li><li>How does the police officer react when Mickey and Edward are questioned? A. He is friendly and understanding B. He is suspicious and treats them differently C. He ignores them completely D. He immediately arrests both boys</li><li>What does the police officer's reaction suggest about his view of the boys' families? A. He sees both families as equally respectable B. He is sympathetic towards Mickey's family but distrustful of Edward's C. He shows bias and assumes Mickey's family is trouble while being more lenient with Edward's D. He believes both families are innocent</li></ol>

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	<ul style="list-style-type: none"> <li>A policeman catches the three children throwing stones. Although he warns Mrs Johnstone about the serious consequences should Mickey do this again, he tells Mr Lyons that it was merely a "prank." The Lyons' decide to move away.</li> <li>Edward visits Mickey's house to say goodbye. Mrs Johnstone gives him a locket with a picture of Mickey as a baby inside. Edward gives Mickey a toy gun as a parting gift.</li> <li>Mickey and Edward separately mourn the loss of their friendship. Then, a delighted Mrs Johnstone receives a letter saying that the family have been rehoused to the countryside.</li> </ul>				
Exploring Act 2	<ul style="list-style-type: none"> <li>Mrs Johnstone reveals their happier life in the countryside and tells the audience about the changes that have happened since they moved.</li> <li>Mrs Lyons teaches Edward to dance.</li> <li>Sammy is arrested for pulling a knife on a bus conductor. Edward gets suspended from his boarding school when he refuses to take off his locket. Mickey and Linda are suspended from their secondary modern school after arguing back with a bullying teacher.</li> <li>Mrs Lyons is shocked by Edward's behaviour and appalled when she realises Mrs Johnstone gave him the locket.</li> <li>Linda flirts with Mickey, but he is too awkward to flirt back, so she leaves.</li> <li>Mickey and Edward spot each other and imagine how the other might be leading a happier, more well-adjusted</li> </ul>				<ol style="list-style-type: none"> <li>What does Edward's education allow him to do?               <ul style="list-style-type: none"> <li>A. Stay out of trouble</li> <li>B. Become a footballer</li> <li>C. Travel abroad</li> <li>D. Get a job at the factory</li> </ul> </li> <li>What does Mickey struggle with as a teenager?               <ul style="list-style-type: none"> <li>A. School pressure</li> <li>B. Confidence</li> <li>C. Unemployment and money</li> <li>D. Making friends</li> </ul> </li> <li>What theme is shown by the different paths the boys take?               <ul style="list-style-type: none"> <li>A. Religion</li> <li>B. Social class</li> <li>C. Friendship</li> <li>D. Violence</li> </ul> </li> <li>Who reveals the truth about the twins at the end?               <ul style="list-style-type: none"> <li>A. Mickey</li> <li>B. The narrator</li> <li>C. Linda</li> <li>D. Mrs Johnstone</li> </ul> </li> </ol>



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	<p>life. They meet and recognise each other and Mickey admits his love for Linda.</p> <ul style="list-style-type: none"> <li>• Mrs Lyons sees them and follows them to the Johnstones' house. She confronts Mrs Johnstone, accusing her of following them and tries to bribe her to leave, then tries to stab Mrs Johnstone.</li> <li>• The boys see Linda, and the three friends are reunited. They grow closer as the years pass and they turn eighteen.</li> <li>• Edward tells them that he is going to university and encourages Mickey to ask Linda to be his girlfriend, even though he too is in love with her.</li> <li>• Linda falls pregnant and they get married, Mickey is made redundant.</li> <li>• When he returns from university, Edward struggles to understand Mickey's frustration. They argue and Mickey threatens violence.</li> <li>• Sammy recruits Mickey for a robbery, while Edward confesses his love for Linda. During the robbery, Sammy shoots a man, and Mickey is jailed for seven years. He becomes depressed and addicted to medication.</li> <li>• After Mickey is released from prison, Edward secretly arranges a house and job for Mickey at Linda's request.</li> <li>• Linda and Edward grow closer. Mrs Lyons tells Mickey about their relationship, causing him to become jealous.</li> <li>• Mickey finds a gun that Sammy hid goes to the town hall to find Edward.</li> </ul>				<p>5. What causes Mickey to shoot Edward?</p> <p>A. Jealousy and rage  <b>B. Accident</b>  C. Edward attacks first  D. Betrayal</p> <p>6. What theme is emphasised by the ending?</p> <p>A. Family unity  B. Class equality  <b>C. Fate and tragic consequences</b>  D. Friendship wins</p>

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	<p>Mickey reveals that he has given up his medication because Linda wanted him to.</p> <ul style="list-style-type: none"> <li>Mrs Johnstone appears and tells Mickey and Edward that they are twins. Mickey accidentally shoots Edward, before being shot himself by the police.</li> </ul>				
Mrs Lyons as manipulative	<ul style="list-style-type: none"> <li>Women were expected to behave in a way that satisfied their husbands in American (and by extension British) society of the mid-twentieth century.</li> <li>They 'learned that truly feminine women do not want careers, higher education, political rights', as Betty Freidan puts it.</li> <li>Mrs Lyons reflect these expectations as she prioritises being a housewife above all else. She does not have any other activity to direct her attention towards other than being the 'perfect' mother.</li> <li>When Edward does something that is not 'perfect', Mrs Lyons reacts violently. This abusive behaviour is perhaps a consequence of the pressure she and middle-class society have put on her to have the perfect family.</li> </ul>	Manipulate: to control or influence someone or a situation in an immoral way.	<p><i>Mrs Lyons is a middle-class woman.</i></p> <p><i>Middle-class households are typically wealthier. Mr Lyons has a professional job so Mrs Lyons does not have to work.</i></p>	<p>Links to Sheila and the pressure on Sheila to marry in <i>An Inspector Calls</i>.</p> <p>Representation of women – A/C, Romeo and Juliet, The Tempest.</p>	<p><b>CCQ: How does Russell present Mrs Lyons as a traditional woman?</b></p> <p>1) <i>In the mid-twentieth century women, in America (and by extension Britain), were expected to behave in accordance with traditional gender roles and societal norms. They were often expected to prioritise their roles as wives, mothers, and homemakers.</i></p> <p>2) <i>Mrs Lyons reflect these expectations by conforming to traditional gender roles and prioritising her role as a wife and mother. She is portrayed as a devoted and dutiful wife, committed to maintaining her household and upholding societal expectations of femininity.</i></p> <p><b>Big question: How does Russell present Mrs Lyons as a manipulative character?</b></p> <p>Notes for table:</p> <p><b>What:</b> Mrs Lyons is a manipulative character that shows little signs of genuine empathy.</p> <p><b>How:</b> 'you said yourself you had too many children'</p> <ul style="list-style-type: none"> <li>Using own words against her.</li> </ul> <p><b>Why:</b> Russell highlights the exploitative nature of the rich and the power imbalance in society.</p> <p><b>What:</b> Russell presents Mrs Lyons as being a scheming character who manipulates Mrs Johnstone.</p> <p><b>How:</b> 'how could you possibly avoid them being put into care?'</p> <ul style="list-style-type: none"> <li>Playing on her emotions as she is already afraid of losing her children</li> </ul> <p><b>Why:</b> Russell highlights the difficulties faced by the working classes, which leaves them vulnerable to those with more power.</p>

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					<p><b>What:</b> Russell present the character of Mrs Lyons as someone whose manipulates others to protect herself.</p> <p><b>How:</b> 'you'll be locked up. You sold your baby'</p> <p><b>Why:</b> Russell criticises the wealthy for being selfish and caring more about their own wants than others, showing that Mrs Lyons is willing to threaten Mrs Johnston to keep her secrets.</p> <p><i>Model in booklet.</i></p>
Mrs Lyons as paranoid	<ul style="list-style-type: none"> <li>Mrs Lyons is increasingly paranoid about imaginary threats to her son.</li> </ul>	Paranoid: exhibiting or characterised by irrational suspicion or distrust.	<i>Mrs Lyons is neurotic and highly dissatisfied as a result of the societal pressure to have the perfect middle-class family.</i>	<p>Paranoia in Macbeth.</p> <p>Patronising behaviour of Mr Birling in AIC.</p> <p>The Yellow Wallpaper – paranoia</p> <p>Tracking Characters – Frankenstein</p> <p>Tracking Characters – KS4</p>	<p><b>CCQ: How did Mrs Lyons feel about superstition at the beginning of the play?</b></p> <p>Mrs Lyons found superstition amusing at the beginning of the play and viewed it as foolish. She uses superstition as a way of manipulating Mrs Johnstone.</p> <p><i>Notes on extracts in annotated booklet.</i></p> <p><b>Rank the reasons for Mrs Lyons' paranoia and explain your reasons.</b></p> <p><i>Eg. I think that the most important reason for Mrs Lyons' paranoia is that Mr Lyons is often absent from home, as this means she is often alone and cannot talk about her concerns.</i></p>
Mrs Lyons as a catalyst for tragedy	<ul style="list-style-type: none"> <li>Mrs Lyons' actions are a driving force behind the splitting up of the twins, the move to the countryside and the confrontation at the end of the play.</li> </ul>	Catalyst: a person or thing that precipitates an event		<ul style="list-style-type: none"> <li>Macbeth (fate vs free will)</li> <li>Tracking characters</li> </ul>	<p><b>CCQ: How does Mrs Lyons' manipulation of truth make her a driving force behind the tragic ending?</b></p> <p><i>Mrs Lyons manipulates the truth so much that she becomes paranoid, causing her to look for ways to hurt Mrs Johnstone and her family. This leads her to tell Mickey about Edward and Linda's relationship, which leads to Mickey and Eddie's confrontation at the end of the play.</i></p> <p><b>How does Mrs Lyons' revelation of Edward and Linda's relationship serve as a catalyst for Mickey's final descent and what does it reveal about her motivations and role in the unfolding tragedy?</b></p>

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					<p><i>Annotations in booklet.</i></p> <p>Model:</p> <p>Mrs Lyons' manipulative nature is demonstrated by Russell throughout the play, as it is clear that she is able to deceive and exploit those around her. Russell uses her as a catalyst for Mickey's final descent when she 'points out Edward and Linda to him', causing him to 'go[] mad' as the narrator describes. Mrs Lyons' choice to tell Mickey about the affair could suggests she is still trying to gain control of the situation she created at the beginning of the play. Perhaps Russell is criticising the wealthy for their attempts to use the working classes for their own advantage, as Mrs Lyons is shown to try and control the Johnstone's through the play.</p>
Mrs Lyons – writing about the whole text	<ul style="list-style-type: none"> <li>Students will know how to plan a response thinking about a whole text.</li> </ul>			<ul style="list-style-type: none"> <li>Planning a response across a whole text (KS4)</li> <li>Lady Macbeth (KS5)</li> </ul>	<p><i>Annotations for extract in annotated booklet.</i></p> <p><b>Starting with this extract, explain how far Russell presents Mrs Lyons as a desperate character in the play.</b></p> <ol style="list-style-type: none"> <li>Manipulative</li> <li>'you said you had too many children already'; 'how can you possibly avoid some of them being put into care?'</li> <li>Synonyms: hopeless, distressed, miserable, anguished Antonyms: purposeful, confident, in control, self-assured</li> </ol> <p>Notes for planning table:</p> <p><b>What:</b> Mrs Lyons is a manipulative character and shows little sign of genuine empathy.  <b>How:</b> 'You said yourself you had too many children' 'Already you're being threatened by the welfare people'  <b>Why:</b> Russell highlights how class inequality can force vulnerable people into desperate decisions. Russell's intention is to criticise a society where the wealthy exploit the fears of the poor for their own gain, revealing the harsh consequences of economic disparity.</p>

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					<p><b>What:</b> Mrs Lyons becomes increasingly paranoid, increasingly desperate.</p> <p><b>How:</b> 'you'd just follow me again wouldn't you?' The rhetorical question to Mrs Johnstone indicates that she believes she is being deliberately targeted and that Mrs Johnstone means her harm.</p> <p><b>Why:</b> Russell may be highlighting how the position of housewives in middle class households can lead to their paranoia and neurosis due to struggling to find a place in the world. He criticises the response of the middle classes who try to manipulate others to gain their own sense of purpose.</p> <p><b>What:</b> Mrs Lyons becomes the catalyst for tragedy.</p> <p><b>How:</b> 'points out Edward and Linda to him' The stage directions show how Mrs Lyons' actions, as well as her words, serve to manipulate those around her.</p> <p><b>Why:</b> Russell criticises how the middle classes use the working classes to achieve their own ends. Mrs Lyons may be desperate, but her actions reflect a wider disregard for the lives of others, highlighting the impact that the middle classes can have on the lives of the working classes.</p> <p><i>Model in booklet.</i></p>
Mrs Johnstone as overwhelmed.	<ul style="list-style-type: none"> <li>Russell might have chosen to compare Mrs Johnstone to Marilyn Monroe because both characters seem to have tragic endings.</li> <li>Marilyn Monroe was a glamorous American model. Likewise, Mrs Johnstone was once thought of as a glamorous person in her community.</li> <li>Just as Monroe fell from these heights, so too has Mrs Johnstone as her former partner has left her, and she is left to support her many children.</li> </ul>	<p><b>Motif (T3):</b> An image or idea that appears frequently throughout a text.</p> <p><b>T2:</b> Isolated: having minimal contact with others</p>	<p><i>Tragedy is a genre of play which ends in an unhappy ending.</i></p>	<p>Motifs used in other set texts across the curriculum.</p> <p>Understanding how writers introduce characters and how this affects our feelings towards them.</p> <p>Presentation of working-class</p>	<p><b>CCQ: Why might a motif be used within a text?</b> A motif can highlight something about a character, to help us understand them better, or it can help to establish the mood of the story. The key is the repetition which helps to strengthen the dominant ideas.</p> <p><i>To reinforce specific ideas that are important to the story.</i></p> <p><b>CCQ: Why do you think that Russell has chosen to compare Mrs Johnstone to Marilyn Monroe? What do they have in common?</b></p> <p><b>Desire for Escape:</b> Both Mrs. Johnstone and Marilyn Monroe are portrayed as individuals who desire to escape their current circumstances. Mrs. Johnstone, struggling with the challenges of</p>

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	<ul style="list-style-type: none"> <li>Mrs Johnstone has been aged by her difficult working-class life being a mother to her seven children: 'By the time I was 25 I looked like 42'.</li> <li>Mrs Johnstone is an isolated character: 'No more dancing / No more dancing'. Russell suggests to the audience that she is a melancholy character. She is a symbol of the difficulties of the lives of the working class.</li> </ul>			<p>women – Eva Smith (AIC).</p> <p>Motherhood – The Gift of India.</p>	<p>poverty and a large family, dreams of a better life. <b>Similarly</b>, Marilyn Monroe, despite her fame, faced personal struggles and desired a life beyond the glamorous facade. This desire for escape from difficult realities is a common thread between the two.</p> <p><b>Society's Expectations:</b> Both characters grapple with societal expectations and norms. Marilyn Monroe faced pressures related to her appearance and behaviour as a Hollywood star, while Mrs. Johnstone faces judgment and challenges as a single mother in a working-class neighbourhood.</p> <p><b>Tragic Endings:</b> Both Mrs. Johnstone and Marilyn Monroe experience tragic outcomes. Mrs. Johnstone's life is marred by the tragic fate of her sons in "Blood Brothers," and Marilyn Monroe's life ended prematurely due to personal struggles and societal pressures.</p> <p><i>Similarly, Mrs Johnstone and Marilyn Monroe struggled with romantic relationships. Likewise they were both considered glamorous and beautiful, and in the same way both experience some form of tragedy.</i></p> <p><b>CCQ:</b> How is Mrs Johnstone presented as overwhelmed at the beginning of the play?</p> <p><i>See annotated booklet for annotations.</i></p>
Mrs Johnstone as superstitious	<ul style="list-style-type: none"> <li>One superstition described in the play is that bad luck will come to a person who places shoes on a table.</li> <li>Mrs Lyons exploits Mrs Johnstone's superstitious nature by telling her that both of the twins will 'immediately die' if either of them finds out they are a twin.</li> <li>Mrs Lyons exploits Mrs Johnstone in this way because she wants complete</li> </ul>	<p>Superstition: excessive belief in, and fear of, the supernatural. For example, one superstition is that stepping on cracks in the pavement or walking under a ladder will bring bad luck.</p>	<p><i>Mrs Johnstone and Mrs Lyons are highly contrasting in their presentation: Mrs Johnstone is a working-class woman, while Mrs Lyons is from a middle-class household.</i></p>	<p>Superstition in Macbeth.</p> <p>Manipulation – Macbeth, Oliver Twist.</p>	<p><b>CCQ: Why do you think people trust in superstition so much?</b></p> <p>Perhaps people trust in superstition because it makes them feel safe and secure. Superstition makes people feel like they can avoid bad things happening.</p> <p><i>Sometimes events in our lives are difficult to understand and superstition can be comforting. If you follow/break a superstition and then notice good/bad luck, it reinforces the superstition.</i></p> <p><b>How does Russell present Mrs Johnstone as superstitious?</b></p> <p><i>See annotated booklet.</i></p>

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	<p>control over her son – she wants to feel that he is hers.</p> <ul style="list-style-type: none"> <li>• Mrs Lyons' behaviour reveals that her character is perhaps controlling and possessive.</li> <li>• Russell suggests that Mrs Lyons might behave in this way because she is worried about having a perfect family.</li> <li>• Women were expected to be the perfect wives and have children.</li> </ul>				<p>How and why does Mrs Lyons exploit Mrs Johnstone's fear of superstition?</p> <p><i>See annotated booklet.</i></p> <p>Complete the sentences: To be successful: include an appositive in your response.</p> <p>Mrs Lyons exploits Mrs Johnstone's superstitious nature by using it as a means of manipulation; she convinces Mrs Johnstone that separating their twin sons will protect them from a curse and offer them a better life.</p> <p>Mrs Lyons exploits Mrs Johnstone in this way because she is driven by her deep-seated fear of losing her social status and desperate desire for a child.</p> <p><i>Mrs Lyons, a middle class woman, exploits Mrs Johnstone's superstitious nature by manipulating her into believing her children are at risk.</i></p> <p><i>Mrs Lyons exploits Mrs Johnstone, a struggling working-class mother, in this way because she is afraid Mrs Johnstone will to try take her son back.</i></p>
Mrs Johnstone as powerless.	<ul style="list-style-type: none"> <li>• Students will practice how to annotate an extract independently, considering the portrayal of a character.</li> </ul>			<ul style="list-style-type: none"> <li>- Practice for extract analysis at KS4.</li> </ul>	<p><i>Extract annotations in booklet.</i></p> <p>Find two quotations that present Mrs Johnstone as powerless.</p> <p><i>'tell me it's not true, though it's here before me'</i></p> <p><i>'tell me it's not true, say you didn't mean it'</i></p>

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Mrs Johnstone – writing about the whole text.	<ul style="list-style-type: none"> <li>Students will know how to plan a response thinking about a whole text.</li> </ul>			<ul style="list-style-type: none"> <li>Planning a response across a whole text (KS4)</li> </ul>	<p><b>Starting with this extract, explain how far Russell presents Mrs Johnstone as a victim of society in <i>Blood Brothers</i>.</b></p> <ol style="list-style-type: none"> <li>Superstitious</li> <li>'Jesus Christ, Mrs Lyons, what are y' trying to do?' 'You never know what'll happen'</li> <li>Powerless hopeless casualty of a situation</li> </ol> <p>Notes for planning table:</p> <p><b>What:</b> Mrs Johnstone is <b>overwhelmed</b> by her daily life  <b>How:</b> 'With seven hungry mouths to feed and one more nearly due  ' By the time I was twenty-five  I looked like forty-two.'  <b>Why:</b> <b>Russell's intention</b> is to evoke sympathy for Mrs Johnstone and to criticise a society that traps people in cycles of poverty, suggesting that working class women often suffer the most under economic and social pressures.</p> <p><b>What:</b> Mrs Johnstone becomes increasingly <b>superstitious</b>, increasingly <b>vulnerable</b>.  <b>How:</b> 'Jesus Christ, Mrs Lyons. What are y' trying to do?'  'You never know what will happen'  Russell's choice to have Mrs Lyons swear shows how seriously she believes in the superstition, and her fear of the future is demonstrated by her idea of 'never' knowing what will happen next.  <b>Why:</b> Russell's intention may be to highlight that Mrs Johnstone's superstitious nature makes her vulnerable to the manipulation of others. This could reflect his overall message that the working classes are put into positions of helplessness due to their overall position in society, having little to rely on aside from superstition.</p> <p><b>What:</b> Mrs Johnstone becomes powerless.  <b>How:</b> 'tell me it's not true'</p>



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					<p>'say you didn't mean it'</p> <p>The repetition of 'tell me it's not true' reveals that Mrs Johnstone has no other options and is not able to change the situation she found herself in. She can only ask, almost childishly, for something to have been told to her incorrectly.</p> <p><b>Why:</b> Russell may be highlighting the challenges faced by the working classes when they are unable to control their own destinies.</p>
Social Class in <i>Blood Brothers</i>	<ul style="list-style-type: none"> <li>Many people criticise the education system for being too formed from middle class experiences.</li> <li>The policeman treats the Lyons and the Johnstone families differently due to their social classes, despite the fact that both Mickey and Eddie were picked up for the same action</li> <li>The teachers also show the differences between the way the education system treats working class children and middle class children.</li> <li>In Russell's time, and perhaps still today, there was a class divide in education.</li> <li>Many middle-class parents could afford to send their children to private school, where better resources often meant a child would go on to university and well-paid jobs.</li> <li>By contrast, for most working-class children, university wasn't an option, and their schools never considered it to be an option.</li> <li>Mickey and Eddie are both humiliated by their teachers.</li> <li>However, Mickey's teachers have low expectations of him, while Eddie's have high expectations of him.</li> </ul>		Act 2 of the play.	-	<p><b>Comprehension</b></p> <ol style="list-style-type: none"> <li>According to the Blandford, the current issues with the education system with regards to social class are that the curriculum has been developed based on the experiences of middle class people and that funding cuts disproportionately affect those from working class backgrounds.</li> <li>Blandford suggests that we need to increase access to learning for all children and strive to create opportunities to build 'character, resilience, drive and grit for all children'.</li> <li>Russell criticises the education system in <i>Blood Brothers</i> because Eddie is afforded many more opportunities at school than Mickey even though he already has more opportunities due to his family's wealth. Russell uses the differences in the boys' education to symbolise the impact of these differences in education on a wider scale.</li> </ol> <p><b>How does the policeman use a different register when he speaks to Mrs Johnstone, compare to how he speaks to Mr Lyons?</b></p> <p><i>Annotations in booklet.</i></p> <p><b>Annotate the different ways the teacher addresses the characters of Mickey and Edward.</b></p> <p><i>Annotations in booklet.</i></p>

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	<ul style="list-style-type: none"> <li>They can use comparative discourse markers to compare and contrast.</li> </ul>				<p><b>How is social class presented in <i>Blood Brothers</i>?</b></p> <p>Notes for table:</p> <p><b>What:</b> The policeman uses a different register when talking to Mrs Johnstone and Mrs Lyons, showing his perception of their class differences.</p> <p><b>How:</b> 'you keep them in order, missus, or it'll be the courts for you' 'it was more of a prank, really, Mr Lyons' He gives Mrs Johnstone imperatives and uses colloquial forms of address 'missus' whereas he address Mr Lyons more formally. He minimises the issue to Mr Lyons while threatening Mrs Johnstone.</p> <p><b>Why:</b> Russell highlights how class prejudices influence the way characters interact with one another, as despite the fact that both boys committed the same offence, the way the policeman handles it is different. Russell criticises the differences in the way the boys are treated as an example of larger social issues.</p> <p><b>What:</b> Mickey's teacher mocks him, showing his class prejudice, whereas Eddie's teacher encourages him, indicating his supportive attitude towards Eddie's education.</p> <p><b>How:</b> 'Y' don't know (<i>Mimicking</i>)' 'You're doing very well here, aren't you, Lyons?' The stage directions indicate that Mickey's teacher does not respect him and treats him as if he is foolish. Eddie's teacher begins by being encouraging towards him, even though he is about to tell him off about his locket.</p> <p><b>Why:</b> Russell highlights the differences in the education system and how it impacts children from different classes. He uses these differences to criticise the prejudices built into the education system.</p>

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Mickey and Edward	<ul style="list-style-type: none"> <li>Mickey uses a working-class sociolect.</li> <li>Edward speaks in a far more formal register than Mickey.</li> <li>Mickey's speech is supposed to be delivered in a Scouse dialect. This is indicated by the use of slang and abbreviated (shortened) words.</li> <li>Russell contrasts the two characters immediately in the play.</li> </ul>	<p>Dialect - a particular form of a language which is peculiar to a specific region or social group.</p> <p>Sociolect - the dialect of a particular social class.</p> <p>Register: register refers to the degree of formality we might use when speaking in different contexts.</p>	<p><i>Pupils can use comparative discourse markers to strengthen their comparative writing.</i></p>	<p>Comparing and contrasting Paper 2 of English Language.</p> <p>Register in An Inspector Calls and at A-Level in Streetcar Named Desire.</p> <ul style="list-style-type: none"> <li>Poetry comparison – Long Way Down and Power and Conflict comparison.</li> </ul>	<p><b>CCQ: How do the two boys, Mickey and Edward, use language differently?</b></p> <p>See annotated booklet.</p> <p><b>CCQ: How are Mickey and Edward's registers different?</b></p> <p>Mickey's <i>register</i> is much more casual than Edward's, speaking informally despite not knowing him yet.</p>
Accent and dialect	<ul style="list-style-type: none"> <li>Mickey's speech is represented using abbreviations to demonstrate his Scouse accent and use of dialect.</li> <li>Edward uses Standard English while Mickey uses a more dialectal form of English.</li> <li></li> </ul>		<p><i>Mickey uses a working-class sociolect.</i></p> <p><i>Edward speaks in a far more formal register than Mickey.</i></p>	<p>Requirement to look at register and dialect on NC.</p> <p>Register in An Inspector Calls and at A-Level in Streetcar Named Desire.</p> <p>Script writing – Y12</p> <p>Conventions of a play – AIC, Romeo and Juliet, The Tempest, Macbeth, Frankenstein the play.</p>	<p><b>Knowledge retrieval:</b></p> <p><i>I use a different register when speaking to my teachers compared to when I am having a conversation with my friends because I am expected to be speaking in a formal register and use standard English in school.</i></p> <p><i>Mickey uses a working-class sociolect because his character can be defined and his background and experiences emphasised.</i></p> <p><i>Mickey's speech is supposed to be delivered in a Scouse dialect. This is indicated by the characters' use of abbreviations and slang such as the use of the word 'mam'</i></p> <p><b>Big write: Create your own short script of a conversation between two characters.</b> One of the characters should be using a formal register, the other should use an informal register. Look at the model on page 26. Think about:</p>

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					<p>a.How you will show that one character speaks in a formal way (e.g. through punctuation, correct spellings, and the language used)</p> <p>b.How you will show that one character speaks in an informal way (e.g. through the use of slang, dialectal phrases, or improper spellings like 'dunno').</p> <p>See annotated booklet.</p>
Edward as innocent and Mickey as street wise	<ul style="list-style-type: none"> <li>Russell highlights that Edward's more sheltered upbringing means that he is more innocent to the world</li> <li>On the other hand, being raised in a struggling single parent family with lots of other children means that Mickey has had to grow up quicker and be more self-sufficient than Edward</li> </ul>				<p><b>How is Mickey presented as streetwise and Eddie presented as innocent?</b></p> <p>See annotated booklet.</p>
Edward as privileged and Mickey as resigned.	<ul style="list-style-type: none"> <li>Russell presents Edward as significantly more privileged than Mickey, which causes fractures in their friendship</li> </ul>	Juxtaposition: placing two contrasting elements side by side for effect.			<p><b>What advantages does Kennedy feel middle class students have over the working classes?</b></p> <p>Kennedy feels that middle class students have advantages over working class students such as having a 'parental safety net' if they are struggling for money.</p> <p><b>According to Kennedy, why will the middle class never truly be able to understand what it's like to be poor?</b></p> <p>Kennedy thinks the middle class will never truly be able to understand what it is like to be poor because they have not experienced the reality of struggling to afford food, transport or decent clothes.</p> <p><b>How do the ideas in this article relate to the scene between Mickey and Edward that you have just analysed?</b></p> <p>The ideas in the article relate to the scenes we have analysed because Eddie is presented as being entertained by the everyday reality of Mickey's life. He finds Mickey's register and accent entertaining and tries to mimic it. He also doesn't understand why Mickey may not have as many sweets as he does.</p>

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					<p><b>How is Edward presented as being privileged and Mickey as resigned?</b></p> <p>See annotated booklet.</p> <p><b>How does Russell present the theme of social class through the character of Mickey and Edward?</b></p> <p><b>What:</b> Mickey and Eddie have different sociolects.  <b>How:</b> 'I'm not playin' now cos' I'm pissed off'          'You say smashing things don't you?'          Mickey uses contractions and swears as this is how his family and neighbours talk, whereas Eddie pronounces words fully as he has been raised to.  <b>Why:</b> Russell highlights Eddie's amusement at the way that Mickey talks, criticising the middle classes for their dismissive and infantilising view of the working classes.</p> <p><b>What:</b> Eddie is privileged due to his family's wealth, which is noted by Mickey.  <b>How:</b> 'my best friend always had sweets to share'          Even as a child, Mickey realises that Eddie is more privileged and has more than he does, although he also notices Mickey's generosity.  <b>Why:</b> Russell highlights that the differences in social classes are visible from childhood. He criticises the impact that this has on children by showing that Mickey and Eddie's friendship was looked down on, especially by Eddie's middle-class family.</p> <p><b>What:</b> Eddie does not understand the realities of Mickey's life because he benefits from his middle-class wealth.  <b>How:</b> 'why is a job so important? If I couldn't get a job, I'd just say, sod it [...] tilt my hat to the world'          'I don't wear a hat I could tilt at the world'          Eddie struggles to understand why Mickey needs a job so badly, while Mickey tries to help Eddie to understand that they are in very different positions and that Mickey does not have the same support as Eddie does.</p>

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					<p><b>Why:</b> Russell uses the different paths that Eddie and Mickey are on to highlight the gulf between working class and middle class, criticising how the working classes have limited options compared to the middle classes.</p>
Edward as naïve and Mickey as emasculated.	<ul style="list-style-type: none"> <li>Life under Margaret Thatcher's government was difficult for the working classes, whereas life became very profitable for the middle classes.</li> <li>The closure of some industries caused mass unemployment and directly affected the working class</li> <li>The privatisation of other industries directly benefitted the middle classes</li> </ul>	Emasculated: when a man feels deprived of his male 'role' or identity.	Act 2 of the play.		<p><b>Why would a person like Mickey's character have been badly affected by the economic conditions in the 1970s and 1980s?</b></p> <p>Mickey was reliant on being able to secure a job in order to support himself and his new family, but the closure of industries meant he was made unemployed. This leads to him turning to crime and becoming depressed, making his overall situation worse.</p> <p><b>How is Mickey presented as emasculated in the extract below?</b></p> <p>See annotated booklet.</p> <p><b>Looking at the narrator's final lines, what does Russell aim to teach the audience?</b></p> <p>See annotated booklet.</p>
The theme of violence.	<ul style="list-style-type: none"> <li>Russell raises concerns about the impact that violence has on society</li> <li>Russell explores the link between class and criminality and encourages the reader to question why those links exist</li> </ul>		Students need to understanding the impact of violence on the lives of Mickey and Edward throughout the play.	Link between social class and criminal behaviour.	<p><b>How does Russell present the theme of violence? You must refer to the extract and the play as a whole.</b></p> <p>See annotated booklet.</p> <p>Notes for table:</p> <p><b>What:</b> The working class children play violent games growing up, as if violence is always present.</p> <p><b>How:</b> 'if you cross your fingers [...] you can get up off the ground again'</p> <p>Violence is treated as a game but also as a part of life.</p>

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					<p><b>Why:</b> Russell highlights the inevitability of violence from the very beginning as the children play games involving shooting and death.</p> <p><b>What:</b> Mrs Lyons becomes a catalyst for the violence in the play.</p> <p><b>How:</b> 'there's a man gone mad in the town tonight, he's gonna shoot somebody down'</p> <p>We know that the narrator is omniscient and able to predict/tell us the future, so we know that it is true.</p> <p><b>Why:</b> Russell may be highlighting that the violence of the class 'war' that we see culminate in Mickey and Edward's confrontation at the end of the play is increased by the actions and views of the middle classes.</p> <p><b>What:</b> Violence is presented as inevitable.</p> <p><b>How:</b> 'Mickey waves at Edward [...] the gun explodes' 'they open fire and four guns explode'</p> <p>Although Mickey does not mean to shoot Edward, it seems that the deaths of both boys are inevitable. The 'explod[ing]' of multiple guns in response seems to emphasise that violence only creates more violence.</p> <p><b>Why:</b> Russell highlights that the differences between social classes only leads to problems and ultimately to violence. He criticises society for allowing such extreme disparity in the way people are raised.</p>