



# AC1: Key Outcomes – Year 9

## Curriculum: English ‘Blood Brothers’

**Excellence.  
No Excuses.**

Section	KC:	Outcomes:	How students will demonstrate success:
<b>1</b>	E9.1.1	<p>Scholars will know key contextual information for a literature text.</p> <ul style="list-style-type: none"> <li>Scholars will remember the British class system during the 1950s and what this meant for members of the public/their entitlements.</li> <li>Scholars will remember how to define the <b>social, political and cultural landscape</b> of Liverpool during the 1950s through to the 1970s.</li> <li>Students will understand who Willy Russell is and why he wrote ‘Blood Brothers’.</li> <li>Scholars will remember how the Education System in England impacted Willy Russell's writing.</li> </ul>	<ul style="list-style-type: none"> <li>Students will clearly define and explain social hierarchy as well as the classes within it.</li> <li>Students will identify attitudes expressed towards the class system.</li> <li>Students will explain and describe why Russell wrote ‘Blood Brothers’ and the message he wished to convey to his audience.</li> <li>Students will identify and list FOUR aspects of the Education System.</li> </ul>
<b>2</b>	E9.1.2	<p>Scholars will know the influence of setting in literature texts.</p> <ul style="list-style-type: none"> <li>Scholars will remember how to interpret key setting choices and understand how they create meaning for an audience.</li> <li>Scholars will remember how to explain what a prologue is and Russell’s aims in opening the play in this way.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the terms: prologue, foreshadowing, stage directions, production note.</li> <li>Students will select at least two quotes from the prologue to demonstrate their understanding of 'mood' in the opening.</li> </ul>
<b>3</b>	E9.1.3	<p>Scholars will know character introductions.</p> <ul style="list-style-type: none"> <li>Scholars will remember how to explain what we learn about Mrs Johnstone and her lifestyle in the opening of the play.</li> </ul>	<ul style="list-style-type: none"> <li>Students will use pre-selected quotes to demonstrate their understanding of Mrs Johnstone and her lifestyle.</li> <li>Students will connect the motif of Marilyn Monroe to the character of Mrs Johnstone and justify Russell's authorial choices.</li> </ul>
	E9.1.4	<p>Scholars will know character introductions.</p> <ul style="list-style-type: none"> <li>Scholars will remember the exchanges between Mrs Johnstone and Mrs Lyons.</li> <li>Scholars will remember the arrangement that is agreed between Mrs Johnstone and Mrs Lyons.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explain and describe the differences between Mrs Johnstone and Mrs Lyons</li> </ul>
	E9.1.5	<p>Scholars will know character traits.</p> <ul style="list-style-type: none"> <li>Scholars will remember that Mrs Lyons is a superstitious character.</li> </ul>	<ul style="list-style-type: none"> <li>Students will define ‘superstitious’</li> <li>Students will decode three examples of where Mrs Lyons is creating superstition.</li> <li>Students will explain Willy Russell’s intentions in portraying Mrs Lyons as superstitious</li> </ul>
	E9.1.6	<p>Scholars will know character comparisons.</p> <ul style="list-style-type: none"> <li>Scholars will remember how to identify the initial differences between Mickey and Edward in relation to nature vs nurture.</li> </ul>	<ul style="list-style-type: none"> <li>Students will describe the differences between Mickey and Edward.</li> <li>Students will provide examples of how the two characters differ.</li> <li>Students will link the character differences to social class.</li> </ul>
<b>4</b>	E9.1.7	<p>Scholars will know character comparisons.</p> <ul style="list-style-type: none"> <li>Scholars will remember how to recognise character differences between Mickey, Edward and Linda through stage directions, accent and dialect and each character's cultural capital.</li> <li>Scholars will remember how the younger characters are a reflection of their environment.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explain how character exchanges reflect their upbringing.</li> <li>Students will understand the terms: accent, dialect, contraction, and motif.</li> <li>Students will connect Mickey and Edward's attitudes and personality traits with their home environments.</li> </ul>
	E9.1.8	<p>Scholars will know character developments.</p> <ul style="list-style-type: none"> <li>Scholars will remember how to recognise that Mrs Lyons is becoming increasingly more paranoid.</li> </ul>	<ul style="list-style-type: none"> <li>Students will select evidence from earlier in the text and compare it to Mrs Lyons’s dialogue now.</li> <li>Students will contextualise their understanding of paranoia in the 50s.</li> <li>Students will analyse linguistic features that demonstrate Mrs Lyons's paranoia.</li> </ul>
	E9.1.9	<p>Scholars will know themes in literature.</p> <ul style="list-style-type: none"> <li>Scholars will remember how to analyse the policeman’s dialogue and explain how this links to social class.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explain how the policeman’s dialogue is a reflection of Willy Russell’s aim to highlight the differences between the working-class and middle-class.</li> </ul>
	E9.1.10	<p>Scholars will know themes in literature.</p> <ul style="list-style-type: none"> <li>Scholars will remember how to understand how Willy Russell uses the theme of friendship</li> <li>Scholars will remember how to recognise which traits Mickey and Edward admire in one another</li> </ul>	<ul style="list-style-type: none"> <li>Students will select effective evidence from the song that demonstrates what each character admires in the other</li> <li>Students will use class feedback to revise their interpretations of key quotes.</li> </ul>
	E9.1.11	<p>Scholars will know developments in plot.</p> <ul style="list-style-type: none"> <li>Scholars will remember how to describe the shift in mood at the end of Act One.</li> </ul>	<ul style="list-style-type: none"> <li>Students will describe the mood at the end of Act One and how individual characters contribute to the mood</li> </ul>



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<b>5</b>	E9.1.12	Scholars will know developments in plot. <ul style="list-style-type: none"> <li>Scholars will remember how to understand why Russell chose to structure the play in this way.</li> <li>Scholars will remember how to compare the beginning of the play and the beginning of Act Two.</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify and explain the parallels that Russell has used.</li> <li>Students will explain why Russell repeats certain images in both scenes.</li> <li>Students will articulate how the images differ between the two scenes</li> </ul>
	E9.1.13	Scholars will know character development. <ul style="list-style-type: none"> <li>Scholars will remember how to explain how Mrs Johnstone and Mrs Lyons have changed throughout the play so far.</li> </ul>	<ul style="list-style-type: none"> <li>Students will analyse the mother's exchanges with their sons.</li> <li>Students will identify the differences in both Mrs Johnstone's approach to parenting and Mrs Lyons's.</li> </ul>
	E9.1.14	Scholars will know character stereotypes. <ul style="list-style-type: none"> <li>Scholars will remember how to analyse the use of regional accent and dialect.</li> <li>Scholars will remember how to explain how accent and dialect is used by Russell to reflect class.</li> </ul>	<ul style="list-style-type: none"> <li>Students will revise and apply their definitions of accent and dialect.</li> <li>Students will describe how accent and dialect helps to shape character and represent class.</li> </ul>
	E9.1.15	Scholars will know context of literature texts. <ul style="list-style-type: none"> <li>Scholars will remember how to apply their understanding of context to explain why Mickey and Edward experience such differences in their education</li> </ul>	<ul style="list-style-type: none"> <li>Students will describe how schools differed in the 1950s-60s.</li> <li>Students will construct well-crafted analytical responses.</li> </ul>
	E9.1.16	Scholars will know character development. <ul style="list-style-type: none"> <li>Scholars will remember how to explain how Mickey and Edward's character traits have developed with age.</li> </ul>	<ul style="list-style-type: none"> <li>Students will analyse a range of judicious textual references.</li> <li>Students will explain why the levels in confidence seem to have reversed compared to childhood.</li> </ul>
	E9.1.17	Scholars will know themes in literature. <ul style="list-style-type: none"> <li>Scholars will remember how to track a wider thematic trend through analysing Mrs Lyons's dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explain how Russell uses the theme of superstition to stage Mrs Lyons's downfall.</li> </ul>
	E9.1.18	Scholars will know the significance of stage directions. <ul style="list-style-type: none"> <li>Scholars will remember how to apply their understanding of stage directions to explain how Mickey, Edward and Linda's friendship evolves.</li> </ul>	<ul style="list-style-type: none"> <li>Students will revise and apply their understanding of stage directions</li> <li>Students will track and explain Mickey, Edward and Linda's 'aging montage'</li> </ul>
<b>6</b>	E9.1.19	Scholars will know themes in literature. <ul style="list-style-type: none"> <li>Scholars will remember how to identify how Mickey's life is becoming a by-product of his social class.</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify where social class has effected Mickey's life</li> <li>Students will decode the narrator's use of figurative language to analyse how the twins project their social class.</li> </ul>
	E9.1.20	Scholars will know context of literature texts. <ul style="list-style-type: none"> <li>Scholars will remember how to form connections between 'Just another sign of the times' and life in Liverpool during the 1950s-60s.</li> </ul>	<ul style="list-style-type: none"> <li>Students will apply their understanding of context.</li> <li>Students will explain how Russell uses the song to convey his authorial message.</li> </ul>
	E9.1.21	Scholars will know character comparisons. <ul style="list-style-type: none"> <li>Scholars will remember how to compare the lives of Mickey and Edward.</li> <li>Scholars will remember how to explain both how and why their lives differ.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explain how Mickey and Edward are becoming more dissimilar</li> </ul>
	E9.1.22	Scholars will know themes in literature. <ul style="list-style-type: none"> <li>Scholars will remember how to evaluate the extent to which Mickey's actions are a result of fate or personal choice.</li> </ul>	<ul style="list-style-type: none"> <li>Students will argue whether they think Mickey's actions are a result of fate or personal choice.</li> </ul>
	E9.1.23	Scholars will know character development. <ul style="list-style-type: none"> <li>Scholars will remember how to identify the reasons for Mickey's jealousy.</li> <li>Scholars will remember how to critique Edward and Linda's behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify why Mickey is jealous.</li> <li>Students will critique Linda's behaviour and her role in Mickey's downfall.</li> </ul>
	E9.1.24	Scholars will know developments in plot. <ul style="list-style-type: none"> <li>Scholars will remember how to evaluate the role of social class in determining the twins' fate.</li> <li>Scholars will remember how to understand the irony in the play's ending.</li> </ul>	<ul style="list-style-type: none"> <li>Students will analyse the use of dramatic irony.</li> <li>Students will analyse and comment on the use of motifs as a structural device.</li> </ul>
<b>7</b>	E9.1.25	Scholars will know themes in literature. <ul style="list-style-type: none"> <li>Scholars will remember how to apply their understanding of the play as a whole and explain how each character connects to the theme of nature vs. nurture.</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify references from the text that demonstrate the theme of nature vs. nurture.</li> <li>Students will explain how each character connects to the universal theme of nature vs. nurture.</li> </ul>



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	<b>Outcomes knowledge strands</b>
1.	<b>Contextual knowledge</b>
2.	<b>Stagecraft terminology</b> and the director’s setting choices
3.	Emerging themes
4	The <b>character function</b> in the plot sequence of <b>Act One</b>
5.	The <b>character function</b> in the plot sequence of <b>Act Two</b>
6.	<b>Social Class and its impact on outcomes</b>
7.	<b>Critical reading</b> and reaction (E)