## Year 8: Lord of the Flies

| Cold War  Class System: WW2  Freudian Theory: Id, Super Ego and the Ego Psychology of Violence Age of Empire  Thomas Hobbes and theory of 'mankind' Golding's life and influences in his writing Britain's Colonial Expansion  London Riots  Context: Skills I can confidently reference specific contextual details into my analysis and interpretations. I understand which characters represent different elements of context. I can explain how Golding's perceptions and criticisms of society are evident within the text?  Plot:  I know what the key events are of the text and the order they happen in. I can explain how the text functions as a political and social allegory.  I can confidently analyse the significance of the ending  Character: For each character, I know: How the character develops over the course of the text. How they are used as a construct in order to communicate Golding's message. Five key quotations from across the play and what I can say about language, imagery, and structure. How Golding wants the audience to respond to character.   |        |   | Red | Amber | Green |
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|  |        | How Golding wants the audience to respond           |     |       |       |
| • Simon  |        | • Jack  |     |       |       |
|  |        | • Simon   |     |       |       |

|   | T | 1 | I |
|---|---|---|---|
| • Piggy   |   |   |   |
| Sam and Eric  |   |   |   |
| • Roger   |   |   |   |
| Theme:  |   |   |   |
| For each theme, I know:   |   |   |   |
| How Golding explores the theme and how it links to his everall massage. |   |   |   |
| links to his overall message.   |   |   |   |
| Which characters effectively explore each                               |   |   |   |
| theme.  |   |   |   |
| Three key quotations from across the text                               |   |   |   |
| and what I can say about language, imagery,                             |   |   |   |
| and structure.  |   |   |   |
| Civilisation vs Savagery  |   |   |   |
| Loss of innocence   |   |   |   |
| Man's inherent (natural sense of) evil                                  |   |   |   |
| Hierarchies   |   |   |   |
| Analysis of Writer's Methods:   |   |   |   |
| For each device, I can identify:  |   |   |   |
| <ul> <li>Where and/or how it has been used.</li> </ul>                  |   |   |   |
| What the effect is.   |   |   |   |
| Foreshadowing   |   |   |   |
| Imperatives   |   |   |   |
| Censoring language  |   |   |   |
| Censoring language  |   |   |   |
| Semantic field  |   |   |   |
| Word Sounds   |   |   |   |
| Symbolism   |   |   |   |
|   | • |   |   |