




## YEAR 8 AUTUMN 1 CHAUCER: Wife of Bath & Rhetoric

**Intent:** For students to know what a comedy is and the generic features of a comedy.

Substantive Knowledge	Common misconceptions
<p>Students know:</p> <ul style="list-style-type: none"> <li>Who Chaucer was and his contribution to the comedy genre in the Middle Ages.</li> <li>What a pilgrim/pilgrimage is (links to RS curriculum)</li> <li>How and why language changes over time.</li> <li>The social and historical context of the Middle Ages (specifically gender roles/stereotypes.) Links to History curriculum.</li> <li>Generic conventions of comedies.</li> <li>Linguistic devices writers use to create comedy.</li> <li>How writers build characterisation of comic protagonists.</li> <li>More about epic poetry – students will build on their knowledge from the Y7 Odyssey scheme.</li> </ul> <p>Students can:</p> <ul style="list-style-type: none"> <li>Explore how context affects representations of gender/cultural values in texts.</li> <li>Explain how and why language changes over time.</li> <li>Identify, analyse and use comedic devices.</li> <li>Explain how The Wife of Bath is presented as a powerful figure in The Canterbury Tales.</li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>Make generalised and sweeping statements about context.</li> <li>Confuse the literary genre of comedy with comedy shows/funny books they read now and not understand the distinction between the two.</li> <li>Miss the importance things that make 'epic poetry' poetic and think it's just 'a long tale'</li> <li>Find the distinctions between sarcasm, irony and satire confusing. Find these terms hard to define and apply.</li> </ul>
Tier 2 and 3 language 	Links to previous topics 
<p>Irony Satire Innuendo Bathos Slapstick Pun Farce Hyperbole Comic similes Patriarchy Misogyny Frame narrative Pilgrim/pilgrimage</p>	<p>Epic poetry – Y7 The Odyssey The Power of Rhetoric – Y7 Bone Sparrow Frame Narrative – Shakespeare – Midsummer Night's Dream. Comedy vs Tragedy – references made back to tragedy as the opposite to tragedy in turns of traditional literary genres.</p>

Canonical text that helps students understand the most influential texts in history and their timelessness. This unit also helps students explore language change and the influences on language change. Social context, such as patriarchal and gender roles are explored, as is the subversion of these roles in modern versions of WOB.	Playscript composition: Acts/scenes Stage direction Stagecraft Characterisation Themes Monologue composition is the focus for writing.	Students will add the following to their toolbox of rhetoric devices: Hyperbole Comic similes Irony Sarcasm Satire	Brackets Colons Irony Satire Mimicry Innuendo Bathos Slapstick Pun Farce Hyperbole Comic similes
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Retrieval	Assessment	Links to future topics 
Key spellings of tier 2 and 3 vocabulary	Writing: Students write a monologue. SandL: Could deliver monologue to class.	The unit that follows this will extend their understanding of the comedy genre by exploring Shakespeare's comedy Much Ado about Nothing. Students will compare the presentation of The Wife of Bath to that of Beatrice in Much Ado to explore how comedic devices and rhetoric are used to create powerful female protagonists.