

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning

Year 8 – Term 5 and 6 Challenge Novel 19th century fiction

Intent – Rationale

At GCSE students are required to understand and interpret the meanings of both fiction and non-fiction from the nineteenth century. *Oliver Twist*, by Charles Dickens, has been introduced as a means of aiding the development of students' ability to decode language from the nineteenth century with unfamiliar syntax, longer sentence structures and archaic vocabulary. It is providing the opportunity for students to develop their understanding of narrative techniques and how writers use these to convey meanings, perspectives and attitudes pertinent to the historical period in which they were writing. Students will learn that understanding of the context of production is essential for them to interpret the implied meanings of a text. Students will also learn about literature from the literary canon and the place of the literary canon as part of British cultural heritage.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 7 – Term 1 'My Family and Other Animals' reading comprehension and analysis of a novel, Term 3 Roots of English understanding complex/archaic grammatical structures and language, Term 5/6 'Animal Farm' narrative techniques and applying contextual factors to understanding of a novel</p> <p>Year 8 – Term 1 challenging language and comprehension skills in Shakespeare's 'Macbeth'</p>	<p>Year 9 - Term 3 Non-fiction 19th century article analysis</p> <p>Year 10 - Term 4 and 5 GCSE Language Paper 1 19th century article analysis</p> <p>Year 11 - Term 1 GCSE Language Paper 1 19th century fiction; November Mocks</p> <p>KS5 – Units in English A level Literature – novels range of historical periods including set texts and novels selected for the coursework component</p>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> History – To understand the meanings of <i>Oliver Twist</i> students require a solid understanding of the pertinent social, political, religious, and cultural attitudes and issues evident in Victorian society e.g. The Poor Laws and the Poor Law amendment act. The industrial revolution, the place of Christianity and religious beliefs in society EP – Sense of debate/ Ethical treatment of children in workplace/social responsibility 	<ul style="list-style-type: none"> SMSC – SP3 – creative SP4 - writing an account of personal experiences M1 M3 S3– debate around child working practices section B BV – 2 reflect on the rule of law Careers - journalistic papers studied skills for journalism – Workplaces discussed through articles, Food industry.
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<p>Extended reading Private reading regularly in class – Reading Passport use to develop reader's breadth and variety FROM THE LIBRARY <i>Little Women</i>; Louisa May Alcott <i>Peter Pan</i>; J.M Barrie <i>The Secret Garden</i>; Frances Hodgson Burnett <i>Avoid Working in a Victorian Mill</i>. John Malam His.941.08</p>	<ul style="list-style-type: none"> Chronological understanding of Historical dates

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Fire spell. Laura Amy Schultz
Vile Victorians, Barmy British Empire and Villainous Victorians; Terry Deary
Worst children's Jobs in History; Tony Robinson

English Scheme of Learning
Year 8 – Term 5 &6 Reading and writing

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

Key biographical information about Charles Dickens and his works
 The sequence of events in the novel
 How the key characters and settings are used by Dickens to present his perspective on Victorian society
 How Dickens uses his narrator and other 'voices' to convey meaning
 How to develop a personal response to themes and perspectives in a novel
 The key components of an effective PETER paragraph
 How to use discourse markers to sequence ideas in an essay response

Apply

The skills of decoding complex 19th Century Fiction language
 Identifying narrative techniques used by an author and their effects
 Accurately labelling literary terminology and word classes in a quotation
 Applying knowledge of relevant contextual factors to the novel to support interpretations of authorial implied meanings
 The skills of demonstrating a personal response to a 19th century novel through writing a formal essay

Extend

Exploration of other novels or extract from novels written by Dickens for comparison of narrative style and authorial perspectives – e.g. Great Expectations/A Tale of Two Cities
 Analysis of non-fiction texts also written by Dickens for evidence of his perspectives on Victorian society – 19th Century Fiction and Non-Fiction Edited by Christopher Edge

What subject specific language will be used and developed in this topic?

What opportunities are available for assessing the progress of students?

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<p>Narrator/intrusive narrator Setting Characterisation Direct speech Protagonist/antagonist Social context Figurative language – simile, metaphor, personification, imagery, hyperbole, etc. Narrative structure Explicit/implicit information Serial form Stereotype Discourse markers Themes/motifs – society, class, identity, criminality, poverty, gender, violence</p>	<p>Term 5 Week 2 - PETER paragraph on the presentation of the workhouse Term 6 Week 1 – <u>Assessment week</u> w/b 23rd May</p>
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	Lesson title	Non Negotiable	Suggested activities and resources
Week 1	Pictures and predictions	Serial Biographical details Themes and character	Lesson 1 (pictures and predictions) Serial nature of text Basic biographical information on Dickens Predictions about themes and character
	Chapter 1	Genre Close language analysis Figurative devices and setting	Lesson 2 - Chapter 1
	Context	Social context on workhouses and the rich/poor divide Dickens' intentions Setting	Lesson 3 - Context
Week 2	Chapter 2	Close language analysis PETER paragraph skills Workhouse setting and Dickens' authorial perspective	Lesson 4 - Chapter 2 Read Chapter 2 How Dickens creates his impression of workhouse PETER on presentation of workhouse
	Chapter 3	Close language analysis PETER paragraph skills	Lesson 5 and 6 - Chapter 3 Read Chapter 3 Extract analysis on Mr Gamfield Explode the quotations PETER paragraph
	Chapter 3	Characterisation and stereotype	
Week 3	Blake's <i>The Chimney Sweep</i>	Context of Chimney Sweeping Analysis of <i>The Chimney Sweep</i> and how it connects to Oliver Poetry recall; devices and analysis skills	Lesson 7 -Blake Lesson 7 - poem Lesson 7 poem support
	Chapter 4 Part 1	Script writing and reading skills Dramatic devices (tone, expression, action) Team skills	Lesson 8 and 9 - Chapter 4 Read Chapter 4 Recap script features Transform a section of Chapter 4 into a script Lesson 2: Rehearse and perform scripts
	Chapter 4 Part 2		
Week 4	Chapters 5-7 – Oliver fights back	Creative writing skills AO5/6 Show don't tell and imagery Sophisticated vocabulary for effect Dickens' writing features Close reading analysis	Lesson 10 and 11 - Oliver fights back Creative writing describing / predicting the fight scene. Recap features of Dickens' writing to emulate Predictions of fight scene Read Chapters 5-7
	Chapter 8 – Part 1 setting and Dodger	Themes Close reading analysis Characterisation	Lesson 12 - Setting and Dodger Consider key themes so far Read half Chapter 8

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			Close language analysis of setting First impressions of The Artful Dodger
	Chapter 8 Part 2 - Fagin	Stereotypes and racial stereotypes Characterisation continued Context for presentation of Fagin Language analysis – first impressions of Fagin	Chapter 8 - Fagin Complete Chapter 8 and develop understanding of Fagin's character
Week 5	Chapter 9	Descriptive Imaginative Writing task – opposite of Fagin's den	Lesson 14 - Chapter 9
	Chapters 10-13	Characterisation Stereotype, antagonist Close reading analysis	Lesson 15 - Chapters 10-13 Lesson 15 - Bill Sikes character analysis Group work – Read Chapters
	Chapters 10-13	Pupils to present findings to the rest of the class. Pupils to make notes on other chapters	Summarise narrative Pick out key features and examples of Dickens' writing
Week 6	Assessment week preparation	Purpose/audience/form	Audience and purpose Assessment week preparation
	Assessment Week preparation	Writing persuasively - FOURSPADES persuasive skills	
	Assessment week preparation	Finding the important bits / comprehension	
Half term			
Week 7	Assessment Week	Catch up time	The assessment feedback lesson uses coded marking which is on the PPoint in Week 9.
	Assessment week	Catch up time	
	Assessment Week	Catch up time	
Week 8	Board Game	Recall skills and understanding of character, plot, context and theme	Lesson 16 and 17 - Board game Pupils to create board games
	Board game	Complete games and play	Board game instructions template
		Close reading analysis Continued study of themes, characterisation, plot, author's intentions and contextual references	Lesson 18 - Chapter 14 Read Chapter 14 Catchphrases Mr Brownlow diary entry

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Week 9	Chapter 15		Lesson 19 - Chapter 15 Complete diary entry and self assess
	Chapter 15	Close reading analysis Continued study of themes, characterisation, plot, author's intentions and contextual references	Read Chapter 15 Voc activities for active reading Bill Sikes or Artful Dodger character tracking
	DIRT time	Feedback lesson on assessments	Assessment feedback
Week 10	DIRT time	Feedback lesson on assessments	
	Adaptation (2 lessons)		Watch the Polanski Oliver to the point of the robbery Are the characters represented as the pupils imagined?
	Tension	Close reading analysis Continued study of themes, characterisation, plot, author's intentions and contextual references Tension	Lesson 20 - Chapter 22 Read Chapter 22 Complete tension graph tracking tension throughout the chapter
Week 11	Chapter 25 and 26	Close reading analysis	Lesson 21 - Chapters 25 and 26 Read summaries of Chapters 23 and 24 Look up and define key vocabulary for Chapter 25 and 26 Read Chapters 25 and 26 in full Storyboard Chapter 25
	Chapter 25 and 26	Continued study of themes, characterisation, plot, author's intentions and contextual references	
	Chapter 47		Lessons 22 and 23 - Film then Chapter 47 Watch Polanski up to the murder of Nancy
Week 12	Chapter 47	Close reading analysis Continued study of themes, characterisation, plot, author's intentions and contextual references	Lesson 22 - Nancy and Dodger (victim or accomplice) Read Chapter 47 and 48 How is tension created? Reader effect
	Chapter 47 and 48		Lesson 24 - wanted poster
	Ending		Lesson 25 film adaptation Watch the end of the Polanski adaptation Discuss Dickens' messages / intention
Week 13		Characterisation	Lesson 26 - character profiles

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Week 14			