

English Scheme of Learning
Year 8 – Term 1 and 2 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. A Christmas Carol, 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?
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	Year 8 – Term 5/6 challenging language and comprehension skills in Shakespeare's 'Macbeth' Year 9 - Term 3 Non-fiction 19 th century article analysis Year 10 - Term 4 and 5 GCSE Language Paper 1 19 th century article analysis Year 11 - Term 1 GCSE Language Paper 1 19 th century fiction; November Mocks KSS – Units in English A level Literature – novels range of historical periods including set texts and novels selected for the coursework component
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 A Christmas Carol 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 the poor / the working class 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?
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	<ul style="list-style-type: none"> Chronological understanding of historical dates

The Secret Garden; Frances Hodgson Burnett
Avoid Working in a Victorian Mill. John Malam His.941.08
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 1 & 2 A Christmas Carol

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
The key components of an effective thesis statement
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?

<p>Narrator/intrusive narrator</p> <p>Setting</p> <p>Stave</p> <p>Characterisation / caricature</p> <p>Direct speech</p> <p>Protagonist</p> <p>Social context</p> <p>Irony</p> <p>Figurative language – simile, metaphor, personification, imagery, hyperbole, etc.</p> <p>Narrative structure</p> <p>Explicit/implicit information</p> <p>Stereotype</p> <p>Themes – society, class, identity, charity, poverty, gender, redemption, religion, transformation, the spirit of Christmas, family</p> <p>Symbolism / motif</p> <p>Writing skills:</p> <p>Discourse markers</p>	<p>Term 1 Week – Creative writing based on knowledge of gothic features. A focus on stave 2 to describe setting. A picture used as stimulus.</p> <p>Data due w/b 30th October</p> <p>Term 2 Week ... – Thesis statement and PETER strategy</p> <p>“How does Dickens show the importance of caring for others?” Based on extract on Fezziwig and everybody leaving the party.</p> <p>Data due??</p>
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	Lesson title	Non Negotiable	Suggested activities and resources	SEND adaptations
	The Preface	Simple gothic features Definition of a preface Exploration of the implied meanings of the preface Predictions of what the novella is about.	Lesson 1 Predictions about the novel from novel covers Definition of a preface Brief overview of Gothic genre L1 Preface.docx	Clear directions/instructions on PP Collaborative learning Oracy to consolidate thinking Print out of Mind Map to aid engagement. Student choice – mind map or bullet points Plenary – practice recall of key information
	Stave 1	Definition of novella Definition of an intrusive narrator Characterisation of Scrooge Authorial devices/ narrative devices	Lesson 2 – Stave 1 Class reading of opening of the novella up to page 5. Use support on the PowerPoint to guide close analysis of Dickens' characterisation of Scrooge Creation of character profile pages	Clear directions/instructions on PP Collaborative learning – working with peers to discuss the implied meanings of the text. Heterogeneous Seating plans to support specific student needs either in terms of seating SEND student with a more able peer or with clear access to the support of the C/T
	Stave 1	Analysis of the dismal setting and identification of Gothic features Comparison of Fred and Scrooge	Lesson3 – Stave 1 Class reading of novella up to page 8. Use support on the PowerPoint to guide close analysis of Dickens' characterisation of Fred, Scrooge and presentation of the setting. Comparison table to clarify differences in the characters. Create entries for Scrooge and Fred in character profile pages of exercise book.	Starter recall of key literary terminology

	<p>Stave 1</p>	<p>Knowledge of the lives of the poor in Victorian England.</p> <p>Clear understanding of the contrast between the Xmas spirit of the people and the gothic dismal setting</p>	<p>Lesson 4 – Stave 1</p> <p>Lesson 4 contextual resource</p> <p>Introduction to term symbolism with examples</p> <p>Read of key facts about the challenges of life for Victorian poor.</p> <p>Highlight key facts on handouts provided</p> <p>Read pages 8-14 together with a focus on Scrooge's attitude towards to poor compared with the portly gentlemen.</p> <p>Identify the difference between Scrooge's and Bob's attitude towards Christmas.</p> <p>Re-read the setting extract and draw an annotated picture to represent the contrast between the gothic setting and the atmosphere created by the people and the shop owner.</p> <p>Provide A4 white paper – Stick into exercise books when complete.</p>	<p>Recall of Gothic terminology making links with Gothic description</p> <p>Creative opportunity to demonstrate understanding of the contrast between the atmosphere created by the Gothic setting and the behaviour of the poor people.</p>
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	Stave 1	<p>Foreshadowing</p> <p>Marley's role in the novella and his reason for visiting Scrooge</p>	<p>Lesson 5</p> <p>Lesson 5 resource</p> <p>Lesson 5 resource 2 - glossary</p> <p>Lesson 5 Marley pic.docx</p> <p>Development of understanding of the gothic genre and how gothic features can be used to create tension.</p> <p>Definition of foreshadowing followed by identification of where Dickens uses foreshadowing to indicate the arrival of Marley's ghost.</p> <p>To read, analyse and understand pages 14 – 28 to understand the role of Marley's character in the novella.</p> <p>And to know how the character Marley feels about how he behaved in life.</p> <p>To identify the different atmosphere created by Scrooge - horror, humour and terror</p>	<p>Definition of foreshadowing terminology on handout resource to be stuck into exercise books – for support with spelling and recall.</p> <p>Inclusion of image of Marley with wearing cashboxes etc. to aid understanding of archaic language</p> <p>Glossary of unfamiliar vocabulary – hand out sheet.</p> <p>Dictionaries available on each table to encourage resilience and independence.</p>
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	Stave 2		<p>Lesson 6 – Stave 2</p> <p>L6 extract.docx (optional) Read as a whole class – students to take turns. Pages 29-39 While reading use the PP slides to support pupil understanding of how the spirit is presented and explore what his physical features imply about him and his purpose in visiting Scrooge.</p> <p>Also use the questions on the slides to develop student understanding of how Dickens implies that Scrooge’s personality begins to change for the better in response to the visions shown to him by the GoCP. Students should draw a picture of the GoCP annotated with quotations of from the text to</p>	<p>Recall of textual knowledge from previous lesson – purpose of Marley.</p> <p>Opportunities to check for confident and fluent reading. Ensure that less confident reader also read aloud – with C/T support as necessary. C/T Model reading aloud the to whole class. Model reading the complex multi-clausal sentences for meaning. Model reading direct speech for meaning and development of characterisation.</p>

			<p>label what they have drawn. Issue A4/A5 plain paper. Challenge question available if time</p> <p>Plenary question should demonstrate pupil understanding of the positive changes to Scrooge's personality due to visiting memoirs from his past.</p>	<p>Sentence strings to support students' responses to the challenge question</p>
	Stave 2		<p>Lesson 7 – Stave 2 Lesson 7 resource – the difference between Scrooge and Fezziwig</p> <p>Quick starter task to explore the relationship between Scrooge and his sister when they were young. Discussion to explore ideas about their relationship.</p> <p>Main Reading with a focus on determining how Dickens portrays Fezziwig- his role as an employer and member of his community.</p> <p>Add details to character profile for Fezziwig – students may use the examples provided on slide 6 or include their own interpretations of how he has been characterised.</p> <p>Exploration and analysis of how Dickens begins to demonstrate positive changes in Scrooge in response to the exploring the relationships and experiences of his past.</p> <p>Comparison of Scrooge's behaviour as an employer towards Bob Cratchit compared with the behaviour of Fezziwig.</p>	<p>Opportunities to check for confident and fluent reading. Ensure that less confident reader also read aloud – with C/T support as necessary. C/T Model reading aloud the to whole class. Model reading the complex multi-clausal sentences for meaning. Model reading direct speech for meaning and development of characterisation.</p>

			After whole class discussion – use the resource sheet for student to record key difference between the characters.	
			<p>Lesson 8 – Stave 2</p> <p>Starter - make links to Animal farm to enable students to remember the definition of a theme.</p> <p>To know what the term redemption means</p> <p>To read and analyse Scrooge’s last meeting with his fiancé – Belle. Students are provided with focus questions before the reading.</p> <p>Read through pages 48-55 using the extracts on the PP slides to guide the analysis. Use the annotated questions as a guide for analysis.</p> <p>Lesson 9 – Stave 3</p> <p>Pupils should discuss the concept of the spirit of Christmas and what it means to them.</p> <p>Compare pupils’ views with the few examples provided on slide 5.</p> <p>Discuss the meaning of the ideas within the examples.</p>	Scaffolding Slide with examples of what the Spirit of Xmas means/ includes

			<p>Pupils should revisit a Christmas scene of their choice and create a picture of it on a piece of blank A4 paper</p> <p>Pupils should annotate their picture with words phrases which define the Christmas spirit. E.g. joy, spending time with family, playing games, giving presents, loving family, family affection, singing dancing music.</p>	
			<p>Lesson 10 – Stave 3</p> <p>Class discussion about how Christmas was celebrated in the past compared with today.</p> <p>Pupils to read details about how Christmas was celebrated in the past.</p> <p>Pupils to take turns in reading about the GoCP while identifying the techniques Dickens uses to describe him and the setting.</p>	
Half term				
Week 7	Stave 3 The Cratchits	<p>Recap Ghost of Christmas Present</p> <p>Key events in the second half of Stave 3</p> <p>Characterisation of the Cratchits</p> <p>Idea of Cratchits being happy but poor.</p>	<p>L19 The Cratchits</p> <p>Class discussion of how Scrooge is changing.</p> <p>Discussion of Dickens' wider social message about the poor.</p>	<p>Starter – recall Ghost of Christmas Present.</p> <p>Clear directions/instructions on PP – tasks highlighted in yellow.</p> <p>Oracy to consolidate thinking – class discussion of the Cratchits and Scrooge's transformation.</p> <p>Scaffolding slide 8</p> <p>Key vocab – “helpful hints” on slide 9</p>
	Stave 3 Fred and Christmas	<p>Recap Tiny Tim</p> <p>Key events in second part of Stave 3</p>	<p>L20 Fred</p> <p>Analysis of setting</p>	<p>Starter – recall Tiny Tim</p>

		Characterisation of Fred Victorian Christmas	Creation of Fred character profile	Clear directions/instructions on PP – tasks highlighted in yellow. Oracy to consolidate thinking – class discussion of setting and atmosphere. Scaffolding slides 10 and 12
	Stave 3 Ignorance and Want	Recap Fred Key events in the final part of Stave 3 Definition of symbolism and how this links to Ignorance and Want	L21 Ignorance and Want Ignorance and Want worksheet	Starter – recall Fred with sentence starters for scaffolding. Clear directions/instructions on PP – tasks highlighted in yellow. WAGOLL / example answer on slide 11.
Week 8	Stave 4 The Ghost of Christmas Yet to Come	Recap symbolism Key events in the first half of Stave 4	L22 The Ghost of Christmas Yet to Come Recap of the importance of setting Recap of PETER writing skills	Starter – recall of symbolism. Clear directions/instructions on PP – tasks highlighted in yellow Example on slide 5 Slide 9 to be printed for all – contains the scaffolding for the extract question.
	Stave 4 Scrooge's Legacy	Key events in the middle of Stave 4 Definition of "legacy" Peer assessment of PETER	L23 Scrooge's Legacy Recap of Ignorance and Want	Starter – Recall PETER strategy – building on year 7 work. Exemplar answers and success criteria on slide 3. Plenary – recap of Ignorance and Want
	Stave 4 Tiny Tim	Key events surrounding the Cratchits in Stave 4 Comparison of Cratchits in Stave 3 vs Stave 4 Tiny Tim character profile	L24 Tiny Tim Analysis of the Cratchits	Recap of Tiny Tim in Stave 3 for the starter Suggested answers slide 6 Sentence starters slide 8

Week 9	Stave 4 Scrooge's Death	Key events at the end of Stave 4 The relevance of Scrooge's imagined death The impact of the ghosts on Scrooge	L25 Scrooge's Death Religious context and link to redemption	Slide 3 – recap key themes of family and redemption Sentence starter on slide 5 Exemplars on slide 7 Recapping basic plot for plenary
	Stave 5 Scrooge Reformed	Key events of Stave 5 The parallels between Stave 1 and Stave 5 – comparison of staves Close language analysis of key quotations	L26 Stave 5 Analysis of the structure and the ending of the novella	Starter recapping key terminology e.g miser Sentence starters and exemplars on slide 5 Sentence starters slides 7 and 10
	Making Links Across the Novella	Linking key themes to setting Explaining key quotations about Scrooge's redemption	L27 Making Links Across the Novella Analysis with context included Analysis of the progression / redemption of Scrooge's character	Recap of key themes previously introduced – slide 3 Exemplar slide 5 Slide 9 – support for upcoming assessment in terms of structure of response
Week 10	Character Profiles	Completing character profiles	L28 Character Profiles Considering how intrusive narration has been used	Recap of key characters – slide 3 Full WAGOLL on slide 7 – can be printed out if needed
	Significance of Characters	Studying the importance of the main characters Nominative Determinism	L29 Characters Revised The roles of minor characters	Tasks clearly highlighted in yellow
	Assessment Prep	Recapping the idea of an extract-based question		
	Assessment Prep 2	Introducing idea of a basic thesis statement		
	Assessment	Assessment question: "How does Dickens show the importance of caring for others?" Based on extract on Fezziwig and everybody leaving the party.		
	Quiz	Reading comprehension questions – add prizes!	Quiz 1 Quiz 2	

