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| **English** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT- 1** | **Unit: A Christmas Carol** | | | | | **Number of lessons in sequence** | **15 weeks of 4-hour lessons** |
| **Overarching Curricular Goals**  (What do you intend students know about and be able to do by the end of the topic, or scheme of learning. Critical knowledge needed to inform later learning and wider contexts.) | | **By the end of this unit students will:**  Over the course of this scheme of work, students will demonstrate a critical understanding of the ways in which Dickens addresses the themes of social responsibility, power, equality, societal power, isolation and ideas about how the class divide may have needed to have been addressed after the Poor Law of 1834. Students will learn how to apply this to their understanding and analysis of texts, thus bolstering their wider literary knowledge of the Victorian era. This will, in turn, contribute to their critical understanding of the wider world, in particular, modern systems in place to support the poor.  Interleaved within this unit will be the opportunity for students to improve their English Language skills completing questions that ask them to address how a writer has used structure or language to achieve such an effect.  **Knowledge students will secure:**   * Students to gain a greater understanding of the Victorian England, including knowledge of: the Industrial Revolution, Malthusian controversy, the Poor Law and the workhouses. * Students to understand political debates between Malthus and Dickens’ more liberal concepts. * Understanding of the lasting impact of loneliness and self-isolation. * Students to understand the plot, characters and themes of Dickens’ novella ‘A Christmas Carol’. * Students will learn high-level vocabulary and apply this to their analysis of the characters and events in the novella. * Students to explain the writer’s possible reasons behind writing the novella. * Students to consider both a contemporary and modern reader’s reaction to the novella.   **Skills students will develop:**   * AO1: Read, understand and respond to texts. Students should be able to:   + maintain a critical style and develop an informed personal response   + use textual references, including quotations, to support and illustrate interpretations. * AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. * AO3: Show understanding of the relationships between texts and the contexts in which they were written. * AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts * AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | **KS4 -**We expect our students to…   * read easily, fluently and with good understanding * appreciate our rich and varied literary heritage * read a wide range of high-quality, challenging, classic literature * read literature and other writing as a basis for making comparisons * understand and critically evaluate texts * use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. * draw on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation * seek evidence in the text to support a point of view, including justifying inferences with evidence * rehearse and performing poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.   **KS3 curriculum links**:    Oliver Twist Y7 AP1- Link to the context behind Dickens’ writing.  An Inspector Calls Y11 AP1- Links between texts through themes such as social responsibility and equality.  Revising English Literature, Paper 1- Year 11 AP1 (ACC will be revisited in Y11 to ensure ample time for revision). | | |
| **2/3 Tier Vocabulary** | | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class and home learning.** | **Opportunities for wider reading/Listening/watching.** | | | |
| Redemption, Misanthropic, Malevolent, Cantankerous, Insolar, Reformed, Munificent, Philanthropic, Gregarious, Empathetic, Compassionate, Reflective, Regretful, Remorseful, Humble, Unassuming, Unified, Selfless, Unrelenting, Illuminating, Exultant, Benevolent, Ominous, Foreboding, Foreshadowing, Allegory, Morality, Novella, Stave, Symbolism, Metaphor, Inequality, Patriarchy, Repetition.  [Knowledge organiser](file:///T:\Curriculum%20Planning\2020-21-%205Yr%20plans-%20MTP-SOW-KO-All%20departments\English\Knowledge%20organisers%202020-21\KS4\KO%20AP1%20Y10%20A%20Christmas%20Carol.pdf) | | **Knowledge support** –  Ensure misconceptions are immediately met through explicit teaching of the meaning of Victorian context (a topic already covered briefly in Y7 AP2). ‘Big Questions’ support students in making links between aspects of the novella and the wider world. Images and opportunities to watch/listen to texts used to allow EAL learners equal opportunity to access the same curriculum.  **Reading support -**  Use the visualiser to read through as a class, ask students to identify any words they don’t know and discuss meanings as a class and annotate. Anticipate misconceptions and arrange for key important words to be taught as key vocabulary over the course of the module.  **Writing support** - Writing frames for GCSE-style questions slowly reducing support to increase independence throughout the unit. Using the visualiser to model and share good practice, to support students in developing confidence. Shadow papers utilised to encourage students to become more independent before assessments.  **Skill** | **Opportunities for inclusion of challenging content -**  Students will be challenged through using and mimicking Dickens’ writing in their own creative writing. This ‘creative imitation’ will ensure students are widening their understanding of not only literature, but how literature and language and inherently linked.  Students will be challenged through concentrating on the structure of the novella by commenting on Scrooge’s transformation and the consequent societal impact on working class families such the Cratchits.  Students will be taught to write an introduction, a skill which will be refined in Y10 through writing ‘thesis statements’ while writing analytical essays on texts.  Students will display their critical understanding of Dickens’ message to society by debating the big question, ‘*Has society changed since Dickens wrote of his concerns in the Victorian Era?’* | **Read** – Students will read the novella regularly while also reading different styles of texts to improve their understanding Victorian context. Students will be given opportunities to read non-fiction from a variety of sources.  **Listen –** Select appropriate readings of the novella and podcasts on key extracts. Select appropriate audio-analysis of the poems (Mr Bruff, etc). Opportunity for students to create their own podcasts as a revision tool.  **Watch** – Select appropriate clips depending on the extract studied. Clips from academics who have alternative interpretations of the novella. | | | |

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| ***A Christmas Carol*** | **Sequence of learning Lesson title, theme, big question.** | **Key Concepts/outcomes/knowledge and skills.**  **(Could also add lesson vocab here)** | **Assessment/ including specific content/ knowledge/skills tested.**  **Green=assess/Blue=improve** | **HWK. Add**  **Hyperlink**  **To be in books clearly marked** | **Furthering Cultural Capital.**  **&/or**  **Opportunities for reading/speaking** | **Recall of prior or future topics –** | **Lesson resources including hyperlink to supporting websites & individual lessons.**  **5xT+L essentials to be included in individual lessons,** |
| **1** | ACC Victorian Era and applying to an initial understanding of the whole text  *Line of enquiry: What aspects of Victorian society influenced Dickens’ writing?* | **Knowledge**   * Students to gain an understanding of plot and characters in the novella using summary PP. * Context activity booklet to complete. Sections focusing on: * Plot and themes * Dickens’ life * The Poor Law * Thomas Malthus and the Malthusian controversy * London in the Victorian Era * Low stakes quiz   **Vocabulary**  Malthus, poverty, population, famine, surplus population. | Context information to be summarised, transformed and considered.  Students to work in groups and teach each other about key contextual information, including: Malthusian controversy and, Dickens and poverty.  Students to complete a low stakes quiz on Victorian context and the events in the novella. | Using the KO, revise the information on context.  *Activity:* [*Complete AO1 Context ACC Homework*](W1%20Context%20ACC%20Homework.docx) | Student’s understanding of Victorian literature bolstered by understanding of context.  Students working in groups allows opportunities for speaking/listening.  Variety of non-fiction/biographical extracts challenges students to read and understand key information. | Link to Y7 AP2- Oliver Twist and Victorian England. | [ACC Whoosh Summary ppt](W1%20ACC%20Whoosh%20Summary.pptx)  [Context ACC Booklet](W1%20Context%20ACC%20Booklet.docx)  [Context ACC Homework](W1%20Context%20ACC%20Homework.docx)   * deepening knowledge * literacy and oracy |
| **2** | Character of Scrooge  *Line of enquiry: What is the reader’s first impression of the protagonist, Scrooge and how is this achieved by Dickens?* | **Knowledge**   * Students to understand what a ‘stave’ is and its relevance to the novella. * Students to understand deliberate negative characterisation of Scrooge. * Discuss and analyse Scrooge’s attitude to the poor and how this is portrayed through ‘indirect characterisation’. * Students to practise character description in own writing by describing an elderly man. * Self-Assessment Table   **Vocabulary** envious, miserly, hostile, unsociable, workaholic, unsympathetic, indifferent, selfish, short-tempered, menacing, symbolism, motif, economical, expendable, dehumanises. | Using a model response, students to write a paragraph analysing a quotation from the novella.  Students consider Dickens’ use of indirect characterisation by discussing the representation of Scrooge, answering comprehension questions before finally applying their contextual understanding to language used.  Students alter a negative description to a positive description before sharing their ideas with the class.  Students to write a detailed description of an old man, inspired by Dickens’ writing, before self-assessing their work and improving, using green pen. | Using the KO, revise the characteristics and quotes associated with Ebenezer Scrooge.  *Activity: Create flashcards for: Charles Dickens, The Victorian Era, Workhouses, Class divides, Health and Medicine and The Poor Law.* | Students cultural capital widened by link to the ‘deserving’/ ‘undeserving’ poor.  Students will be given the opportunity to read their descriptions aloud to the class.  Students will close-read Dickens’ writing. | Link to Y9 AP1- Descriptive writing  Link to KS3- Descriptive writing  Link to Y7 AP2- Reading Dickens | [ACC Stave 1 ppt](W2%20ACC%20Stave%201.pptx)  [Key extracts- Stave 1](W2%20Key%20Extracts%20-%20Stave%20One.docx)   * climate for learning * challenge, stretch and support * deepening knowledge * feedback and improvement |
| **3** | Marley’s Ghost  *Line of enquiry: Is the supernatural a successful device to ‘change’ Scrooge?* | **Knowledge**   * Students to read and understand the events including Marley’s ghost and Dickens’ deliberate rise in tension. * Students to evaluate the gothic and comic elements of Marley, and consider whether this ghost would be an effective device to change Scrooge.   **Vocabulary** Gothic, religion, melancholy, phantom, dismal, apparition, characterisation. | Students to read extracts from Stave 1 of A Christmas Carol before using analysing verbs to explain the effect on the reader.  Students to complete comprehension questions to show their understanding of the events in the extracts.  Students to complete activities before sharing ideas in pairs and checking their work in collaboratively. | Using the KO, revise the characteristics and quotes associated with Jacob Marley and Fred.  *Activity: Write two paragraphs explaining how Marley and Fred are presented, using at least two key quotes and three high-level adjectives.* | Challenge tasks interleaved throughout the activities, such as ‘The supernatural elements in Dickens’ novella detract from the message of responsibility he is trying to present to his readers. To what extent do you agree?’  and  ‘Marley has to be equally terrifying and benevolent.’ Discuss this idea’.  Students will close-read Dickens’ writing. | Link to English Language Paper 1 Y9 AP2 through a challenge evaluation question.  Link to English Language Paper 2 Y10 AP2 by writing a speech on a topic, inspired by Dickens.  Link to the wider novella through finding other examples of the poor ‘lacking a voice’.  Link to Y7 AP2- Reading Dickens. | [Key extracts- Stave 1](W3%20Key%20Extracts%20-%20Stave%20One.docx)  - challenge, stretch and support  - deepening knowledge |
| **4** | Scrooge’s past  *Line of enquiry: Does a person’s past shape their future?* | **Knowledge**   * Students will focus on Scrooge’s past and how this has impacted upon his life and behaviour. * Students will read the chapter and track the reader’s reaction to Scrooge’s past. * They will then analyse a key scene, with each extract being chosen specifically for a class to ensure students are challenged. * Students to create Cornell Notes on a model analysis essay.   **Vocabulary**  Sympathy, humanity, trauma, solitary, familial support. | Students track their sympathy for Scrooge over a graph.  Students summarise the extract, before analysing the writer’s intent and answering specific textual questions. Students will self-mark this alongside modelling from the teacher.  Students read an essay on the presentation of young Scrooge before evaluating their interpretation of the writer’s points. | Using the KO, revise the characteristics and quotes associated with The Ghost of Christmas Past.  *Activity: Write two paragraphs explaining how The Ghost of Christmas Past is presented, using at least two key quotes and three high-level adjectives.* | Students’ broader understanding enhanced through links to the Kubler-Ross Grief Cycle (the five stages of grief).  Students guided through creating their own Cornell Notes on a higher level analysis essay.  Students will close-read Dickens’ writing. | Big Question: ‘Does a person’s past shape their future?’ links to Y9 AP1- poetry on the theme of identity and Y10 AP3- poems on memories.  Reading non-fiction links to Y10 AP2- English Language Paper 2. | [ACC Stave 2 ppt](W4%20ACC%20Stave%20Two.pptx)  [Key extracts- Stave 2](W4%20Key%20Extracts%20-%20Stave%20Two.docx)  - challenge, stretch and support  - deepening knowledge  - feedback and improvement |
| **5** | Scrooge’s past  *Line of enquiry: Does looking into past mistakes help or hurt a person’s attempt at redemption?* | **Knowledge**   * Students will recap the events of Stave Two read the previous week as well as interleaved questions on Stave One to ensure information is retained. * Students will explore the scene at Fezziwig’s ball and complete retrieval and analysis questions to test their understanding. * Students will explore the scene with Belle and Scrooge, followed by Belle and her new family and consider why this affects Scrooge so intensely.   **Vocabulary** apprentices, allusion, novella, greed, connotation, irrepressible, benevolence, domestic, burdensome. | Knowledge recall- low stakes quiz  Comprehension questions on Fezziwig to be answered then self-assessed.  Students summarise the extract, before analysing the writer’s intent and answering specific textual questions. Students will self-mark this alongside modelling from the teacher. | Using the KO, revise the events of Stave 1 and Stave 2.  [*Activity: Complete AO1 ‘The Origins of A Christmas Carol’ homework booklet*](W5%20Origins%20ACC%20Homework.docx) | Challenge questions interleaved throughout.  Students will close-read Dickens’ writing. | Link to previous week, concentrating on the change of Scrooge.  Link to Y7 AP2- Victorian context. | [ACC Stave 2 ppt](W5%20ACC%20Stave%20Two.pptx)  [Key extracts- Stave 2](W5%20Key%20Extracts%20-%20Stave%20Two.docx)  [Origins ACC Homework](W5%20Origins%20ACC%20Homework.docx)  - climate for learning  - deepening knowledge |
| **6** | Scrooge’s present  Line of enquiry:  *What principles did Dickens believe Christmas should be grounded on?* | **Knowledge**   * This week students will move to look at Stave Three of ACC. * They will begin to look at techniques Dickens uses to present the ghost, such as symbolism. * Students to consider the contrast between the Christmas held by Scrooge and the Christmases of others. * Students to consider the implications of solitude, poverty and a working life on the ideals and concepts of Christmas * They will then focus on the Cratchit Christmas scene by exploring a short extract.   **Vocabulary**  capacious, ample, wreath, demeanour, sheath, gallant, attire, | Knowledge check quiz.  Quotes describing the Ghost of Christmas Present to be discussed as a class before discussing the writer’s intention.  Students summarise the extract, before analysing the writer’s intent and answering specific textual questions. Students will self-mark this alongside modelling from the teacher. | Using the KO, revise the characteristics and quotes associated with The Ghost of Christmas Present and the Cratchits.  *Old Activity: Begin a timeline which includes the events of Stave 1 and 2 in chronological order.* | Challenge questions interleaved throughout.  Cultural Capital- History of Father Christmas and origins of Christmas traditions.  Collaborative discussion around the presentation of the Ghost of Christmas Present.  Students will close-read Dickens’ writing. | Link to Y7 AP2- Reading Dickens.  Links to Y10 AP3, Y9 AP2, Y9 AP1 and Y9 AP3- Symbolism in literature texts. | [ACC Stave 3 ppt](W6%20ACC%20Stave%203.pptx)  [Key extracts- Stave 3](W6%20Key%20Extracts%20-%20Stave%20Three.docx)  - climate for learning  - deepening knowledge |
| **7** | Scrooge’s present  *Line of enquiry:*  *Do people need to understand and empathise with those from other walks of life in order to be deemed ‘good’?* | **Knowledge**   * This week will then lead the students onto a critical analysis of the Cratchit Christmas scene; challenging them to critique the role of this scene in Scrooge’s journey to redemption. * Finally, students will investigate the use of allegory in the children Ignorance and Want. * Students will apply context to their understanding of Ignorance and Want. * Students to explore the allegory of Ignorance and Want in the human form of the businessman and the servants. * Students to consider Dickens’ intent through the characterisation of Ignorance and Want.   **Vocabulary** allegory, ignorance, want, poverty, deprivation, vital, ingrained, wretched, abject, slander. | Students mark model answers on the Cratchit family.  The Cratchit family comprehension questions- self-marked by student.  Students summarise the extract, before analysing the writer’s intent and answering specific textual questions. Students will self-mark this alongside modelling from the teacher.  Students analyse the extract including Ignorance and Want before sharing their ideas with the class. | Using the KO, revise the events of Stave 3.  *Activity: Add the events of Stave 3 onto your timeline.* | Challenge questions interleaved throughout.  Students will close-read Dickens’ writing.  Students to discuss their interpretation of Ignorance and Want. | Link to the rest of the novella- finding examples of Scrooge’s own ignorance and want.  Link to Y7 AP2- Reading Dickens. | [ACC Stave 3 ppt](W7%20ACC%20Stave%203.pptx)  [Key extracts- Stave 3](W7%20Key%20Extracts%20-%20Stave%20Three.docx)  - challenge, stretch and support  - deepening knowledge  - feedback and improvement |
| **8** | Scrooge’s future  *Line of enquiry:*  *Is death (or finality) the most terrifying thing a person can face?* | **Knowledge**   * This week students will be focusing on the final ghost that visits Scrooge. They will explore how this ghost is presented by analysing key quotations with a close language analysis focus. * Students will work together to investigate how different groups of people react to the news of Scrooge’s ‘death’. Each group will feed back and teach the rest of the class. * Students will learn more contextual information about Victorian London and used to annotate a descriptive extract. * Students will evaluate the reaction of the poor to Scrooge’s death: is what they do to him understandable or cruel?   **Vocabulary**  Phantom, stately, solemn, brawling, fray, fraternise, veritable, interminable, shrouds*,* spectre , oppressively. | Students write a response to an extract before using a model to improve their work.  Students asked to analyse how Dickens use of language describes his perspective of London.  Students summarise the extract, before analysing the writer’s intent and answering specific textual questions. Students will self-mark this alongside modelling from the teacher. | Using the KO, revise the characteristics and quotes associated with The Ghost of Christmas Yet to Come.  *Activity: Write two paragraphs explaining how The Ghost of Christmas Yet to Come is presented, using at least two key quotes and three high-level adjectives.* | Students will close-read Dickens’ writing.  Students will share their ideas and collaborate in order to develop their understanding. | Link to Y9 AP1 Descriptive writing by asking students to create a bank of Tier 2 vocab to describe Liverpool at night.  Reading and analysing an essay Dickens wrote in 1860 links to Y10 AP2 English Language non-fiction reading.  Link to Y7 AP2- Reading Dickens. | [ACC Stave 4 ppt](W8%20ACC%20Stave%204.pptx)  [Key extracts- Stave 4](W8%20Key%20Extracts%20-%20Stave%20Four.docx)   * deepening knowledge * literacy and oracy |
| **9** | Scrooge’s future  *Line of enquiry:*  *What is Scrooge’s turning point on the way to redemption?* | **Knowledge**   * Students to focus on the death on Tiny Tim and the impact on the family. * Students will close analyse Scrooge’s final declaration of Stave 4 and consider when his moment of ‘change’ occurred. * Students to evaluate whether Scrooge’s change was selfish or selfless.   **Vocabulary** careworn, relenting, honour, collapsed, dwindled. | Students complete their graph to track Scrooge’s redemption.  Students summarise the extract, before analysing the writer’s intent and answering specific textual questions. Students will self-mark this alongside modelling from the teacher. | Using the KO, revise the events of Stave 4.  *Activity: Add the events of Stave 4 onto your timeline.* | Challenge questions interleaved throughout.  Students challenged by considering the cyclical structure of Dickens’ novella.  Students will close-read Dickens’ writing. | Link to rest of the novella by tracking Scrooge’s path to redemption.  Link to Y7 AP2- Reading Dickens. | [ACC Stave 4 end ppt](W9%20ACC%20Stave%204%20End%20PP.pptx)  [Key extracts- Stave 4](W9%20Key%20Extracts%20-%20Stave%20Four.docx)  [Path to Redemption- Stave 4](W9%20Path%20to%20Redemption%20Stave%20Four.docx)   * challenge, stretch and support * deepening knowledge * literacy and oracy |
| **10** | Redemption  *Line of enquiry:*  *How does the message of the novella reflect Dickens’ view on society?* | **Knowledge**   * Students will finish reading the final chapter of the novel. * They will explore the change in Scrooge’s attitude to life and compare his behaviour in this chapter to the initial chapter. * Students to create Cornell Notes on a model analysis essay. * Students to explore, in detail, the cyclical nature of the novella through close language analysis. * The rest of the week will see students recapping the context of the novel, in order for them to be able to explain the purpose and intention behind Dicken’s writing.   **Vocabulary** Laocoön, farthing, obliged, heaviness, lightness, cyclical, feign. | Students to complete a mini-essay on the theme of redemption.  Students summarise the extract, before analysing the writer’s intent and answering specific textual questions. Students will self-mark this alongside modelling from the teacher. | Write a short essay for **homework** on the following question:  **How does Dickens present the Scrooge’s redemption in Stave Five?**  (Support sheet in ppt). | Challenge questions interleaved throughout.  Students will close-read Dickens’ writing.  Students guided through creating their own Cornell Notes on an extract on the topic of heaviness and lightness.  Students challenged by considering the cyclical structure of Dickens’ novella. | Link to Y7 AP2- Reading Dickens.  Link to week 4- Cornell Notes revision. | [Stave 5 ppt](W10%20ACC%20Stave%205.pptx)  [Key extracts- Stave 5 booklet](W10%20Key%20Extracts%20-%20Stave%20Five.docx)   * challenge, stretch and support * deepening knowledge |
| **11** | Character and theme revision | **Knowledge**   * Students to revise the key themes of redemption, Christmas and social injustice. * Students to create thematic and character-based revision resources which span the novella. * Students to collate “good value” quotations with AO2 analysis and wider thematic links clear. * Students to read a model introduction and create their own which can be adapted depending on the question. * Students to practise planning responses to a variety of example GCSE style questions.   **Vocabulary**  stave, redemption, theme, motif, social injustice**.** | Students revisit the plot by completing a plot summary and self-assessing.  Students asked to ‘correct the errors’ to address any misconceptions.  Students to plan an answer to a GCSE style question on the topic of Scrooge changing. Through, ‘I do, We do, You do’, students will practise structuring an answer successfully.  Students critically assess their work by deciding what to ‘keep, bin, build or improve’ while applying the GCSE assessment objectives to their writing. | Using the KO, revise the themes in ACC.  *Activity: Make flashcards on themes such as: greed and selfishness, divisions, transformation and time.* | Students are being challenged by progressively completing more independent tasks. Students are also incorporating the GCSE objectives when assessing their own work.  Students independently choosing their own thematic and character-based quotations to then use in the examination. | Writing essay introductions will be refined through writing ‘thesis statements’ in Y10 AP3.  Link to Y9 AP2 (An Inspector Calls)- the theme of redemption. | [ACC Emoji Quiz](W11%20ACC%20Emoji%20Quiz.pptx)  [ACC Hexagon Link](W11%20ACC%20Hexagon%20Link.pptx)  [ACC Summary Quotes](W11%20ACC%20Summary%20Quotes.docx)  [Cloze summaries LA](W11%20Cloze%20Summaries%20LA.doc)  [Essay models](W11%20Essay%20Models.docx)  [Extra exam resources](W11%20Extra%20Exams%20Childhood%20-%20Social%20Responsibility.docx)  [Key quotes ppt](W11%20Key%20Quotes%20Revision%20Pack.pptx)  [Redemption revision ppt](W11%20Redemption%20Christmas%20Revision.pptx)  [Shadow mock and model](W11%20Shadow%20Mock%20and%20Model%20Christmas.docx)  - climate for learning  - deepening knowledge |
| **12** | Assessment | **Knowledge**   * Students use their collective knowledge of the novella to complete a GCSE assessment. * Students to understand and explore the story of *A Christmas Carol* – both in terms of the story, but also the wider moral message. * Students will analyse the language chosen by Dickens explore the connotations of the quotations as a whole, but also zoom in on key words and explore how they affect meaning. * Students to consider the social and historical context of the novella and apply this knowledge to their exam response. * Students to explore the reaction of both a modern and a contemporary reader in their exploration of both the extract, and the wider text. * Students will deduce Dickens’ intent for writing the novella, using the knowledge accrued on this unit.   **Vocabulary**  Spectre, wrung, fettered, forged, girded, ponderous, fathoms, linger, permitted, roved, breeches. | Students complete a GCSE assessment in timed, exam conditions. | Using the KO, revise Dickens’ wider message.  *Activity: Write two paragraphs explaining how Dickens’ message can be seen in the events of ACC.* | Students must now complete their work independently before improvement week (week 14). | Link to previous weeks through consolidation of learning. | [Assessment](W12%20AP1%20ACC.docx)  [Marksheet](W12%20AP1%20Marksheet%20ACC.docx) |
| **13** | Using Dickens’ setting to inspire writing  Line of enquiry: *How can we use effective writing to inspire our own descriptive work?* | **Knowledge**   * Students to reread the opening to A Christmas Carol (in which the cold and fog is infiltrating the cracks of houses) and the extract from ACC with the lighthouse. * Students to recognise the successful aspects of these descriptions. * Students to apply high-level vocabulary and figurative language examples in their own writing. * Students to write a descriptive piece which must include extreme weather. * Students will self-assess their work, using both a success criteria and model answers to allow them to explore higher level concepts.   **Vocabulary**  Pathetic fallacy, merciless, monstrous, daunting, sickening, depraved. | Students write a piece of descriptive writing inspired by the weather before redrafting in green pen, step-by-step alongside the teacher.  Students write a final draft, using all the guided steps and knowledge.  Students then self-mark their work by annotating their writing and identifying: imagery, connectives, Tier 2 vocabulary, etc.  Students summarise the extract, before analysing the writer’s intent and answering specific textual questions. Students will self-mark this alongside modelling from the teacher. | Using the KO, revise the characters.  *Activity: Use dual coding to create a revision poster on the characters in ACC.* | Students to read their descriptive writing aloud to the class for feedback.  Students challenged by using Dickens’ writing to inspire their own writing. | Link to KS3 and Y9 AP1- Descriptive writing.  Link to Y11 AP2- revisiting descriptive writing.  Links to previous weeks- reading Dickens’ writing. | [ACC Creative writing ppt](W13%20ACC%20Creative%20Writing.pptx)  [Key extracts creative writing](W13%20Key%20Extracts%20Creative%20Writing.docx)  [Sentence Upgrades sheet](W13%20Sentence%20Upgrades%20BLANK.docx)   * challenge, stretch and support * deepening knowledge * literacy and oracy |
| **14** | Improvement | **Knowledge**   * Stills will improve their own exam paper using both the feedback from the teacher, and the model answers provided. * Students to read and annotate model answers before applying improvements to their own work. * Students will be challenged to consider where the model responses could be improved. * Students to explore the mark scheme used by the teacher, and identify where they achieved the marks they did, as well as considering where – based on the mark scheme – they lost their marks. * Students to collaborate and write models to the same quality as the provided exemplar.   **Vocabulary**  Political diatribe, supernatural, Gothic, exposition, melancholy, caricature, exploitation. | Students read model responses to the exam question, exploring where the models gained marks, and evaluating which model response is the best.  Students will then apply this criteria, and the model responses, to their own assessment, in order to both check misconceptions and improve their essay.  Students will identify what they will use in the model response in order to improve their essay, and fix any misconceptions they may have had.  Students to rewrite their self-assessed “worst parts” | Find an article on something which interests you. Read it, summarise each paragraph in a sentence and write a paragraph explaining the intention of the writer. | Students to actively engage with the mark scheme used, in order to identify where they both gained and lost marks within the assessment grading.  Students to collaborative before using the visualiser to share their own, improved work. | Links to previous weeks- reading A Christmas Carol. | [Model answer on the theme of the supernatural in ACC](W14%20Model%20Supernatural%20in%20AIC%20Stave%20One.docx)  - deepening knowledge  - feedback and improvement |
| **15** | Start next module  *Line of enquiry: Has society changed since Dickens wrote of his concerns in the Victorian Era?* | **Knowledge**   * Students to begin the next module on transactional/viewpoint writing. * Students will read an article regarding the class divide in modern Britain alongside Dickens’ letter about poverty (see bank of resources). * Using Dickens’ letter about poverty, students will have to define Tier Two vocabulary and explore this vocabulary in context. * Students will begin to read, understand and apply language/comparison skills. These skills will be honed next half-term. * Exploration of modern day inequality, and what things have changed in society since the Victorian era. * Class debate on the change (or lack of change) in society since the Victorian Era.   **Vocabulary** disproportionate, roused, paupers, snug, genial, tediously, aspersions, testimony, brazen, perversity, audacious, suborned. | Students to work collaboratively to debate whether the class divide is still prominent in today’s modern society.  Students to assess the effectiveness of each argument and come to a class decision at the end of the debate. | Finalise revision resources in preparation for when ACC is interleaved again in Y11. | Cultural Capital- students to apply Dickens’ wider message of societal equality to their understanding of their wider community.  Students to consider the question **“Even in 2020, Britain has still not managed to break the rigid tiers of the class system”**  *To what extent do you agree?*  Students will be introduced to a variety of examples of modern inequality, including: the Black Lives Matter movement, the gender pay gap, poverty and disparity between classes and the creation of the NHS.  Students to practise their speaking and listening by participating in a class debate. | Links to morality- An Inspector Calls Y9 AP2.  Links to Dickens’ message- Y7 AP2, Y10 AP1.  Reading non-fiction- Y10 AP2. | [ACC Debate](W15%20ACC%20Debate.pptx)  [BBC Dickens article](W15%20BBC%20Dickens%20Article.docx)  - challenge, stretch and support  - deepening knowledge  - literacy and oracy |