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**Knowledge Rich Curriculum Plan**

GCSE English Literature – Christmas Carol

**Year 10**



| **GCSE English Literature:****Christmas Carol**  |  |  |  |  |  |
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| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know that…* | **Wider Curriculum Links**  | **Assessment**  |
| **Lesson 1:** **Welcome to GCSE Literature** | * Students will know that A Christmas Carol forms one section of their English Literature exam; that they will be asked one question on the text; that they will be expected to write for 45 minutes.
* Students will know that: Charles Dickens was a novelist who lived during the 19th century, and his views on education and poverty. Students will know who Queen Victoria was and her impact on Britain. Students will know about aspects of Victorian life including clothing, working conditions, issues of gender and race and education. Students will know that there was a large economic divide between rich and poor in Victorian times.
 | Tier 2 **Dickensian****Poverty**Tier 3**Social and Historical Context** | * ***Students need to know that there are lots of differences between 19th century Britain and modern-day Britain.***
* ***Students need to know how to scan and retrieve information from a text.***
 | ***Students have read Oliver Twist in Year 7 and Short Stories SOW in year 9 and have contextual knowledge of the 19th Century*** |  |
| **Lesson 2:** **Revisiting the Gothic genre** | * Students will know why ACC is a gothic text and will be able to identify specific features
* Students will know why Dickens wrote ACC
* Students will know how to link the text to the context
* Students will learn what a preface is and will deduce clues from it.
 | Tier 3 **Gothic****Preface** | * ***Students will have a prior knowledge of Gothic conventions.***
* ***Students will know that: Charles Dickens was a novelist who lived during the 19th century, and his views on education and poverty. Students will know who Queen Victoria was and her impact on Britain. Students will know about aspects of Victorian life including clothing, working conditions, issues of gender and race and education. Students will know that there was a large economic divide between rich and poor in Victorian times.***
 | ***Students have contextual knowledge of the 19th Century gothic literature. They read ‘The Signalman’ by Dickens in year 9*** |  |
| **Lesson 3:** **Stave One Pt.1** | * Students will know who Marley, Scrooge, Fred and Bob are.
* Students will know that poverty is a theme of ACC.
* Students will know the opening events of the first stave.
 | Tier 2 **Surplus****Liberality****Phantom****Covetous****Sole**Tier 3 **Stave** | * ***Students will know why Dickens wrote ACC***
* ***Students will know how to link the text to the context***
* ***Students will know the connotations of the word stave.***
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| **Lesson 4:** **Stave One Pt.2** | * Students will know the characters and events from Stave One.
* Students will know that redemption is a key theme in ACC and why.
* Students will understand the link between the plot and the context.
* Students will know the meaning of key quotations form the latter part of the first stave i.e. Mercy!
 | Tier 2**Melancholy****Forged****Remorse****Benevolence****Spectre**Tier 3**Social and Historical Context** | * ***Students will know the characters and opening events from the beginning of Stave One.***
* ***Students will know that poverty is a key theme in ACC and why.***
* ***Students will know that the key themes link to the context.***
* ***Students will know the meaning of key quotations form the opening of the first stave i.e. solitary and an oyster.***
 | ***Students have read Oliver Twist in Year 7 and Short Stories SOW in year 9 and have contextual knowledge of the 19th Century. They have previously made links between context and Dickens’ plots.*** |  |
| **Lesson 5:** **Stave Two** | * Students will know the characters and events from Stave Two.
* Students will know that childhood is a key theme in ACC and why.
* Students will understand the link between the plot and the context.
* Students will know the meaning of key quotations from the second stave i.e. 'Show me no more!'
 | Tier 2 **Endeavoured****Bonneted****Reclamation****Apprenticed****Burdensome** | * ***Students will know the characters and events from Stave One.***
* ***Students will be able to recall key themes of ACC i.e. redemption.***
* ***Students will understand the link between the plot and the context.***
* ***Students will know the meaning of key quotations from the first stave.***
 | ***Students have read Oliver Twist in Year 7 and Short Stories SOW in year 9 and have contextual knowledge of the 19th Century. They have previously made links between context and Dickens’ plots.*** |  |
| **Lesson 6:** **Stave Three Pt.1** | * Students will know the characters and events from the opening part of stave three.
* Students will know who The Ghost of Christmas Present is and what he represents.
* Students will understand the link between the plot and the context.
* Students will know the meaning of key quotations from the opening of the third stave.
 | Tier 2 **Prodigiously****Acquainted****Consolation** **Submissively****Hearth** | * ***Students will know the characters and events from Stave Two.***
* ***Students will be able to recall key themes of ACC ie. childhood.***
* ***Students will understand the link between the plot and the context.***
* ***Students will know the meaning of key quotations from the second stave.***
 | ***Students already understand Dickens’ view on the treatment of children through their reading of Oliver Twist in year 7.*** |  |
| **Lesson 7:** **Stave Three Pt.2** | * Students will know the characters and events from the latter part of stave three.
* Students will know who Innocence and Want are and what they represent.
* Students will understand the link between the plot and the context.
* Students will know the meaning of key quotations from the latter part of the third stave.
 | Tier 2 **Parlour** **Exulted** **Mirth** **Abject** **Prostrate** | * ***Students will know the characters and events from the opening part of stave three.***
* ***Students will know who The Ghost of Christmas Present is and what he represents.***
* ***Students will understand the link between the plot and the context.***
* ***Students will know the meaning of key quotations from the opening of the third stave.***
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| **Lesson 8:** **Stave Four** | * Students will know the characters and events from Stave Four.
* Students will know that death is a key theme in ACC and why.
* Students will understand the link between the plot and the context.
* Students will know the meaning of key quotations from the fourth stave ie. 'I hope to live to be another man from what I once was!'
 | Tier 2 **Garment****Merchants****Cesspools****Relents****Immovable** | * ***Students will know the characters and events from stave three.***
* ***Students will know who Innocence and Want are and what they represent.***
* ***Students will understand the link between the plot and the context.***
* ***Students will know the meaning of key quotations from the third stave.***
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| **Lesson 9:** **Stave Five** | * Students will know the characters and events of stave five.
* Students will know that transformation is a key theme in ACC and why.
* Students will understand the link between the plot and the context.
* Students will know the meaning of key quotations from the five stave i.e. 'Scrooge was better than his word'
 | Tier 2 **Transformation****Reformation** **Extravagance****Illustrious****Heeded** | * ***Students will know the characters and events from Stave Four.***
* ***Students will know that death is a key theme in ACC and why.***
* ***Students will understand the link between the plot and the context.***
* ***Students will know the meaning of key quotations from the fourth stave i.e. 'I hope to live to be another man from what I once was!'***
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| **Lesson 10:** **Impressions of Scrooge** | * Students will know that Scrooge is presented as a misanthropic character at the start of the novella.
* Students will know that Charles Dickens uses language to create an impression of Scrooge's misanthropic and cold nature.
* Students will know that Dickens uses the semantic field of winter in describing Scrooge.
* Students will know how to analyse an extract from the novella in order to explore Scrooge's character.
 | Tier 2 **Misanthropic****Mourner****Melancholy****Solitary**Tier 3 **Stave****Semantic Field** | * ***Students need to already have knowledge of the requirements of the exam.***
* ***Students need to already know how to analyse and annotate an extract.***
* ***Students need to already know how to retrieve information from a text.***
 | ***Students have previously explored Dickens’ character creations in both the Oliver Twist Unit in year 7 and the Short Stories unit in year 9.*** ***Students have explored how writers’ use language to create a sense of character through year SoW: THUG*** |  |
| **Lesson 11:** **Stave 1 - Fred** | * Students will know that Fred is a foil for Scrooge, for example his views on Christmas, family and wealth are contrasting to Scrooge's.
* Students will know how to compare the character of Fred with that of Scrooge.
* Students will know how to express empathy with Fred through writing in role.
 | Tier 2 **Dismal**Tier 3 **Foil****Protagonist** | * ***Students will already need to have a knowledge of the character of Scrooge.***
* ***Students will already need to know how to select relevant evidence from a text.***
 | ***Students have previously explored Dickens’ character creations in both the Oliver Twist Unit in year 7 and the Short Stories unit in year 9.*** ***Students have explored how writers’ use language to create a sense of character through year SoW: THUG*** |  |
| **Lesson 12:** **Stave 1 - Social Responsibility** | * Students will know that Thomas Malthus was an English economist best known for his theory that population growth will always tend to outrun the food supply and that betterment of humankind is impossible without strict limits on reproduction.
* Students will know how Dickens presents ideas about social responsibility in A Christmas Carol.
* Students will know how to explore language and explain how Dickens develops Scrooge's identity.
* Students will know to analyse and annotate an extract from the novella.
 | Tier 2 **Decrease****Surplus****Dehumanise**Tier 3 **Malthusian** | * ***Students will need to already know that Scrooge embodied many Victorian's attitudes towards the poor.***
* ***Students will need to already know that Dickens was a socialist and wanted to change the attitudes of wealthy Victorians towards the poor.***
* ***Students will need to already know how to select relevant evidence from a text.***
 | ***Students have knowledge of how orphans and the poor were viewed. They have knowledge of workhouses and the poor law from their study of Oliver Twist.*** |  |
| **Lesson 13:** **Stave 1 – Bob Cratchit** | * Students will know that Bob Cratchit is Scrooge’s clerk.
* Students will know that Dickens uses language to create an impact on the reader.
* Students will know how to analyse and annotate an extract in order to explain the function of Bob Cratchit in the novella.
 | Tier 2**Deferential****Comforter** | * ***Students will need to already know that Scrooge embodied many Victorian's attitudes towards the poor.***
* ***Students will need to already know that Dickens was a socialist and wanted to change the attitudes of wealthy Victorians towards the poor.***
* ***Students will need to already know how to select relevant evidence from a text.***
 | ***Students have knowledge of how the poor were viewed. They have knowledge of workhouses, the poor law and working conditions from their study of Oliver Twist.*** |  |
| **Lesson 14:** **Stave 1 - Marley's Ghost** | * Students will know that Marley is the catalyst for Scrooge's redemption.
* Students will know that Dickens uses language to create an impact on the reader.
* Students will know how to analyse and annotate an extract in order to explain the function of Marley in the novella.
 | Tier 2**Catalyst****Redemption**Tier 3**Pathetic Fallacy** | * ***Students will need to already know some contextual detail about Victorian beliefs about the supernatural.***
* ***Students will need to already know how to select relevant detail from a text in order to support ideas.***
 | ***Students have contextual knowledge of the 19th Century gothic literature and how Victorians felt about the supernatural. They read ‘The Signalman’ by Dickens in year 9*** |  |
| **Lesson 15:** **Stave 1 – Planning an examination response** | * Students will know how social responsibility is shown in the text.
* Students will know how to approach a GCSE question.
* Students will know how to use evidence to support their views.
 | Tier 2 **Social Responsibility** | * ***Students will need to already know the plot of Stave One.***
* ***Students will need to know how to select and retrieve evidence from a text.***
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| **Lesson 16:** **Stave 1 – Writing an examination response** | * Students will know how social responsibility is shown in the text.
* Students will know how to approach a GCSE question.
* Students will know how to use evidence to support their views.
 | Tier 2 **Social Responsibility** | * ***Students will need to already know the plot of Stave One.***
* ***Students will need to know how to select and retrieve evidence from a text.***
 |  | ***Starting with this extract, explore how Dickens presents social responsibility in Stave 1.*** [30 Marks] |
| **Lesson 17:** **Stave 2 - The Ghost of Christmas Past** | * Students will know that Dickens uses the three ghosts to show Scrooge his sin and what his fate will be as a consequence.
* Students will know that each ghost presents Scrooge with an insight into a life gone wrong.
* Students will know that the chronological order of the ghosts (past, present and future) indicate Scrooge’s destructive path.
* Students will know how to explore language and explain how Dickens presents The Ghost of Christmas Past
* Students will know how to share ideas in a thoughtful way.
 | Tier 2 **Contrast****Supernatural**Tier 3**Symbolism** | * ***Students will already need to know that Victorians believed in supernatural forces and energies.***
* ***Students will need to already know how to select and retrieve evidence from a text.***
 | ***Students have previously explored the purpose of ghosts in the Short Stories unit in year 9.*** ***Students have explored how writers’ use language to create a sense of character through year SoW: THUG*** |  |
| **Lesson 18:** **Stave 2 – The Treatment of Children** | * Students will know that Dickens shows that Scrooge has fond memories of loved ones and happier times, along with painful experiences that shaped him.
* Students will know that Fan represents the youth, innocence and goodness that Scrooge once knew.
* Students will know how Dickens uses language to present the character of Fan in the novella.
 | Tier 2**Remorse**Tier 3**Foil** | * ***Students will already need to know that writers can influence readers through their choices in language.***
* ***Students will need to already need to know how to select relevant evidence from a text to support ideas.***
 | ***Students have knowledge of how orphans and the poor were viewed. They have knowledge of workhouses and the poor law from their study of Oliver Twist.*** |  |
| **Lesson 19:** **Stave 2 - Fezziwig** | * Students will know that Fezziwig gives Scrooge (and Victorian readers) the opportunity to consider the value of generosity.
* Students will know how to select relevant evidence in order to compare Scrooge with Fezziwig.
* Students will know how to analyse and annotate extracts from the novella in order to make points about the characters of Scrooge and Fezziwig
 | Tier 2 **Philanthropic****Capacious**Tier 3**Contrast****Foil** | * ***Students will need to already know that Scrooge is presented as miserable and misanthropic.***
* ***Students will already need to know how to retrieve information from a text.***
* ***Students will need to already know how to make comparisons.***
 | ***Students have knowledge of how employers treated their employees in the Victorian era. They have knowledge of how writers use language for effect from Romeo and Juliet, THUG, The Hunger Games.*** |  |
| **Lesson 20:** **Stave 2 - Scrooge and Belle** | * Students will know that Belle breaks off her engagement to Scrooge.
* Students will know that Scrooge’s values changed during the course of their relationship. His avarice increased and displaced his love for Belle.
* Students will know that ‘Belle’ is a charactonym meaning beauty and that Dickens shows that Scrooge’s pursuit of money results in a loss of beauty and joy.
* Students will know how Dickens uses language to present Scrooge's relationship with Belle.
 | Tier 2 **Avarice**Tier 3**Fable****Charactonym** | * ***Students will need to already know that Scrooge values money over all other things.***
* ***Students will need to already know how to select relevant evidence to support ideas.***
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| **Lesson :** **Stave 2 - Sympathy for Scrooge Writing Assessment** | * Students will know that Dickens uses language to create sympathy for Scrooge in Stave 2.
* Students will know how to explore how Dickens creates sympathy for Scrooge in Stave 2.
* Students will know how to analyse and annotate an extract in order to explore how sympathy for Scrooge is created.
* Students will know how to link the extract to other points within the stave where sympathy for Scrooge is created.
 | Tier 2**Jocund** | * ***Students need to already know the key events/plot for Stave 2.***
* ***Students need to already have knowledge of the requirements of the exam.***
* ***Students need to already know how to select evidence from a text to support their ideas.***
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| **Lesson :** **Stave 2 - Work Improvement Time** | * Students will know what skills (AO1, AO2, AO3) they have demonstrated, and where, in their practice examination response.
* Students will know how to improve an examination response.
 |  | * ***Stduents will need to already know that Dickens creates sympathy for Scrooge in Stave Two.***
* ***Students need to already have knowledge of the requirements of the exam.***
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| **Lesson :****Stave 3 - The Ghost of Christmas Present** | * Students will know that Dickens had a very strong social conscience.
* Students will know that Dickens spent much of his adult life supporting change in trying to close the gap between the rich and the poor.
* Students will know that Dickens creates an image of wealth and opulence on the entrance of the ghost of Christmas Present.
* Students will know how Dickens uses the Ghost of Christmas Present to show readers that Christmas provides a good opportunity to be philanthropic towards others, especially the poor.
* Students will know how to analyse and annotate an extract in order to explore ideas about the Ghost of Christmas Present.
 | Tier 2 **Philanthropic****Humility****Opulence** | * ***Students will need to already know that Christmas is traditionally a time for sharing.***
* ***Students will need to already know how to retrieve information from a text.***
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| **Lesson :** **Stave 3 - The Cratchits** | * Students will know that Dickens uses the Cratchit family to provide his readers with an insight into what life was like for the poor.
* Students will know that Dickens shows how the exploitation of the poor begins from a young age, with the oldest Cratchit children having to work.
* Students will know that Dickens shows how the Cratchits are rich in love and gratitude - things that Scrooge lacks.
* Students will know how Dickens uses language to create a poisitive image of the poor through the Cratchits.
* Students will know how to analyse and annotate an extract in order to support ideas about the Cratchits.
 | Tier 2**Noble****Remorse** | * ***Students need to already know that Dickens had sympathy for the poor.***
* ***Students need to already know how to retrieve evidence from the text.***
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| **Lesson :** **Stave 3 - The Importance of Friendship and Family** | * Students will know that Dickens contrasts Scrooge’s unhappy, self-imposed isolation with the companionship and joy experienced even by people physically isolated from society.
* Students will know that Dickens presents isolation as something to be resisted through friendship and good company.
* Students will know how Dickens uses language to present the importance of friendship and family in the novella.
* Students will know how to analyse and annotate an extract in order to support their ideas on how family and friendship is presented in the novella.
 | Tier 2**Isolation****Compassion** | * ***Students need to already know details about Dickens' own family life, for example he was abandoned as a child when his father was sent to a debtors prison.***
* ***Students need to already know how to retrieve information from a text.***
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| **Lesson :****Stave 3 - Ignorance and Want** | * Students will know that Dickens presents the evil consequences of greed in Victorian London.
* Students will know that Dickens presents ignorance and want as being ‘devilish’ children, which suggests that even the innocent are corrupted through suffering.
* Students will know that Dickens’ use of children conveys that it was the helpless and vulnerable in society that suffered most as a result of greed and a disregard for the poor.
* Students will know how Dickens uses language to present the symbolic children of Ignorance and Want in the novella.
* Students will know how to analyse and annotate an extract in order to support their ideas about Ignorance and Want.
 | Tier 2 **Ignorance****Want****Averice**Tier 3**Symbolic** | * ***Students need to already know Dickens views about the poor and how children were treated.***
* ***Students need to already need to know how to select relevant evidence from a text.***
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| **Lesson :** **Stave 3 - Assessment -Poverty** | * Students will know that Dickens presents the theme of poverty indifferent ways and at different points within the novella.
* Students will know how to analyse and annotate an extract in order to present their views on how poverty is presented.
* Students will know how to link the extract to other parts of the novella where the theme of poverty is evident.
 | Tier 2 **Averice****Compassion****Exploitation** | * ***Students need to already have knowledge of the requirements of the exam.***
* ***Students need to already know how to select evidence from a text to support their ideas.***
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| **Lesson :****Stave 4 - The Ghost of Christmas Yet to Come** | * Students will know that Dickens uses the final spirit to convey the moral lesson of the novella.
* Students will know that the final spirit is solemn and grave.
* Students will know that the appearance of the final spirit is similar to the Grim Reaper, a character that personifies death.
* Students will know that Dickens uses gothic imagery to reinforce his sobering message
* Students will know how Dickens uses language to present the Ghost of Christmas Yet to Come and show what he symbolises.
* Students will know how to analyses and annotate an extract in order to support ideas about The Ghost of Christmas Yet to Come.
 | Tier 2 **Redemption****Remorse** | * ***Students need to already know that the Victorians had a strong belief in and fear of the supernatural.***
* ***Students need to already know how to retrieve relevant information from a text.***
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| **Lesson 28: Stave 4**  |  |  |  |  |  |
| **Lesson 29:** |  |  |  |  |  |
| **Lesson 30:** |  |  |  |  |  |
| **Lesson 31:** | * Students will know that Dickens uses language to explore the theme of Poverty in the novella.
* Students will know that it is important to recall and evidence quotations in order to respond to examination question.
* Students will know how Dickens uses language to explore the theme of poverty in the novella.
* Students will know how to analyse and annotate an extract from the novella.
* Students will know how to make links between the extract and other examples of poverty throughout the novella.
 | Tier 2 **Degradation****Perversion**  | * ***Students need to already have knowledge of the***
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| **Lesson 32:** |  |  |  |  |  |
| **Lesson 33:**  |  |  |  |  |  |
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