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**Knowledge Rich Curriculum Plan**

Year 11 A Christmas Carol Revision Spring 1



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Written link the wider curriculum** | **Assessment** |
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| **Spring 1**  **Lesson 1**  **Big Question:**  **How does Dickens structure the text to show Scrooge's transformation and present the theme of redemption?** | Students will know how Dickens uses a cyclical structure to show how Scrooge changes.  Students will know what redemption means.  Students will know the three stages on the journey to redemption.  Students will know Dickens’ wider message.  Students will know how to use the writing frame answer the big question: **How does Dickens structure the text to show Scrooge's transformation and present the theme of redemption?**  Suggested response:  *Dickens explores the theme of redemption through his characterisation of Scrooge and the journey he embarks upon throughout the novella. Dickens’ initially presents the theme of redemption through his characterisation of Scrooge in Stave 1 as he establishes his* ***misanthropic*** *and* ***miserly*** *nature. Throughout the Stave Scrooge rejects humanity in favour of profit. This is clearly seen in Dickens’ excessive use of adjectives such as ‘squeezing’ and ‘wrenching’ which create an exaggerated impression of a menacing character, a ‘covetous old sinner’ obsessed with wealth and greed. At this point in Stave 1, Dickens establishes Scrooge’s* ***misanthropic*** *nature to provide a contrast with his* ***redeemed*** *character at the end of the novella. This is a clear attempt by Dickens to teach his readers that kindness, rather than money, leads to happiness. He wanted Scrooge’s journey of redemption to influence the behaviours of other rich and selfish Victorians.* | Redemption: The act of being freed from sin or error (from Latin redimere = buy back)  Allegorical: A story, play, picture, etc which uses characters or events as symbols to represent an idea or a quality, such as truth, evil, death, etc.  Misanthropic: Hating and avoiding people (From the Greek ***misen*** = to hate + ***anthropos*** = mankind)  Salvation: Being saved from evil or harm (from Latin salvere – to save)  Philanthropic: seeking to promote the welfare of others; generous and kind (from Greek ***philan*** = to love + ***anthropas*** = mankind) | Dickens’ novella is commentary on how Victorian society treated its poor.  They will have read the novella in year 10 – focusing on the presentation of characters | Students have studied ACC in year 10. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Students will complete a write up on how the theme of redemption is presented in the novella. |
| **Lesson 2**  **Big Question:**  **How does Dickens structure the text to show Scrooge's transformation and present the theme of redemption?** | Students will know how best to plan a response to a question about the theme of redemption.  Students will know how to begin a response using the TIP/TAP/TUP/ approach.  Students will know other moments where redemption is evident/shown  Students will know how to use the writing frame answer the big question: **How does Dickens structure the text to show Scrooge's transformation and present the theme of redemption?**  Suggested response:  *Throughout A Christmas Carol, a nineteenth century gothic novella, Dickens explores the theme of redemption through his characterisation of Scrooge and the journey he embarks upon throughout the novella. Interestingly Dickens’ uses the character of Jacob Marley, Scrooge’s deceased business partner, as a catalyst to Scrooge’s much needed redemption. As a result, it could be argued that Marley is perhaps most responsible for Scrooge’s positive change. Perhaps Dickens used Marley’s presence in the story* ***to provide a warning against the miserliness and misanthropy of Scrooge and to demonstrate the consequences of not assisting others in society.*** | Redemption: The act of being freed from sin or error (from Latin redimere = buy back)  Misanthropic: Hating and avoiding people (From the Greek ***misen*** = to hate + ***anthropos*** = mankind)  Salvation: Being saved from evil or harm (from Latin salvere – to save)  Philanthropic: seeking to promote the welfare of others; generous and kind (from Greek ***philan*** = to love + ***anthropas*** = mankind)  Roved: to move or travel around an area | Dickens’ novella is commentary on how Victorian society treated its poor.  They will have read the novella in year 10 – focusing on the presentation of characters | Students have studied ACC in Year 10 | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  **Big Question:**  **‘It is Jacob Marley who is most responsible for Scrooge’s redemption.’ Starting with the extract explore how far you agree with this statement.** |
| **Lesson 3**  **Big Question:**  **How does Dickens structure the text to show Scrooge's transformation and present the theme of redemption?** | Students will know how to complete a practice essay on the theme of redemption:  Starting with this extract, explore the effects of redemption in *A Christmas Carol.*  Write about:  • the effects of redemption in this extract  • the effects of redemption in the novel as a whole. |  | how to structure an extract explosion response.  Dickens’ novella is commentary on how Victorian society treated its poor.  They will have read the novella in year 10 – focusing on the presentation of characters | Students have studied ACC in Year 10  Students have completed several extract explosion responses on ACC | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question: **Explore the effects of redemption in A Christmas Carol.** |
| **Lesson 4**  **Big Question:**  **How does Dickens present ideas about social responsibility and charity?** | Students will know what it is to be philanthropic.  Students will know how Dickens uses a cyclical structure to show how Scrooge changes in his attitude towards social responsibility.  Students will know the different ways in which questions on social responsibility and charity can be presented.  Students will know how to use the writing frame answer the big question: How does Dickens present ideas about social responsibility and charity?  Suggested response:  ***Dickens shows Scrooge’s lack empathy for the poor by showing that he is ignorant of their suffering and that he supports the Poor Laws. When asked for a charitable donation to support the plight of the poor, Scrooge believes it is not his responsibility to support them and he retorts, ‘Are there no prisons? Are there no workhouses?’ Scrooge represents cold, Malthusian views as he firmly rejects charity and kindness.*** | Ignorance: A lack of knowledge, education or awareness.  Poverty: Having little or not enough money or goods to live and support yourself.  Destitute: Poor enough to need help from others  Provision: Supplies like food, clothes  The Treadmill: A form of cruel punishment in prisons. Prisoners were attached to a giant wheel and walked round and round.  Philanthropic: seeking to promote the welfare of others; generous and kind (from Greek ***philan*** = to love + ***anthropas*** = mankind) | Dickens’ novella is commentary on how Victorian society treated its poor.  They will have read the novella in year 10 – focusing on the presentation of characters | Students have studied ACC in Year 10  Students are familiar with the theme of social responsibility from studying AIC last term. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  **Big Question:**  **How does Dickens present ideas about social responsibility and charity?** |
| **Lesson 5**  **Big Question:**  **How does Dickens present the theme of charity and social responsibility in A Christmas Carol?** | Students will know how best to plan a response to a question about the theme of social responsibility and charity.  Students will know how to begin a response using the TIP/TAP/TUP/ approach.  Students will know other moments where charity and social responsibility is evident/shown  Students will know how to use the writing frame answer the big question: **How does Dickens present the theme of charity and social responsibility in A Christmas Carol?’**  Suggested response:  *Throughout A Christmas Carol, a nineteenth century gothic novella, Dickens explores the theme of social responsibility and charity through his characterisation of Scrooge. Scrooge represents rich, selfish and avaricious Victorians who won’t accept their moral duty in society. Ultimately Dickens’ presentation of Scrooge, as a character who can change for the better, from a miserly and misanthropic character to a generous and philanthropic character, shows his readers that dramatic change is possible. Perhaps Dickens uses Scrooge’s change to demonstrate the* ***benefits of being more charitable and accepting your social responsibility.*** | Ignorance: A lack of knowledge, education or awareness.  Poverty: Having little or not enough money or goods to live and support yourself.  The Treadmill: A form of cruel punishment in prisons. Prisoners were attached to a giant wheel and walked round and round.  Philanthropic: seeking to promote the welfare of others; generous and kind (from Greek ***philan*** = to love + ***anthropas*** = mankind) | Students will need to know that Dickens’ novella is commentary on how Victorian society treated its poor.  They will have read the novella in year 10 – focusing on the presentation of characters | Students have studied ACC in Year 10  Students are familiar with the theme of social responsibility from studying AIC last term. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  **Big Question: How does Dickens present the theme of charity and social responsibility in A Christmas Carol?** |
| **Lesson 6**  **HINGE ASSESSMENT**  **Big Question:**  **How does Dickens present social responsibility and the poor in ACC?** | Students will know how to complete a practice essay on the theme of social responsibility and charity:  Starting with this extract, write about how Dickens presents social responsibility and the poor in A Christmas Carol*.*  Write about:  • how Dickens presents social responsibility and the poor in this extract  • how Dickens presents social responsibility and the poor in the novel as a whole  **THIS PIECE OF WORK WILL NEED TO BE MARKED (THOUGH THIS IS NOT A FORMAL ASSEESSMENT) AND BEST EXAMPLES WILL BE SHARED IN PREPARATION FOR FEEDBACK LESSON IN LESSON 9 – WHERE STUDENTS WILL HAVE AN OPPORTUNITY TO IMPROVE UPON THEIR RESPONSE.** |  | Students will need to know that Dickens’ novella is commentary on how Victorian society treated its poor.  They will have read the novella in year 10 – focusing on the presentation of characters | Students have studied ACC in Year 10  Students are familiar with the theme of social responsibility from studying AIC last term. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  **Big Question:**  **How does Dickens present social responsibility and the poor in ACC?** |
| **Lesson 7**  **Big Question:**  **How does Dickens present children in A Christmas Carol?** | Students will know how Dickens uses children to convey his moral messages.  Students will know where and how children are presented in the novella.  Students will know the symbolic nature of children in the novella.  Students will know of the brutal nature of child labour.  Students will know the importance of education.  Students will know how to use the writing frame answer the big question: **How does Dickens present children in A Christmas Carol?’**  Suggested response:  *Dickens explores the representation of children and particularly the hardship that many Victorian children suffered in A Christmas Carol through his characterisation of Scrooge and the journey he embarks upon throughout the novella. In Stave 2, Scrooge is taken back to his childhood by the ghost of Christmas past and he observes himself as a child, alone in the schoolhouse on Christmas day. Dickens describes Scrooge as ‘a solitary child, neglected by his friends’. The adjectives here clearly highlight Scrooge’s feelings of loneliness and create sympathy within the reader, who begin to understand why Scrooge isolates himself later as a means of self- protection. Dickens himself was separated from his family in childhood when he was forced to work in a blacking factory after his father was sent to prison. This could be an attempt by Dickens to show his readers that many children suffered all types of hardship, through no fault of their own.* | Symbolism: the use of symbols to represent ideas in literature or art  Exploit: to use someone or something in a way that helps you unfairly  Vulnerable: easily hurt or harmed physically, mentally or emotionally | Students will need to know that Dickens’ novella is commentary on how Victorian society treated its poor.  They will have read the novella in year 10 – focusing on the presentation of characters | Students have studied ACC in year 10.  Students have explored the representation of children in Oliver Twist in year 7. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  **Big Question:**  **How does Dickens present children in A Christmas Carol?** |
| **Lesson 8**  **Big Question:**  **Explore how far you agree with the statement ‘Children have the biggest effect on changing Scrooge’s character’.** | Students will know how best to plan a response to a question about children in A Christmas Carol.  Students will know how to begin a response using the TIP/TAP/TUP/ approach.  Students will know other moments where children are present/represented  Students will know how to use the writing frame answer the big question: **Explore how far you agree with the statement ‘Children have the biggest effect on changing Scrooge’s character’**  Suggested response:  Throughout A Christmas Carol, a nineteenth century gothic novella, Dickens uses children to...  Ultimately Dickens’ presentation of Tiny Tim as a character who ….  Perhaps Dickens uses children to demonstrate the **effects of neglect, and subsequent suffering, of the Victorian youth.**  *.* |  | Students will need to know that Dickens’ novella is commentary on how Victorian society treated its poor.  They will have read the novella in year 10 – focusing on the presentation of characters | Students have studied ACC in year 10.  Students have explored the representation of children in Oliver Twist in year 7. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  **Big Question:**  **Explore how far you agree with the statement ‘Children have the biggest effect on changing Scrooge’s character’.** |
| **Lesson 9**  **WCF LESSON**  **Big Question:**  **How does Dickens use symbolism in his presentation of the characters of Ignorance and Want?** | Students will know that Ignorance and Want are symbolic characters.  Students will know they convey Dickens’ allegorical message of the consequences if the society fails to take responsibility for the poor/children.  Students will know they symbolise two problems of Victorian Society: Ignorance and Want  Students will know Dickens’ powerful use of symbolism is used to educate his readers about the impact of poverty on society.  **Students will know how to improve a section of their exam practice:**  Starting with this extract, write about how Dickens presents social responsibility and the poor in A Christmas Carol*. (Lesson 6)*  Suggested response:  *Dickens explores the negative consequences of rejecting charity and social responsibility. This is clearly seen when Dickens creates a grotesque impression of the children, Ignorance and Want, by using the adjective ‘yellow’ which gives a sickly and unnatural impression of the poor. The impression created* ***symbolises*** *the lack of support that the Poor Laws gave to the weak and vulnerable in Victorian society. Importantly, Dickens criticises* ***Malthusian*** *viewpoints and instead emphasises the importance of* ***charity*** *to improve society for the better.* | Symbolism: the use of symbols to represent ideas in literature or art  Exploit: to use someone or something in a way that helps you unfairly  Vulnerable: easily hurt or harmed physically, mentally or emotionally  Factious: Likely to argue or disagree  Bide: to wait/ wait for | Students will need to know that Dickens’ novella is commentary on how Victorian society treated its poor.  They will have read the novella in year 10 – focusing on the presentation of characters | Students have studied ACC in year 10.  Students have completed a practice exam on the theme of social responsibility in A Christmas Carol. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  **Big Question:**  **How does Dickens use symbolism in his presentation of the characters of Ignorance and Want?** |
| **Lesson 10**  **Big Question:**  **How does Dickens present the theme of family and friendship in A Christmas Carol?** | Students will know that Dickens links family and friendship with the idea of happiness.  Students will know that at the start of the 19th Century, Christmas was hardly celebrated and many businesses did not consider it to be a holiday. However, the Victorians transformed the idea of Christmas so that it became the most important holiday of the year, centred around the family.  Students will know where the theme of friendship and family is presented in the novella.  Students will know how questions on family and friendship can be posed in the exam.  Suggested response:  *Dickens explores the importance of family and social interaction through his characterisation of Fred who is the antithesis of Scrooge. Fred embraces the Christian virtues of* ***benevolence*** *and forgiveness and his words and actions demonstrate how he values family and friendship which leads to happiness. He says to Scrooge in Stave 1, ‘I want nothing from you; I ask nothing of you; why cannot we be friends?’ Dickens’ use of repetition highlights how happiness does not always have to be found in ‘something’ and that, for Fred, family and social interaction is more important than wealth. The presentation of Fred as a cheerful and benevolent character is a clear attempt by Dickens to teach his readers that the benefits of close family life, rather than money, lead to happiness.* | Antithesis: The exact opposite (from Greek ***anti*** = against + ***thenal*** = place)  Altruistic: Unselfishly concerned for the welfare of others (from French ***autri*** = other people).  Misanthropic: Hating and avoiding people (From the Greek ***misen*** = to hate + ***anthropos*** = mankind)  Philanthropic: seeking to promote the welfare of others; generous and kind (from Greek ***philan*** = to love + ***anthropas*** = mankind)  Benevolence: being kind and helpful towards others (from Latin ***bene*** = good + ***volentum*** = wish) | Students will need to know that Dickens’ novella is commentary on how Victorian society treated its poor.  They will have read the novella in year 10 – focusing on the presentation of characters | Students have studied ACC in year 10. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question:  **How does Dickens present the theme of family and friendship in A Christmas Carol?** |
| **Lesson 11**  **Big Question:**  **How does Dickens present the theme of family and friendship in A Christmas Carol?** | Students will know that Dickens uses Fezziwig as an example of how an altruistic employer creates a sense of family and community in the workplace.  Students will know that Dickens uses Fezziwig as a model of compassion, kindness and generosity to show another side of upper-class business men.  Students will know how Dickens deliberately presents Scrooge and Fezziwig as completely different in order to demonstrate the importance of family and community virtues.  Suggested response:  *Dickens uses Fezziwig as the* ***antithesis*** *to Scrooge’s miserly character. Notably, Fezziwig is characterised as a* ***‘positive light’*** *who brings joy and happiness to those around him. In Stave 2, when the Ghost of Christmas Past revisits this memory, Dickens describes a joyous Christmas scene of celebration, music, and community to capture Fezziwig’s altruistic nature. In contrast, Scrooge chooses to be isolated and alone on Christmas, rejecting family and friendship. He* ***‘carries round his own low temperature’****, indicating the negative influence he has on others.* | Antithesis: The exact opposite (from Greek ***anti*** = against + ***thenal*** = place)  Altruistic: Unselfishly concerned for the welfare of others (from French ***autri*** = other people).  Misanthropic: Hating and avoiding people (From the Greek ***misen*** = to hate + ***anthropos*** = mankind)  Philanthropic: seeking to promote the welfare of others; generous and kind (from Greek ***philan*** = to love + ***anthropas*** = mankind)  Benevolence: being kind and helpful towards others (from Latin ***bene*** = good + ***volentum*** = wish) | Students will need to know that Dickens’ novella is commentary on how Victorian society treated its poor.  They will have read the novella in year 10 – focusing on the presentation of characters | Students have studied ACC in year 10. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question: **How does Dickens present the theme of family and friendship in A Christmas Carol?** |
| **Lesson 12**  **Big Question:**  **How is the theme of family presented in A Christmas Carol?** | Students will know how to complete a practice essay on the theme of family:  Starting with this extract, write about how Dickens presents the importance of family in A Christmas Carol*.*  Write about:  • how Dickens presents Belle’s family in this extract  • how Dickens presents the importance of family in the novel as a whole  Suggested response:  *Throughout A Christmas Carol, a nineteenth century gothic novella, Dickens explores the theme of family* ***through several characters, including Scrooge, the main protagonist, in order to illustrate Scrooge's transformation from being: malicious, misanthropic and cold to philanthropic, warm and caring****. Ultimately, the images of isolation from his family eventually disintegrate and form a new image of love and unity. Perhaps Dickens uses Scrooge’s change and gravitation to family life and friendship to demonstrate the* ***value of family, indicating that it should be*** *interwoven into everyone's lives.* |  | Students will need to know that Dickens’ novella is commentary on how Victorian society treated its poor.  They will have read the novella in year 10 – focusing on the presentation of characters | Students have studied ACC in year 10. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question:  **How is the theme of family presented in A Christmas Carol?** |
| **Lesson 13**  **Big Question:**  **How does Dickens use Scrooge to present his ideas about change?** | Students will know how Dickens demonstrates the importance of change and redemption through his characterisation of Scrooge.  Students will know that Dickens shows the terrifying consequences of avarice by showing how it can lead to isolation and alienation both in life and death.  Students will know that Dickens believed that compassion and humanity were more valuable than monetary wealth.  Students will know that Dickens highlights that although some humans are satisfied financially, they are incomplete spiritually.  Suggested response:  *One of the initial presentations of* ***Scrooge is*** *as a solitary and avaricious character. Through his characterisation of Scrooge Dickens shares his message that* ***Victorian society*** *would be happier if they focused less on material wealth. In Stave two, Dickens reveals that Scrooge has not always been misanthropic and he was once capable of love. We learn that Belle breaks off her engagement to Scrooge because he has changed and become devoted to an ‘idol’, a ‘golden one’. This moment is a turning point in Scrooge’s life as he rejects romantic love in favour of worshiping money. The technique of the* ***metaphor*** *of wealth being an ‘idol’ or a ‘false god’ shows that Scrooge has become immoral. Therefore, Belle’s criticism of Scrooge further emphasises Dickens’ message to his readers that* ***avarice*** *leads to isolation and misery.* | Penitence: a feeling of regret/remorse for a mistake or a sin and a **willingness to correct it**  Avarice: Extreme greed (from Latin ***avartia*** = one of the seven deadly sins) | Students will need to know that Dickens’ novella is commentary on how Victorian society treated its poor.  They will have read the novella in year 10 – focusing on the presentation of characters | Students have studied ACC in year 10. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question:  **How does Dickens use Scrooge to present his ideas about change?** |
| **Lesson 14**  **Big Question:**  **How does Dickens use Scrooge and the theme of death to present his ideas about change?** | Students will know that Marley’s death served as a warning to Scrooge and a warning about the afterlife to Victorian readers.  Students will know that Tiny Tim’s death contrasts with Scrooge’s.  Students will know that Scrooge’s death evokes fear in both Scrooge and Dickens’ readers.    Suggested response:  *Dickens creates a horrifying and lonely image of Scrooge’s death in Stave 4 to convey his* ***allegorical*** *message of the importance of compassion to improve society. This is clearly seen in the line, ‘ On the bed, plundered and bereft… and uncared for, was the body of this man’. The word ‘plundered’ reveals that Scrooge’s lack of compassion during his life has allowed others in society to steal from him in death and behave in an immoral way.* | Penitence: a feeling of regret/remorse for a mistake or a sin and a **willingness to correct it**  Avarice: Extreme greed (from Latin ***avartia*** = one of the seven deadly sins)  Epiphany: a moment of great realisation (from Greek ***epiphainean*** = reveal)  Allegory: a **story, play, poem, picture**, or other work in which the characters and events represent particular qualities or ideas that relate to morals, religion, or politics | Students will need to know that Dickens’ novella is commentary on how Victorian society treated its poor.  They will have read the novella in year 10 – focusing on the presentation of characters | Students have studied ACC in year 10. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question:  **How does Dickens use Scrooge and the theme of death to present his ideas about change?** |
| **Lesson 15**  **Big Question:**  **How does Scrooge react to the ghosts in A Christmas Carol?** | Students will know how to complete a practice essay on the theme of redemption:  Starting with this extract, write about the way Scrooge reacts to the ghosts in *A Christmas Carol.*  Write about:  how Scrooge reacts to the Ghost of Christmas Yet to Come in the extract  how Scrooge reacts to ghosts in the novel as a whole.  Suggested Response:  Throughout A Christmas Carol, a nineteenth century gothic novella, Dickens uses Scrooge’s reactions to the ghosts he encounters as ...  Ultimately Dickens’ presentation of the ghosts in A Christmas Carol ….  Arguably, in presenting Scrooge’s interactions with the ghosts as…  Perhaps Dickens uses the ghosts in A Christmas Carol to… |  | Students will need to know that Dickens’ novella is commentary on how Victorian society treated its poor.  They will have read the novella in year 10 – focusing on the presentation of characters | Students have studied ACC in year 10. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question: **How does Scrooge react to the ghosts in A Christmas Carol?** |