



The Sutton Academy
Ble

Knowledge Rich Curriculum Plan

19th Century Literature – Oliver Twist

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
1. Fagin and his gang	Fagin is a combination of various common Jewish stereotypes of the time. Oliver is naive – believing Bates and Dodger work in a factory Fagin plays a game where he is teaching Oliver how to become a pickpocket.	T2: miser – a person who hoards wealth and spends as little money as possible. T2: deceitful – dishonest, deceiving or misleading others	Villains are portrayed as evil and manipulative	>Rhetoric >A Christmas Carol	Knowledge retrieval questions Fragments: 1. Oliver Twist, an orphan boy, is the main protagonist in the novel. 2. Faced with hunger and abuse, Oliver Twist runs away to London. 3. Oliver meets Jack Dawkins, drawing Oliver into a life of crime. 4. Poor people suffered from extreme poverty, highlighting the social injustices of the time. 5. Oliver found himself trapped in a cycle of poverty because he had limited opportunities. Using the vocabulary The miserly character of Fagin reveals the depths of greed and selfishness in the 19th Century. Fagin, with his deceitful and sly nature, wove a web of manipulation and deception. Matching vocabulary 1. Prepossessing – attractive 2. Resides – lives 3. Accosted - Approach and address someone aggressively 4. Beseeching – beg 5. Discourse – talk; conversation 6. Ardour – enthusiasm 7. Culprit – offender of a crime 8. Duped – deceived, tricked 9. Canting – pleading Big question: Write a summary of the differences in how the young lady and the young boy are presented in the article. The lady is portrayed as vulnerable and unsuspecting, carrying her purse in her pocket and initially responding politely to the beggar's plea for assistance. However, as the beggar's behaviour becomes more insistent and troublesome, the lady becomes increasingly wary and even threatens to call the police. On the other hand, the beggar is portrayed as cunning and manipulative. He uses emotional appeals and guilt-tripping to try to convince the lady to buy his oranges, and he persists in his efforts even when the lady tells him to go away. When the lady realises that her purse is missing, the beggar is described as having "coolly deposited his basket on a doorstep a little way off and ran away whistling," suggesting that he was unfazed by his theft and confident in his ability to evade capture.

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2. The Scuttlers	Scuttlers were members of neighbourhood-based youth gangs formed in working class areas of Manchester. The Scuttlers were a serious social problem in the late 19th Century. Most social problems stem from poverty. Metaphors can be used to enhance our writing. Signposts can be used to make writing organised and clear to the reader.		Metaphors: tenor and vehicles	Street violence in Romeo and Juliet	Knowledge retrieval questions Which statements are correct 1. Oliver trusts Fagin because Fagin is a villain. [F] Oliver initially trusts Fagin, but he is a villain. 2. Fagin is corrupt because he doesn't share the things the boys steal for him. [T] 3. Oliver doesn't realise that Fagin is a villain, who is training him to be a thief. [T] 4. Fagin is a villain because he is kind to Oliver and gives him food. [F] Fagin, although a villain, is kind to Oliver and gives him food. 5. Fagin gives Oliver somewhere to live because he is a generous person [F] Fagin gives Oliver somewhere to live because he is deceitful and wants to exploit Oliver. Metaphors: Time runs like a river, sweeping us along. Knowledge is the key that unlocks doors to understanding. Hope is a beam of light, piercing the darkness. Big question: Imagine you live in Manchester during the Victorian Era. Write a letter to the local newspaper explaining your views on street crime. To the Editor of the Manchester Gazette, The growth of street violence and its impact is deeply troubling. Troubling, as our communities are becoming traumatised by daily occurrences of gang fights and street violence. I write this letter as a concerned resident of our beloved city during these challenging times. The topic that weighs heavily on my mind, and I believe demands immediate attention, is the inescapable issue of street crime. As a witness to the daily struggles faced by our disenfranchised communities, I feel compelled to share my views on this matter. Above all, we must acknowledge that street crime is deeply intertwined with the poverty and deprivation that floods our great city. It is an unfortunate reality that many find themselves living in squalor, struggling to make ends meet. These desperate circumstances force individuals into deceitful acts merely to survive. While this is no excuse for such behaviour, it is crucial to address the root causes of this disease that threatens our society. The vulnerable members of our community are particularly affected by street crime. The elderly, the poor, and the orphaned are preyed upon by corrupt individuals who see them as easy targets. It is our duty as to protect the vulnerable and provide them with a safe environment free from the clutches of criminality.

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					Primarily, we need to focus the conditions that encourage such criminal activities. It is essential to invest in education and skill development programmes, providing opportunities for individuals to escape the cycle of poverty. We need to offer our youngsters an alternative to a life of crime, encouraging a sense of community, hope and purpose. Furthermore, a collective effort to keep our streets safe will deter criminals and provide reassurance to those who feel constantly under threat. By promoting a united front against street crime, we can reclaim our neighbourhoods from these ‘Scuttlers’ as these strive to be recognised as the toughest gang in the city. However, we must remember that enforcement alone is not the answer they cannot wipe out street crime without addressing the underlying social issues. Ultimately, we need to address causes of street crime. We can create a Manchester where every citizen feels safe and protected. Let us come together and work tirelessly towards a future where deceitful acts and criminality are but distant memories. Yours faithfully, [Your Name]
3. What’s next for Oliver?	Oliver is saved by Mr Brownlow who takes Oliver to his house to recover. Sikes is a cruel and tough man – a typical villain. Oliver is kidnapped by Nancy and taken back to Fagin.	T2: integrity – the quality of being honest and having strong moral principles T2: naïve – showing a lack of experience, wisdom or judgment. T2: formidable – inspiring fear or respect through being impressively large, powerful, intense or capable. T2: solicitous – characterised by showing an interest or concern.	An appositive is used to add extra information to a noun	>Describing characters/impressions of characters	Knowledge retrieval questions: Complete the sentence: Fagin, a villainous character from <i>Oliver Twist</i>, is a miser because he thrives on the exploitation of the vulnerable, using their circumstances to fuel his insatiable greed. With his repulsive face and loathsome reptile-like appearance he hoards his wealth and spends as little money as possible. Ultimately, Fagin represents the wickedness of the Victorian Era where his miserly nature shows him lacking the basic necessities. Complete the sentences: Mr Brownlow, a man of integrity, could be described as a solicitous character because he looks after Oliver ensuring he is safe from the corruption he has faced. Bill Sikes, a deceitful and menacing man, is a formidable character who manipulates Nancy to kidnap Oliver.

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4. Criminals and prison in the Victorian Era	Many people found comfort in alcohol which led to heightened levels of violence. Children were often used to steal things because they were small and agile. 'Flash house were places where criminals would gather and operate. At the start of the Victorian Era there was no official police force. Children convicted of serious crimes could be punished by imprisonment, transportation and death. The most common method of capital punishment was hanging which were open to the public to watch. Charles Dickens wanted the reader to recognise the serious consequences of committing crime. Criminals were often sent to work in British colonies such as Australia. Once safely arrived convicts were given building work or manual tasks. Whippings were also used as a form of punishment. Children served prison sentences alongside adult offenders. Summaries are an affective way to select the main points of a large piece of text			>Language Paper 2	Knowledge retrieval: Complete the sentences: Crime was prevalent in the Victorian era because there was much poverty and deprivation meaning struggled to survive. Crimes rates soared making is a dangerous time, but it highlighted the need for social reform. The government started to take measures to address some of the social problems, so there was a reduction in the crime which had previously plagued society. CCQ: Why do you think many people committed crimes? What was their motivation? In the Victorian era, many people committed crimes due the challenging circumstances of the time. Some of the common motivations behind criminal behaviour during that period include: Poverty and desperation: Widespread poverty and destitution pushed individuals to resort to crime as a means of survival. Lack of employment opportunities, inadequate wages, and extreme deprivation left many with little choice but to turn to illegal activities to meet their basic needs. Social inequality: The divide between the rich and the poor created a sense of resentment and injustice. Some individuals, feeling marginalised and excluded from the benefits of industrialisation, engaged in criminal acts as a form of rebellion against a system they perceived as unfair. Lack of social support: Inadequate social welfare systems meant that individuals who were vulnerable, such as orphans, widows, and the mentally ill, often found themselves without proper care or resources. The lack of support and societal neglect drove some to engage in criminal activities as a means of survival or as a response to their disenfranchised status. Influence of criminal networks: The existence of organized criminal networks, such as pickpocketing rings or gangs, provided individuals with a sense of belonging, identity, and even protection. Joining these groups offered a source of support and opportunities for financial gain, although through unlawful means. Influence of peer pressure: In close-knit communities or within groups of acquaintances, peer pressure played a role in individuals succumbing to criminal activities. The desire to fit in, gain respect, or achieve a certain status among their peers could lead individuals to participate in illegal acts. Limited opportunities for rehabilitation: In the Victorian era, the penal system focused more on punishment than rehabilitation. Prisons often served as breeding grounds for further criminal behaviour, as individuals lacked the necessary support and resources to reintegrate into society upon release. Write a summary of each section: types of crime, police force, punishments.

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5. What were prison ships?	A prison ship was a boat which was declared unseaworthy. Conditions aboard the ships was poor and mortality rates were high. A penal colony is a settlement used to exile prisoners and separate them from the general population. Penal colonies have been used for labour in an economically underdeveloped part of the country's territories. It is now considered a celebration to have a convict in one's lineage.	T3: penal colony – an overseas settlement established for punishing criminals by forced labour and isolation from society. The root 'pen' comes from the Latin and Greek meaning penalty, wrong.	The definitions of the following words: deceitful, formidable, penal colony	>Language paper 2 <The Tempest	Knowledge retrieval: MCQ 1. Deprivation 2. Robert Peel 3. Hanging 4. Physical work 5. Relating to young criminals 6. Australia CCQ: 1. A prison hulk was a boat which had been declared unseaworthy and were used to house large numbers of convicts. These hulks provided a solution to the over-crowding of traditional prisons. 2. So many people died on the Justina because of the overcrowding and spread of diseases. 3. A penal colony is a territory used to house and punish convicted criminals. These colonies provided labour for economic development. 4. Perhaps Australians celebrate having a convict in their lineage since it is a reminder of the resilience and determination of their ancestors. CCQ: How does this link to ideas discussed during the teaching of The Tempest? The link between penal colonies and "The Tempest" can be found in the character of Caliban. Caliban, a native of the island where the play is set, is often seen as representative of colonised people and the effects of colonisation. In "The Tempest," Caliban is portrayed as the son of the witch Sycorax, who was banished to the island as punishment for her crimes. This banishment resembles the concept of a penal colony, where individuals are sent away from their homeland as a form of punishment. Caliban's presence on the island can be interpreted as symbolic of the colonial encounter. He represents the indigenous population and their displacement and oppression under the colonisers. "The Tempest" also explores themes of justice, forgiveness, and redemption, which resonate with the notions of punishment and rehabilitation associated with penal colonies. Big write: It is 1830 and you have read about the use of prison ships, write a speech to be delivered at a council meeting explaining your views on using punishments, particularly the use of prison ship. Ladies and gentlemen of the council, Some see the use of prison ships as a necessary solution to overcrowding. Some see the use of prison ships as a symbol of the government doing something to deal with the crime flooding our streets. Some see the use of prison ships as a reminder of the consequences of crime.

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					We, however, see them as a symbol of the horror and despair faced by some of our most vulnerable members of society. I stand before you today to address this matter of utmost importance concerning our justice system and the use of punishments in this era. It has come to my attention that there has been an increasing reliance on the use of prison ships as a means of penalisation. These prison ships, once formidable vessels of maritime power, now serve as floating jails. Is it truly the most effective method of punishment and prevention? Or are we caught in a cycle of punishment without addressing the real causes of criminal behaviour? These prison ships are used as a solution to the over-crowding in land-based prisons before prisoners are transported to penal colonies. But, surely this should tell us that something needs to be done about the level of crime on our streets – not where we should house these criminals. The conditions on board these ships are despicable. Over-crowding, spread of diseases and limited access to fresh air is no way to house some of our most vulnerable members of society. Are we to just forget about these people and throw away the key. These people are sons, daughters, mothers and fathers. These people are humans. Furthermore, I recently read an article which stated that boys as young as 12 are being housed with murderers and violent criminals who are much older. This is not right. We need to do something to break this cycle of crime and help these youngsters to find the right path in life. What should we do, I hear you ask? Charles Dickens recently delivered a speech in Manchester where he urged the government to invest in education for all. Increasingly opportunities for disenfranchised members of society will in turn break the cycle of poverty and crime. In conclusion, dear council members, I urge you to approach the issue of punishments with a thoughtful and compassionate mind. Let us abandon the notion of prison ships and explore other methods that are more humane. By doing so, we can truly uphold the integrity of this great nation. Thank you for your attention.
6. Nancy: Victim or villain	Nancy represents the disenfranchisement experienced by lack of opportunities Nancy's actions reveal her inner conflict. Her actions convey her loyalty to Fagin and her compassion towards Oliver. Nancy conveys her desire to protect Oliver from the dangers of the criminal world. Nancy is morally ambiguous. Nancy is symbolising the choices between what is moral and what is immoral in us all.	T2: complicit – involved with others in an activity that is unlawful and morally wrong		Complex characters <Caliban and Karl >Gerald and Eric	Knowledge retrieval: Appositive sentences 1. Oliver Twist, a naïve and innocent orphan, goes to London to escape the oppression of the workhouse. 2. Fagin, the manipulative and deceitful leader of a gang of young thieves, preys upon the vulnerability of Oliver Twist. 3. The Artful Dodger, a street-smart character, possesses a cockney dialect that adds likeability to his character. 4. Mr Brownlow, a kind and solicitous gentleman, takes in Oliver Twist giving him comfort and security.

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					5. Bill Sikes, a formidable and ruthless villain, represents the criminality of the Victorian era. Stop and jot: Is Nancy a victim or villain? <u>Villains typically:</u> Create obstacles for the hero to overcome Intend to harm others Driven by own self-interests and therefore exploit others to achieve their goals. Motivated by personal gain or power. Lack of empathy for the well-being or feelings of others Intelligent and strategic Charming qualities that allow them to manipulate others Complex motivations and backgrounds Persistent – will go to any length to achieve their goal <u>Nancy's actions:</u> Collaboration with criminals Betrayal of Oliver <u>Note:</u> the internal conflicts experienced by Nancy (year 8s big idea of conflict and constraint) She is loyal to those she considers family and is aware of the consequences of betraying Bill Sikes. She desires a better life for herself and Oliver Limited by the circumstances she finds herself in Nancy from Oliver Twist is a complex character and it is debatable whether she can be considered a villain. She displays some of the typical characteristics of a villain, such as being involved in criminal activity, lying, and being manipulative. For instance, she helps Fagin and Bill Sikes, two notorious criminals, with their plans to rob and murder people. However, it is important to note that Nancy's actions are driven by her circumstances and the limited choices available to her. She grew up in poverty and was forced into a life of crime to survive. Despite this, she still shows some positive traits such as loyalty, bravery, and compassion, especially towards the vulnerable children in the story, including Oliver Twist. CCQ: Where else have we encountered a complex character like Nancy? Caliban (The Tempest) Karl (Clockwork): Dual Nature: Karl exhibits a dual nature, both as a victim and as an antagonist. He starts off as a vulnerable and innocent character who falls prey to the manipulative Dr Kalmenuis. Transformation: Karl undergoes a significant transformation throughout the story. Initially portrayed as a pessimist and easily influenced individual, he gradually gains confidence when debating how he could sue Sir Ironsoul.

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					Symbolism: Karl is symbolically representative of the potential for good and evil within human nature. His character embodies the novel's exploration of morality, and the consequences of one's actions. Through Karl, the author explores the blurred lines between victimhood and culpability. Big write: write a speech where you either defend or condemn Nancy's actions. Ladies and gentlemen, Some say the character of Nancy is the ultimate villain. Some say the character of Nancy should be punished for her role in kidnapping Oliver. Some say the character of Nancy is a true representation of the deceit which infected Victorian London. We, however stand before you to defend the actions Nancy believing she is the victim trapped in a web of deceit and exploitation. While Nancy's choices may be seen by some as villainous, I implore you to consider the circumstances that shaped her decisions and the underlying goodness that lies within her heart. Nancy, resilient and selfless, grew up in an environment of poverty and deprivation. A world filled with crime and despair. From a young age, she was exposed to the harsh realities of the criminal underworld, where her survival meant living and working with formidable and dangerous individuals. Her own vulnerability and disenfranchisement made her at risk from those who held power over her. Despite these circumstances, Nancy displays compassion and kindness that sets her apart from her fellow criminals. It is important to acknowledge that Nancy, in her own way, shows genuine care for the innocent and vulnerable Oliver Twist. She takes it upon herself to protect him when she realises that staying with Fagin will turn him into a thief, a liar a devil. Fear, loyalty and a desperate desire for survival clouded her judgment. The grip of the criminal world was tight, and breaking free from it came with risks. Throughout the story, we witness moments of inner conflict for Nancy. She struggles with her conscience and desires a better life, one free from the clutches of evil. In her actions, we see a flicker of humanity, a glimmer of goodness that refuses to be extinguished. It is this inherent goodness that makes Nancy a character deserving of our understanding and compassion. Ultimately, Nancy's story reminds us of the power of choice and the capacity for redemption. She teaches us that even in the darkest corners of society, a glimmer of light can emerge. Let us not condemn Nancy solely for her mistakes but instead recognise the complexities of her character. Thank you.

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7. Checkpoint of knowledge Knowledge checkpoint aims to assesses to what knowledge pupils have of what has been studied so far. This will allow pupils to set an individual target of review.	It is important to review learning to move knowledge from the short term to the long-term memory. It is important to identify knowledge which we cannot recall easily – it is this knowledge which we need to relearn.		Industrial Revolution Charles Dickens Key vocabulary from the unit Workhouses Persuasive devices Class system Crime and punishment Appositives		Knowledge retrieval: Vocabulary: Notably, corruption is presented through various characters showing how greed and deceit can affect anyone from any social class. - Mr Brownlow is a man of integrity, for example he provided Oliver with somewhere safe to live. Even though Nancy could be seen to be deceitful she is really a victim of the poverty and deprivation of the Victorian era. - Oliver Twist highlights the effects of deprivation, notably the use of workhouses and an increase in crime. Ultimately, Charles Dickens uses the novel to highlight how indignant he was about the treatment of poor people. Checkpoint of knowledge: - Overcrowding, rise in pollution - Philanthropist – he was concerned with the welfare of others - Bone crushing - Feelings of anger from the mistreatment of others - Poor people might have been disenfranchised in society because they had a lack of access to education, job opportunities and political power. - Conditions in the workhouse are filthy, overcrowded and inhumane. - Language which makes the reader feel something such as anger. - The middle class who owned factories and ran businesses. - Prejudice and racism against Jewish people. - Has evil actions or motives. - He hoards his wealth and spends as little money as possible. - Shows a lack of experience - Inspires fear or respect through being impressively large, powerful or intense. - Mr Brownlow - Life was harsh and people turned to alcohol resulting in an increase in crime. - Prison, transportation, capital punishment - Punishable by death - A ship declared unseaworthy and used as a prison. - An overseas settlement used to house criminals - Nancy, a victim of exploitation, is trapped in a web of deceit.
8. Fagin	Proof-reading and editing are a vital part of the writing process			>Complex characters >Paper 2 Question 5 >The Hunger Games >Rhetoric	Knowledge retrieval: Complete the sentences: The reader is likely to think Fagin is an untrustworthy character because of his manipulative and deceitful nature towards the vulnerable. The reader is likely to think Fagin, a miserly character, is an untrustworthy character but, his circumstances could evoke some sympathy.

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					3. The reader is likely to think Fagin is an untrustworthy character so, readers would question his true intentions and expect deceit and betrayal and exploitation. 4. Since Fagin exploits the children he demonstrates a lack of integrity and morals. 5. When Fagin exploits the naïve children, he highlights the disenfranchisement of this group of society. 6. Although Fagin exploits the children he the line between morality and immorality could be blurred as does offer safety and shelter. Pupils will continue with their speeches. From teacher feedback a success criteria could be created and used as part of the self-assessment process.
9. Moral and immoral characters	Many characters are complex and are motivated by their circumstances.	T2: morality – principals concerning the distinction between right and wrong or good and bad behaviour T2: immorality – the state or quality of being immoral; wickedness			Knowledge retrieval: Using words in sentences: - Poor people were disenfranchised so they faced barriers in creating a better life for themselves. - Oliver Twist was deprived of food, safety and compassion. - Oliver Twist, an innocent and naïve young boy, is caught up with the harsh criminal world. - Despite encountering many corrupt people in his short life, Oliver is optimistic about the future. - In the Victorian era poverty plagues the lives of the working class and led to a divide between the rich and poor. Moral and immoral characters Moral Characters: - Oliver Twist himself is portrayed as a morally upright and innocent young boy, who consistently demonstrates kindness, empathy, and a desire to do good. - Mr. Brownlow, a wealthy gentleman, exhibits compassion and benevolence towards Oliver, taking him in and advocating for his well-being. - Nancy, a complex character, ultimately displays moral qualities as she tries to protect Oliver and make amends for her involvement with criminal activities. (Nancy could also be considered immoral) Immoral Characters: - Fagin, the leader of a gang of child pickpockets, is depicted as manipulative and exploitative, preying on vulnerable children and encouraging them to engage in criminal activities. - The Sowerberrys are callous and exploitive and take pleasure in mistreating Oliver. - Mr. Bumble is portrayed as a selfish character demonstrating a desire for power. He takes advantage of his position of authority as the parish beadle and shows a lack of empathy towards the poor and vulnerable. (Mr Bumble could also be considered moral)

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					Bill Sikes, a brutal and violent criminal.
10. Writer's intent	Perspective: Writers often have a specific viewpoint or perspective they want to share with readers. This can include their opinions, beliefs, or social commentary on certain issues or aspects of society. Themes and Messages: Writers use their stories to convey important themes and messages. These can be about human nature, societal problems, moral values, or personal growth. Historical and Social Context: Writers are influenced by the time period and society in which they live. Pupils should consider the historical and social context surrounding the work to better understand why the writer chose certain themes, characters, or settings. Influence and Impact: Pupils should also explore how the writer's intent may have influenced the readership or society at the time of publication and how the work continues to resonate with readers today.		Writer's intent vocabulary introduced in The Tempest	>Intentions of the writers in all literature texts	Knowledge retrieval: Complete the sentence: Oliver is exploited by Fagin because Oliver is a moral character who is innocent and naïve. Sikes is corrupt because he willingly engages in criminal and immoral activities. Bill is using Oliver's vulnerability to his advantage because he sees it as an opportunity to exploit the young boy for his own gain, disregarding any sense of morality or empathy. Nancy is complicit to the plan because she is showing she also has an immoral side to her character. Writer's intent Without a doubt, Charles Dickens wrote Oliver Twist to criticise the widespread deprivation and poverty experienced by the lower classes in Victorian society. Unquestionably, Charles Dickens wrote Oliver Twist to highlight the plight of the disenfranchised and shed light on the exploitation and corruption that thrived amidst poverty-stricken communities. Certainly, Charles Dickens wrote Oliver Twist to encourage compassion and empathy towards those living in poverty and to advocate for social reform that would alleviate the deprivation faced by the underprivileged. It could be argued that Charles Dickens wrote Oliver Twist to place an emphasis on the unfair treatment of poor people. He wanted to show how this made them vulnerable to being taken advantage of by others who would exploit them for their own gain. Undoubtedly, Charles Dickens wrote Oliver Twist to expose the harsh realities faced by the impoverished and to condemn the widespread exploitation and corruption that flooded Victorian society.
11. Letter of apology	By selecting the right persuasive technique, we can convey emotion in our writing.		Using a range of vocabulary form the scheme	>Conveying character emotions >Using emotive language	Knowledge retrieval: Presentation of characters - Oliver Twist represents the plight of the poor and the harsh conditions in which they lived and worked. - Mr Bumble represents the abuse of power and authority within the workhouse system. - Bill Sikes represents the ruthless violence and criminal behaviour of Victorian London. - Mr Brownlow Dickens' critique of the societal systems and institutions that fail to protect and support vulnerable individuals like Oliver. His actions in

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					taking Oliver under his wing and seeking justice for him reflect the need for reform and the belief that society should provide opportunities and care for all its members. Letter of apology Dear Sir/Madam, I hope this letter finds you in good health. I am writing to you today with a heavy heart and a sincere desire to express my deepest apologies for the incident that occurred at your house. As I reflect upon my actions, I am filled with remorse and regret for breaking into your home. First and foremost, I want to assure you that I never intended to cause any harm or distress. Desperation and circumstances beyond my control led me down a path that I deeply regret. I was driven by a need to survive and was forced by a formidable man who I am scared of. However, I fully acknowledge that my circumstances do not excuse me being complicit in this terrible crime.. Breaking into your house was a mistake, and I understand that I have caused deep distress and anguish. I apologise for any fear or inconvenience I may have caused you and your family. While words cannot undo the past, I hope you can find it in your hearts to forgive me for my misguided actions. I am committed to making amends and becoming a responsible and contributing member of society. I came to London naïve and vulnerable and was unfortunately taken in by a man who I believed was trying to help me. I did not realise he was actually exploiting me. Once again, please accept my sincerest apologies for the distress I have caused. I will forever carry the weight of my past actions, but I am determined to forge a brighter future. I hope you can find it in your hearts to consider my apology and allow me the opportunity to make amends. With utmost sorrow and shame Oliver Twist
12. Oliver's recovery	This is a reading lesson to ensure pupils finish the novel. You may need to recap key points in the plot.		Commas are used to separate items on a list (Previously taught in Ks2 and Autumn 1)		Knowledge retrieval: Prior knowledge: 1. Fagin had a gang of thieves named Dodger, Nancy, Bill Sikes and Charlie Bates. 2. The novel explores themes of poverty, child exploitation, crime, morality and justice.

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					- Oliver's life changed drastically when he met the compassionate Mr. Brownlow, the menacing Bill Sikes and the nurturing Mrs. Maylie. - Dickens portrays contrasting characters such as the cruel Sowerberries, the sympathetic Mrs. Bedwin, the devious Noah Claypole and the honest Mr. Brownlow - Write a sentence of your own which uses commas in a list.
13. Heroes and villains	Sikes is violent and aggressive and kills Nancy.		Knowledge about heroes and villains: in particular characteristics Vocabulary from scheme: exploitation, corrupt, vulnerable, villain, deprivation, poverty Knowledge about crime and punishment Use of appositives, metaphor		Knowledge retrieval: A hero would sacrifice you to save the world. A villain would sacrifice the world to save you. The statement suggests that a hero would be willing to sacrifice an individual to save the world, while a villain would prioritise saving that individual at the cost of the world. Heroic Characteristics: <u>Selflessness:</u> A hero is often portrayed as selfless, willing to make personal sacrifices for the greater good. <u>Altruism:</u> Heroes typically prioritise the well-being and safety of others over their own interests. <u>Courage:</u> Heroes display bravery and face dangerous situations or difficult decisions with resolve. <u>Responsibility:</u> They feel a sense of duty to protect and save others, even if it means making difficult choices or personal sacrifices. <u>Morality:</u> Heroes generally adhere to a strong moral compass and strive to do what is right. Villainous Characteristics: <u>Selfishness:</u> Villains tend to prioritise their own desires and interests above the well-being of others. <u>Egoism:</u> They may be driven by personal gain, enhancing their power or wealth <u>Ruthlessness:</u> Villains are often portrayed as having little regard for the lives and well-being of others. <u>Lack of empathy:</u> They may display a lack of compassion or empathy towards others, seeing them as disposable or insignificant. <u>Immoral:</u> Villains may engage in unethical or morally questionable behaviour to achieve their goals.
14. Capital punishment	Fagin is arrested and punished to death. Oliver is son of Edwin Leeford and Agnes Fleming. Monks is Oliver's half-brother. Capital punishment is sometimes known as the death penalty. There are many for an against arguments for capital punishment	T2: Capital punishment: the legally authorised killing of someone for a crime.	Because, but, so sentences	>Paper 2	Knowledge retrieval: Complete the following sentences: - Charles Dickens was indignant about the various injustices and inequalities during the Victorian era such as poverty, child labour and the mistreatment of the lower classes. - Charles Dickens was critical of the Industrial Revolution and its negative impact on society such as the exploitation of workers.

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
					3. Charles Dickens wanted to teach his readers about the social issues of his time. He wanted to expose the readers to the hardships of the poor so he could inspire his audience to act. 4. Charles Dickens wanted to highlight the harsh realities of Victorian society, particularly the plight of the impoverished. CCQ: Write a five-line paragraph detailing how you feel about capital punishment? I feel that capital punishment is . . . I feel this because . . . Capital punishment is . . . , but . . . It is . . . , so . . .
15. Heroes and villains	The resolution of a story is an important component of a story. This point of the plot offers a solution to the central conflict introduced at the beginning of a story.		What a villain is: villainous characteristics and motivations What a hero is and heroic characteristics Definitions of vocabulary to use components: moral and immoral What an appositive is	>Paper 2 question 5	Knowledge retrieval: Use the following words in a sentence - Oliver Twist's transformation from a vulnerable and naïve orphan to a resilient and courageous young man reflects the classic heroes' journey. - Oliver faces numerous challenges and encounters both virtuous characters and immoral villains along the way. Big write: Who do you consider to be a hero? Who would you consider to be a villain? Can villains ever change? Teacher to create own model.