YEAR 10, A Christmas Carol, GCSE English

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
- Many students already have prior knowledge of the story which enables immediate engagement and confidence especially for LPAs. - This is taught in Autumn so that we have adequate time to prepare students for the first round of PPE exams at the end of term. - This unit directly precedes Language Paper Two so that students gain experience of handling a 19th Century text.	- Analysis of language, including old English language. - Understanding of writers' methods to create meaning. - Identifying motives of writers. - This unit incorporates: reading aloud; the acquisition of a widening vocabulary; an appreciation of our linguistic heritage.	Dickens Dickensian Victorian poverty workhouse ignorance miserly redemption transformation curmudgeon ghost spirit Christmas injustice inequality allegory stave novella dichotomy cloistered antithesis reformer dire benevolent lustrous empathy avarice altruism generosity
Challenge and Support:	**World wide learning/ links to 21st century:**	**Cultural capital/ Industry/ Enrichment:**
- Students will be challenged in their comprehension of Dickensian language. - The scheme is ambitious because of the need for higher level thinking regarding comprehension. The need to understand historical context is evident also. - Deeply perceptive analysis is encouraged. - Extra analysis points are included within the ppts.	*Contextual discussions around political ideas.* *Kindness and morality.* *Looking at the local area in Victorian times.*	*Opportunities to see performance of play where possible.* *Social responsibility.* *Recognising emotions and attributing them to certain characters and situations.* - Opportunities for empathy development.

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Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
● Historical context – The Poor Laws ● Attitudes of Thomas Malthus ● Workhouses and prisons in the Victorian era. ● Discussions about social responsibility. ● Wealth and greed.	● Links to the history of Christmas. ● Geography link – Acle during Victorian times. ● Character and Culture links – morality/selfishness/responsibility. ● History - guided reading homeworks relate to many social constructs of the time such as education, employment and medicine.	● Historical and political attitudes ● Which spirits did what? ● The way that time passes in the novella. ● Who dies?

Assessment timeline:

- *Knowledge and skills will be assessed through classwork and homework tasks as well as an end of unit assessment.*
- *Regular low stake quizzes.*
- *Checklists and models to be used throughout the topic.*
- *Model paragraphs throughout to prepare students for an independent assessment at the end of the unit.*
- *Live marking*
- *End of Unit Assessment: exam style question*

Home learning

Available tasks:
- Historical research – Poor Laws/Malthus
- Research about the author's childhood
- Reflection on character
- Thematic work
- Practice papers

Guided Reading Tasks:

GCSE pod and Seneca

Feedback

- *Teacher/self and peer assessment to take place at regular intervals.*

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Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Unit 1							Unit 2								Unit 3						Unit 4				Unit 5						Unit 6						