

The Warriner School Subject Curriculum Map



Subject: English	Year Group: 10	Unit: A Christmas Carol
Unit objectives: (NC Statements) The unit will introduce A Christmas Carol so that students understand the plot, the main characters, the context of the piece, and be able to write on it and develop their Literature writing since LOTF and poetry units.		

Context for study:

Year 10 students need to study a 19th century text. This is typically challenging for students because the dense language, the concerns that seem far away from their experiences, and the complicated plots. By breaking down the novel into clear quotations, by applying it, right from the beginning of the unit, to concerns that are ubiquitous to students' understanding of the world, and consistently low-stakes testing the plot and characters, this unit aims to give students access to ACC and enable writing on it. This unit links back to the Frankenstein unit, in terms of dense, sometimes archaic language, and also complicated plots. Students will also have some experience culturally with ACC, which is discussed within the SoW so as to further embed knowledge. Continuing on from Year 8's Poetry and Power unit where the students had some experience of Victorian context, the OMAM unit in Year 9, and the LOTF unit in Year 10, students will be interrogating and discussing writer's methods alongside the context of Dickens: the consideration of capitalism, selfishness, and self-made men also links to Death of a Salesman in Year 13, should students studying at GCSE continue into A-Level.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Students are asked to discuss statements relating to Christmas Carol and to consider how money, happiness, and life are linked.
 Consider what they already know about Christmas Carol and why it might be so **culturally significant**.
 Watch the plot of A Christmas Carol and do a low-stakes quiz on the entire plot.
 Students are asked to justify how the statements they considered earlier could clearly be linked to the plot of Christmas Carol
 Understand the Eduqas mark-scheme and how it defines **context** as a relationship between the text, the times, and how it could be received.
 Consider where they've learned about **context** before and justify why it's important to writing about texts.
 Mind-map and discuss what Victorian society is like based on pictures.
 Read and summarise information on key **context**: The Poor Laws, **Capitalism**, and Child Labour.
 Explain what might have influenced Dickens in writing ACC.
 Recall what the **Poor Law's** significance was to Dickens.
 Understand **Capitalism** as a **system of governance** and its aims.
 Consider Dickens' criticism of **Capitalism** based on the plot and images.
 Understand **Malthusianism** and what Dickens' criticism of it might be; link it to quotations from the novel.
 Understand what Thomas Malthus thought about populations and food shortage.
 Improve student writing on **context** in ACC and understand how to employ **context** in their own writing.
 Improve on their own writing on what influenced Dickens in writing ACC.
 Read the opening of ACC.
 Explain what we find out about Scrooge at the beginning of the novel using quotation **analysis**.
 Use Tier 2 vocabulary such as **sceptical** and **cynical** to explain how Scrooge is presented in the opening.

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Self-assess where the building blocks of a Literature answer are in their own writing.

Understand the relationship between Cratchit and Scrooge and how they are **foils** to one another.

Consider how Fred and Cratchit's attitude to Christmas differs from Scrooge using the word **foil**.

Understand how Christmas is employed as a **symbol** in the novel.

Read Marley's Ghost scene.

Consider **writer's intentions** in developing Scrooge as a character and through the introduction of Marley.

Discuss how Marley's ghost changes the **genre** of the book.

Read and understand the Stave with The Ghost of Christmas Past.

Begin to understand the **subtle turning points** of Scrooge's character.

Use 'I do, We do, You do' to write a clear answer on Scrooge's character development using **turning-points**.

Consider the influence of the Ghost of Christmas Past.

Read and finish Stave II.

Understand the importance of the character Belle and what Dickens' **intentions** may be.

Explain what Scrooge's attitude to money is and link it to the **context**.

Consider how different characters may view Scrooge.

Understand what a **narrative gap** is.

Plan and write a **re-creative** piece on ACC.

Respond to individual feedback on the **re-creative** during IACT.

Read and explain the major events of Stave III.

Discuss and understand the importance of the Ghost of Christmas Present.

Debate on the statement 'Some lives are worth more than others' and apply it to Christmas Carol.

Consider how the presentation of Ignorance and Want reflect Dickens' criticism of **Capitalism** and selfishness.

Understand how Bob Cratchit is presented in Stave III and explore his importance as a character and in developing Scrooge.

Create notes on Bob Cratchit and Fred and mark a teacher's answer on how they consider Scrooge.

Use the teacher's answer to write their own answer on how the characters view Scrooge.

Summarise the key events in Stave IV.

Read Stave IV.

Explain the importance of the Ghost of Christmas Future and consider how Dickens presents it.

Consider the impact of Tiny Tim's death on Scrooge.

Track and explore how Scrooge has developed since Stave I and consider key **contrasts**.

Understand the changes that occur in Scrooge in Stave V and read it.

Consider Dickens' **parallel structure** in ACC and explain why he may have chosen to do it.

Create revision notes using a revision recall sheet.

Understand what an exam question on ACC might be asking them and how to approach them.

Understand the key aspects of success: understanding of events, discussion of **writer's intentions**, understanding and application of **context**.

Understand how to utilise an **extract** in an exam.

Consider how to mark answers using a granular mark-scheme.

Plan and revise how characters view Christmas across the novel.

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Write about how characters view Christmas differently in the novel: marked and fed-back.

Possible Misconceptions and adaptive responses to these: identified through formative assessment/retrieval practice/diagnostic questioning.

Thinking that Marley's first name is Bob.

Misunderstanding the relationship between Scrooge and Fred; Scrooge and Cratchit.

Misunderstanding the order of Ghosts and not knowing which events go where, consistent low-stakes testing and homework which asks students to go over learning and plot.

Misconceptions of plot based on alternative media; plot consistently addressed in lesson and throughout unit.

Students unable to link context to ACC; links to previous lessons all the time and context front-loaded and teacher encouragement for students for meta-cognition in how influential the context might be in certain moments.

Modelled reading by the teacher.

Assessment/Final outcomes: How will students apply their deep learning in a meaningful way that respects the subject's discipline?

Assessment of understanding – Eduqas GCSE question.

"The characters in Christmas Carol view Christmas in different ways. Write about some of these views and how Dickens presents them at different points."

Students will: demonstrate their progression in writing on literature; understand what makes a successful answer through modelling; demonstrate any key

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

Explicit teaching of Tier 2 vocabulary, throughout lessons.

Reading of Christmas Carol – modelled reading with various engaging strategies.

Supporting discussions based around poverty, class differences, and power.

Explicit focus on answering questions in paragraphs and consistently self-assessing where students are employing evidence from the texts, explaining context, and showing their understanding.

Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.

Regular low-stakes testing through homework and in-class tests.

Writing modelling and paragraph structure provided.

Consistent application of I do, We do, You do in developing student writing and confidence.

Develop oracy skills through reading, discussion, and the sharing of written viewpoints.

Discussion of high-utility ideas such as Capitalism, education, and equity.

Class creation of success criteria to give students understanding of success.

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misunderstandings in writing on literature and have them rectified; demonstrate their knowledge of the plot; demonstrate their knowledge of character; demonstrate their knowledge of context; write an answer that tries to embed what they have learned.	
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