Holy Family Catholic School – Faculty: Culture and Communication Subject: English

English Lit / English Lang Autumn Half Term 2 Year: KS4

CORE CONCEPTS:

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors' Choices (Authorial Intent, Narratology, Genre)

Lesson 1 - To know the Malthusian Theory applies to Tiny Tim. Begin pg56: "God bless us every one!" said Tiny Tim, the last of all." End on 58: "Scrooge had his eye upon them, and especially on Tiny Tim, until the last."	- Social Critique - Pathos - Social Darwinism	- Comprehension and Inference - Analysis and Interpretation - Authors' Choices	- Sentence Types	- I can explain how Tiny Tim's character relates to the Malthusian Theory. - I can explain why it is powerful that he is "Tiny" and I can link this to Oliver Twist, from another of Dickens' allegories. - I can discuss how Tiny Tim's characterisation helps Dickens to convey his moral message of responsibility and equality.	What emotion does Tiny Tim inspire in the reader? What is Scrooge's reaction to hearing Tiny Tim might die?	How far has Dickens presented Tiny Tim to be emblematic of the "surplus population"?

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Lesson 2 - To explore how the writer uses structural/organisational methods to build tension.	- Undeniable	- Comprehension and Inference - Analysis and Interpretation - Authors' Choices	- Speech	- I can define tension. - I can identify some structural/organisational choices that the writer has made to facilitate the build-up of tension. - I can write a WHW paragraph explaining the intended and actual effect of Ness' organisational decisions.		How does the writer structure this part of the text to create tension?
Lesson 3 - To respond to a statement with conviction, in GCSE style.	- Indubitable	- Critical Thinking - Communication	- Syllables	- I can form an opinion surrounding the statement provided.		This part of the extract clearly shows that Conor's Grandmother is actually very

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		- Analysis and Interpretation		- I can find evidence to support my views. - I can forensically explode my quotations to substantiate my choice. - I can utilise this evidence in a WHW paragraph, to convince my reader of my correct stance.		supportive and loving." To what extent do you agree?
Lesson 4 - To scrutinise Dickens' methods of	- Evaluate - Archetypal	All Concepts	- Fred	- I explore the juxtaposition between Scrooge and other members of society, with	Why does Dickens include Fred's party in this stave?	"Dickens wants us to feel sorry for Scrooge."

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exacting societal change. Begin pg58: "Scrooge had his eye upon them, and especially on Tiny Tim, until the last." End on 65: It's your Uncle Scro-o-o-o-oge!"				regard to their Christmas Spirit. - I can explain why Dickens might have shown us these events/characters. - I can debate as to whether we should feel sympathy for Dickens character 'Scrooge'.		To what extent do you agree with this statement?
Lesson 5 - To examine Dickens' use of symbolism to satirise society and educate his readership.	- Satire - Hyperbole - Socio-political	- Analysis and Interpretation - Comprehension and Inference	- Stave 1 5-question-quiz	- I can explain what the characters of 'Ignorance and Want' are symbolic of. - I can infer as to why they have been included in this	Who are Ignorance and Want, and what do they represent? What does the Ghost of Christmas Present mean by "They are Man's"?	How has Dickens used 'Ignorance' and 'Want' to educate his readership?

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Begin pg65: It's your Uncle Scro-o-o-o-oge!" End at end of Stave 3.		- Critical Thinking		Stave, especially with how they've been described. I can explain their function. - I can assess the view that Dickens exclusively blames the rich.		
Lesson 6 - To plan a 40 mark response for Language Paper 1.	-	- Comprehension and Inference - Communication - Authors' Choices	- Malthusian Theory	- I can label the core ingredients of effective description/story openings. - I can think outside the box to ensure an original response. - I can thoroughly plan my first	What are the two types of writing you might be asked to do in Q5?	Plan a description of an empty, demolished, abandoned room. Or, plan the beginning of a story about anger.

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				description/story opening.		
Lesson 7 - To write a 40 mark response for Language Paper 1.	-	- Communication	- Sentence Functions	- I can use my plan to inform my writing. - I can use paragraphs, sentences, and punctuation properly to write my first 40marker.	What does it mean to "zoom in" on a detail in description?	Write a description of an empty, demolished, abandoned room. Or, plan the beginning of a story about anger.
Lesson 8 To complete essay preparation.	- Thesis - Bias	All Concepts	- Semi-colons	- I can create a thesis for the topic question: "How does Dickens present greed in A Christmas Carol?" - I can write one of my planned,		How does Dickens present greed in A Christmas Carol?

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				analytical paragraphs.		
Lesson 9 - To explore the function of the GOCYTC through its actions and events it shows Scrooge. Begin Stave 4 pg69. End on pg76 : "Spirit!" said Scrooge, shuddering from head to foot. "I see, I see. The case of this unhappy man might be my own.	- Prophet - Moral ambiguity	- Comprehension and Inference - Analysis and Interpretation - Communication - Critical Thinking	- TIPTOP paragraphs.	- I can identify what the GOCYTC represents. - I can justify Dickens' characterisation of it. Silence due to words being permanent – Scrooge still has time, for instance. - I can explore the actions of Old Joe and Mrs. Dilber. - I can form an opinion on whether their actions were justified, using my	How is the Ghost of Christmas Yet to Come described? Why does Dickens make this spirit silent? How do the thieves treat the dead man's belongings?	How far does Dickens present the Ghost of Christmas Yet to Come as a prophet?

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				knowledge of Victorian hardships for the poor, and my knowledge of morality.		
Lesson 10 - To answer questions 1 and 2 in GCSE-style.		- Comprehension and Inference - Analysis and Interpretation - Communication	- Colons	- I can read the opening of 'Animal Farm' and be able to articulate its significance. - I can find four things that are true. - I can articulate how this is similar to the skills that I use throughout my Literature GCSE.	What type of skill is Q1 testing?	1) Write down four correct statements about the extract that you have just read. 2) How does the writer use language to describe Mr. Jones as not a very nice man?

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				- I can learn something from a passage of text. - I can explode a quote that proves this. - I can discuss how this quote/use of language, has impacted my understanding/feelings.		
Lesson 11 - To explore how Orwell uses organisational methods to create tension.		- Comprehension and Inference - Analysis and Interpretation	- Timings for Language exam	- I can define tension. - I can identify some structural/organisational choices that the writer has made to facilitate the build-up of tension.	How can a shift in tone be used to build tension?	How does Orwell structure this part of the text to create tension? MARKED PIECE

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		- Authors' Choices		- I can write a WHW paragraph explaining the intended and actual effect of Orwell's organisational decisions.		
Lesson 12 - To understand how Dickens uses Tiny Tim as a vehicle for social comment. Begin pg76: "Spirit!" said Scrooge, shuddering from head to foot. "I see, I see. The case of this unhappy man might	- Resonate - Didacticism - Sentimentalism	- Analysis and Interpretation - Comprehension and Inference - Critical Thinking - Authors' Choices	- Jacob Marley	- I can outline the events during today's reading. - I can explore the significance of Tiny Tim's death. - I can infer as to why Dickens would show us this event. - I can predict what the effect might have been on	How does the death of Tiny Tim contrast with Scrooge's own death?	To what extent does Tiny Tim's death help Dickens deliver his message of responsibility and equality?

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be my own." End on 81: "Spirit of Tiny Tim, thy childish essence was from God!"				audience members that resonated with Scrooge.		
Lesson 13 - To argue my point of view critically and comprehensively Begin at pg81: "Spirit of Tiny Tim, thy childish essence was from God!". End at the end of Stave 4.	- Dichotomy - Paradox - Climax	All Concepts	- GOCPast	- I can explore Scrooge's emotions in Stave 4. - I can discuss the effect of Tiny Tim's death on Scrooge and how this compiled with the realisation of his own death. - I can debate as to whether or not Scrooge is genuine and deserves another chance at	How does Dickens use setting to create tension in this stave? What moral lesson is Dickens building toward here?	"Scrooge definitely deserves one more chance to redeem himself." Argue your point of view on this matter.

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				life. Can he redeem himself?		
Lesson 14 - To respond to a statement with conviction, in GCSE-style.	- Ensconced	- Comprehension and Inference - Analysis and Interpretation - Communication - Critical Thinking	- Tense	- I can form an opinion surrounding the statement provided. - I can find evidence to support my views. - I can forensically explode my quotations to substantiate my choice. - I can utilise this evidence in a WHW paragraph, to convince my reader	Why is it important to acknowledge alternative interpretations in Q4?	A student said: "During this part of the extract, Old Major seems like he is a very passionate pig." To what extent do you agree?

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				of my correct stance.		
Lesson 15 - I can plan an answer to a GCSE-style 40 marker.	-	- Communication - Authors' Choices	- Ethos Pathos Logos	- I can label the core ingredients of effective description/story openings. - I can think outside the box to ensure an original response. - I can thoroughly plan my first description/story opening.	Why is sentence variety important for high marks?	Plan a description of a farm. Or, plan the beginning of a story about a wild animal.
Lesson 16 - To assess Scrooge's character arc.	- Character arc - Resolution	All Concepts	- Metaphor	- I can use similes to justify Scrooge's transformation.	How does Dickens show that Scrooge has truly changed?	How far does Dickens present Ebenezer Scrooge as a redeemed character?

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Begin Stave 5 at pg85. End at the end of the novella.				- I can evidence Scrooge's full redemption. - I can discuss why Dickens might have ended his novella this way. - I can offer my personal view on the ending of this novella.	What message does Dickens leave readers with at the end?	
Lesson 17 To demonstrate a thorough understanding of the entire novella.	- Exposition - Rising Action - Climax - Falling Action - Resolution	- Comprehension and Inference - Analysis and Interpretation	- Subordinate Clause	- I can create a thematic web. - I can explode quotes thoroughly. - I can create a Freytag's pyramid that fully reflects the plot of ACC.	Full quiz will take place.	Pick and explode one quote that portrays Marley as Scrooge's (rich misanthropists') saviour.

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Lesson 18 I can write an answer to a GCSE-style 40 marker.	-	- Communication	- Poetic Devices	- I can use my plan to inform my writing. - I can use paragraphs, sentences, and punctuation properly to write my first 40marker.	How can you make your opening line hook the reader immediately?	Write a description of a farm. Or, plan the beginning of a story about a wild animal.
Lesson 19 To read a new text and be able to answer both questions 1 and 2 in a GCSE-style-format.	- Vulnerable	- Comprehension and Inference - Analysis and Interpretation - Communication	- Events of Stave 2	- I can read an extract from Oliver Twist and label four things that are true. - I can articulate how this is similar to the skills that I use throughout my Literature GCSE.	In Q2, what should a top-level answer do beyond identifying methods?	1) Write down four things that are true from this extract. 2) How does the writer use language to depict Oliver as vulnerable?

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				- I can learn something from a passage of text. - I can explode a quote that proves this. - I can discuss how this quote/use of language, has impacted my understanding/feelings.		
Lesson 20 To plan and begin a GCSE-style essay, independently.		All Concepts	- Events of Stave 3	- I can plan a complete essay. - I can write a thesis that accurately conveys my theory and my thought-processes.	What actions prove Scrooge's transformation is genuine?	Scrooge cares more about money than people. Argue your point of view on this statement. (Extract from Stave 2 (Belle) to be used.

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					How does Dickens show the importance of redemption?	
Lesson 21 - I can examine how Dickens uses organisational methods to create tension.		- Comprehension and Inference - Analysis and Interpretation - Communication - Authors' Choices	- Events of Stave 4	- I can define tension. - I can identify some structural/organisational choices that the writer has made to facilitate the build-up of tension. - I can write a WHW paragraph explaining the intended and actual effect of Dickens' organisational decisions.	How can a shift in tone be used to build tension?	In this part of the text, how has Dickens structured it in order to create tension?
Lesson 22		All Concepts	- Events of Stave 5	- I can form an opinion surrounding	Why is it important to acknowledge	"Jack Dawkins seems to really care about

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- I can respond to a statement with conviction and purpose.				the extract provided. - I can find evidence to support my views. - I can forensically explode my quotations to substantiate my choice. - I can utilise this evidence in a WHW paragraph, to convince my reader of my correct stance.	alternative interpretations in Q4?	Oliver." To what extent do you agree?
Lesson	-		-	- LANG MP		
Lesson	-		-	- LIT MP		

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Lesson	-		-	- I can improve my first 'Literature' marked piece.		**NON-SPECIFIC DATES (Emblematic of the lessons that will not be given to new content in neither Lit nor Lang)**
Lesson	-		-	- I can improve my first 'Language' marked piece.		
Lesson	-		-	- Cinema Trip		
Lesson	-		-	- Catch-up Lesson.		

Key Concepts that are split across the CORE:

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1. Narratology & Context
2. Genre
3. Comprehension
4. Inference
5. Analysis
6. Symbolism
7. Perspective
8. Communication
9. Evaluation
10. Comparison
11. Rhetoric
12. Characterisation
13. Technical Accuracy
14. Creativity
15. Critical Thinking

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16. Authorial Intent
17. Themes & Motifs