YEAR 11 - A Christmas Carol - 27/28

In this unit you will study the 19th century Dickens' text A Christmas Carol. You have previously studied texts, such as Macbeth, which will give you the foundational knowledge you need. Additionally, skills such as analysing inside and outside the text will be developed as part of this unit of work.

The skills and knowledge you learn in this topic will be fundamental for your GCSE Literature study, as it will give you core knowledge for the GCSE Shakespeare text, as well as developing high level skills which you can apply during your GCSE years.

Key Vocabulary (T2)	Key Vocabulary (T3)	Core knowledge	Disciplinary Skills
Capitalism Altruism Construct redemption Conventions Catharsis Transformation Social reform Conflict	Oxymoron Construct Inference Character tracking Analysis Theme tracking Oracy Explain Impact (audience) Method analysis Effect Exploratory talk Narrative perspective Figurative language Critical reading Alternative interpretations Foreshadowing Renaissance	Victorian England Poor Laws Malthusian economics Allegorical conventions The role of capitalism, change, redemption and altruism in the novella. Attitudes to wealth and value. Character redemption arc analysis Allegorical structure analysis	KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. KLI 1b: Selects, embeds and interprets quotations effectively. KLI 1c: Maintains a developed analytical paragraph with a clear argument. KLI 2a: Analyses language, form and structure. KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. KLI 3a: Explains relevant Victorian context. KLI 3b: Evaluates Dickens' wider intentions and messages.

Checkpoint: **Vocab/ Knowledge/ Disciplinary skill(s)**	**What does this assessment look like?**	**Which disciplinary skills do I need to be successful?**
Transition (baseline) skills:	You will be asked to read a very short extract. You then have to respond to the questions. Some will have multiple choice answers, while others will require complete sentences. This will allow your teacher to identify areas you may need further support with during the unit.	• Inference • Language • Structure • Context • Topic sentences • Evidence • Paragraphs • Concepts/big ideas • Appositives • Conjunctions
Checkpoint 1: Vocabulary check	You will be given a list of words. Each of these words we have studied in the topic so far. You must summarise what each word means. This must be completed on a separate sheet of paper. You can not use your book or ask for help.	• Understanding key vocabulary • Spelling • Summary

Checkpoint 2: How does Dickens present Scrooge as a flawed and unappealing character at the start of the novella?	You will be given an extract from the text, alongside the set question. Things to consider: ● What is he saying in this speech? ● How does his language reflect his social views? ● Why does this show him as morally and socially flawed? ● How does this lead to Scrooge needing to change? ● Consider big ideas/writer's inventions.	● KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. ● KLI 1b: Selects, embeds and interprets quotations effectively. ● KLI 1c: Maintains a developed analytical paragraph with a clear argument. ● KLI 2a: Analyses language, form and structure. ● KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. ● KLI 3a: Explains relevant Victorian context. ● KLI 3b: Evaluates Dickens' wider intentions and messages.
Checkpoint 3: How does Dickens use the 'death' of Scrooge and Tiny Tim to reinforce the need to change?	You will not be given an extract from the text, as you will need to focus on the set question. Things to consider: ● write an introduction that explains your overarching argument ● use topic sentences for each paragraph that explain the main focus of the paragraph ● use discourse markers, embedded quotations and an analysis of methods within your analytical paragraphs ● Explode the quotes (in the diamond analysis style) ● write a concluding sentence for each paragraph that summarises the main focus with a focus on Dickens' intentions ● write a conclusion that offers insight into the potential impact of the text	● KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. ● KLI 1b: Selects, embeds and interprets quotations effectively. ● KLI 1c: Maintains a developed analytical paragraph with a clear argument. ● KLI 2a: Analyses language, form and structure. ● KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. ● KLI 3a: Explains relevant Victorian context. ● KLI 3b: Evaluates Dickens' wider intentions and messages.
Checkpoint 4: Produce detailed character sketches for all the characters and present your analysis of them.	As a group, you will be expected to review, collate, research, and analyse the role and function of all the literary constructed characters in the play. Things to consider: ● Understanding their role and function in the redemption arc: ● Thinking About Audience and Purpose ● Draft, Revise, and support analysis with key quotes ● Speaking Clearly and Confidently ● Rehearsing and Refining for an Audience ● Link to audience understanding.	● Demonstrate Dickens' meaning ● Understand dramatic expression ● Vocal and physical performance ● Historical and cultural understanding ● Confident and clear delivery ● Evaluate performance choices made by the writer to delineate his characters

Milestone assessment:

How does Dickens present the importance of change in this extract of the novella and elsewhere?

Vocabulary:	Knowledge tasks:	Disciplinary skills:
Hierarchy Construct Tragic Hero Hamartia Fate	Understanding of key theme, its link to inside the set text and wider analysis outside the text.	KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. KLI 1b: Selects, embeds and interprets quotations effectively. KLI 1c: Maintains a developed analytical paragraph with a clear argument. KLI 2a: Analyses language, form and structure. KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. KLI 3a: Explains relevant Victorian context. KLI 3b: Evaluates Dickens' wider intentions and messages.

How can I achieve in this topic?

- Complete tasks as homework including:key quotes; character sketches; mindmaps
- Use revision support material to prepare you for assessments
- Use excellence models, scaffolds and success criteria