



Pathway 3

ENGLISH: Year 7 A Christmas Carol

Term Autumn 2

Learning Intention:

The aim is to develop students reading, writing, and speaking and listening skills through a variety of tasks and activities designed to broaden their vocabulary, love of literature and reading and writing for enjoyment. Pupils are encouraged to listen, read and respond to questions. Pupils will begin to understand the deeper meaning behind a text.

Throughout Key Stage 3 there will be an underlying focus on building skills, understanding and independence in preparation for when students begin the Step Up To English examination course in Year 10.

Key themes:

- Developing an understanding of characters expressing their opinion as well as being able to use the text to decipher meaning, build empathy, and understanding of others, the need to respect each other's differences and the way we treat people can affect them.
- The opportunity to discuss and compare life in the Victorian era to today. Looking at working conditions, the divide between the rich and the poor and how this impacts how Christmas is celebrated. Higher level learners will start to understand the writer's intentions and what Dickens was trying to convey to his readers about the true meaning behind Christmas.

Key knowledge that should be learned during this SoW

Concept:

Developing key skills including reading, writing, speaking and listening. Expressing a personal opinion and listening with respect to others; accepting opposing points of view. Sharing a personal opinion about characters and events in the book developing their self-confidence.

Broadening skills through adding detail the listener may need to know. Developing skills in written work, focusing initially on extending statements and phrases in logical sequence through a variety of tasks. Beginning to show an awareness of context and how this impacts the narrative.

Higher Study: Developing understanding of the writer's intention linking this to the socio-historic context, characters and events in the novel and evaluating the writer's success.

Knowledge:

The students will read through an abridged version of 'A Christmas Carol.' They will also have the opportunity to explore key parts of the text through an external drama workshop. They will look at Victorian artefacts that appear in the book including quills and ink, door knocker, candle sticks and slate and chalk.

	<p>Through discussion, s/he will develop her/his ideas about the main themes and characters. S/he will respond orally and in writing to aspects of the plot and characterisation. S/he will participate in a role play and drama activities working in pairs and small groups.</p>	
<p>Key Skills:</p>	<ul style="list-style-type: none"> • Through a variety of tasks students to compare and contrast the main characters in the story. • Students to participate in shared reading and comprehension tasks. • Students to discuss life in the Victorian times and compare it to now. Students to specifically look at the differences between the rich and poor. • Students to begin to look at what Dickens was trying to convey about the true meaning of Christmas. • Students to look in detail at the character Scrooge and the lessons each spirit was trying to teach him. 	
<p>Language and/or communication skills:</p>	<p><u>Key Words:</u> past, present, future Charles Dickens experiences, spirits [= ghosts] emotions [= feelings] actions [personal choices] linked to consequence, History, Christmas, traditions Victorian era moral [= lesson] wealth linked to poverty</p>	<p><u>Technical Language:</u> past, present, future – related to tense work point of view context setting quote</p> <p>Students will develop their descriptive writing <i>including appropriate techniques e.g. adjectives, verb, adverb, simile, onomatopoeia, alliteration and synonyms</i></p>
<p>Curricular Links</p>	<p><u>Key Cross-curricular links:</u> History – Victorian era. P.S.H.E. – how we treat others, embracing our differences, Drama – understanding the body language, facial expressions, role play different parts of the story. Music – exploring emotions, Victorian carols and entertainment [dancing] Art – drawing parts of the story/characters to enhance their learning including developing skills visualising from text. Geography – ‘hard as flint’ link to hard [igneous] rock contrasted with softer [sedimentary] rock</p>	