



## Pathway 2

## ENGLISH: Year 7 *A Christmas Carol* Topic

## 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 where able 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 the main characters, listening and following the text as it is read, participating in shared reading tasks, building an understanding of others, realising the way we treat other people can affect them and we must respect each other's differences.
- The opportunity to respond to questions after listening and reading. Remembering the story is set in Victorian times. Recalling some important events in the story and the names of some of the key characters e.g. Bob Cratchit and Scrooge.

### Key knowledge that should be learned during this SoW

#### Concept:

Developing key skills including reading, writing, speaking, and listening. Developing their self-confidence by raising their hand to answer questions in class, recalling information about key events and characters.

Continuing to develop skills in written work, focusing initially on extending statements and phrases in logical sequence through a variety of tasks. Engaging in shared reading tasking being able to listen and follow the text as it is read. With words and pictures show an understanding of parts of the story. Listen and sharing ideas in whole class or small group discussions through the use of question words.

#### Knowledge:

The student will read an abridged version (with widget symbols) 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.

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.	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Through a variety of tasks students to describe the main characters in the story including information about their appearance and personality.</li> <li>• Students to participate in shared reading and comprehension tasks recalling some key information and events from the story.</li> <li>• Students to discuss lives of Bob Cratchit and Scrooge and how they are different looking specially at the lives of the rich and the poor.</li> <li>• Students to look at Christmas and what different celebrations mean to different families.</li> <li>• Students to look at the character Scrooge, the spirits and the lessons each spirit was trying to teach him.</li> </ul>	
<b>Language and/or communication skills:</b>	<p>Key words:</p> <p>Scrooge</p> <p>past</p> <p>present</p> <p>future</p> <p>spirit</p> <p>rich</p> <p>poor</p> <p>history</p> <p>Christmas</p> <p>‘learn a lesson’</p>	<p>Students will develop their skills beginning to add detail to their work e.g. using adjectives to describe size, colour.</p> <p>Students to participate in a range of writing tasks using appropriate writing frames to write character descriptions and add captions to images. As well as beginning to include capital letters for familiar names and full stops at the end of sentences.</p> <p>Students to focus on identifying and reading key words as well as reading back their own work (with support if needed).</p>
<b>Curricular Links</b>	<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 Art – drawing parts of the story/characters to enhance their learning.	