

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning

Year 11 – Term 1+2 19th C Novel Lit Paper 1 (with Lang paper 1 skills)

Intent – Rationale

19th Century texts will be explored and students will be encouraged to critically explore the ideas within those texts and will be encouraged to comment upon those ideas. Students will develop their ability to respond critically to ideas and perspectives from within 19th Century texts. They will also develop their decoding skills for 19th century non-fiction and comment and utilise an increasingly sophisticated range of terminology in their analysis.

| Sequencing – what prior learning does this topic build upon? | Sequencing – what subsequent learning does this topic feed into? |
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| <p>Year 8 – Oliver Twist (another 19th century text)</p> <p>Year 9 – Educating Rita, analytical PEE skills</p> <p>Year 10 – Analysis of An Inspector Calls – links to capitalism vs socialism/ expectations of women in society – Term 1 Language paper 1</p> <p>Year 10 – Analysis of Romeo and Juliet</p> | <p>Year 11 - Term 2 Mocks</p> <p>Year 11 – Term 3 March Mocks – timing and analytical skills</p> <p>KS5 – Units in English A level Literature – particularly with the prose, where context is vital.</p> |
| What are the links with other subjects in the curriculum? | What are the links to SMSC, British Values and Careers? |
| <ul style="list-style-type: none"> History – considering the time period of The Industrial Revolution EP – Sense of debate Ethical treatment of children in workplace | <ul style="list-style-type: none"> SMSC –M1 – considering what is morally right and wrong SMSC – C1 – considering cultural heritage BV – 2 reflect on the rule of law Careers – comparing the experiences in workplaces in the 19th century to current working rules and experiences |
| What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading? | What are the opportunities for developing mathematical skills? |
| <ul style="list-style-type: none"> Extended reading Exploring ways to analyse <p>FROM THE LIBRARY. The library has a comprehensive collection of Classic Literature available for borrowing. Students should have an established and robust reading habit that extends to include this section.</p> <p><i>Howards End</i>; E.M Forster</p> <p><i>Far From The madding crowd</i>; Thomas Hardy</p> <p><i>The Case book of Sherlock Holmes</i>; A Conan Doyle</p> <p><i>Treasure Island</i>; Robert Louis Stevenson</p> <p><i>Stories of Woman During the Industrial Revolution</i>; Ben Hubbard</p> <p><i>Bleak House</i>; Charles Dickens</p> | <ul style="list-style-type: none"> Considering the impact of inflation on the financial sums referred to in the texts Chronological understanding of Historical dates |

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North and South; Elizabeth Gaskell

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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

Term 1

Know the plot for the 19th century novel
 Know who the characters and what the key themes are in the 19th century novel
 Students will know requirements of the English Literature Paper 1 examination paper
 Students will become aware of key terms and phrases in the questions
 Students will learn features of a critical style and formal essay writing
 Students will know how to use textual references, including quotations, to support and illustrate interpretations

Term 2

Know who the characters and what the key themes are in the 19th century novel
 Students will develop the skill of using features of a critical style and attempting timed formal essays
 Students will know how to use textual references, including quotations, to support and illustrate interpretations

Apply

The skills of decoding 19th Century Fiction Texts
 The skills of constructing an effective essay
 The skills of being able to analyse an extract
 The skills of being able to make links across texts
 The skills of being able to utilise relevant context within an essay

Extend

How to include sophisticated terminology in analysis
 Exploring symbolism within texts

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Exploring sophisticated context and debating cotemporary morality

| What subject specific language will be used and developed in this topic? | What opportunities are available for assessing the progress of students? |
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| <ul style="list-style-type: none"> Context Themes Symbolism Socialism Victorian England Romanticism Bildungsroman | <p>Analysis task week 3 – for support tracking</p> <p>Mocks in November – formative assessment and DIRT time Term 2 Week 3/4</p> <p>Mocks will consist of:</p> <p>Lang P1 Section A+B ‘Labyrinth Paper’</p> <p>Section B: 19th Century Novel Lit Prose ACC and Modern play (An Inspector Calls)</p> <p>1 question: extract to whole (AO1, AO2, AO3: 1 x 30 marks)</p> <p>Section A: modern prose or drama text</p> <p>1 question (AO1, AO2, AO3, AO4: 1 x 34 marks)</p> <p>Recall Curriculum:</p> <p>Term 1 – Language Paper 1 Revision (4 week task)</p> <p>Term 2 – ‘An Inspector Calls’ fill in the gaps paragraphs</p> |

Intent – Concepts

| | Lesson title | Non negotiable content | Suggested activities and resources |
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| Week 1 | Reflect on transition work | Go over exam requirements. | T:\Departments\Curriculum\English\English Department Data\SOW and Resources\KS4\Literature\Paper 1 - Shakespeare + 19th Century\19th Century Novel\A Christmas Carol |
| | 19th C Novel Introduction – preface and Scrooge | Cover key context and the opening of the novel – including the Gothic ghost story genre. | PPTs 2 Preface and Scrooge |

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| | 19th C Novel Introduction to Scrooge | Consider the treatment of the poor and discuss capitalism and industry | 3. Scrooge's View of the Poor |
| Week 2 | 19th C Novel Pivotal scenes – Marley's Ghost | Explore ideas of punishment as law and punishment in terms of morality or on religious grounds. | 4. Marley's Ghost |
| | 19th C Novel Pivotal scenes – Marley's Ghost | Consider the symbolism of the chains worn by Marley. Consider how Marley is used by Dickens to act as a catalyst for change. | 4. Marley's ghost |
| | 19th C Novel Pivotal scenes – Ghost of Christmas Past | Explore the symbolism of Dickens presentation of the GoCP Consider Dickens' presentation of Scrooge as a child and as an adult and the reasons for the differences | 5. Ghost of Christmas Past |
| Week 3 | 19th C Novel Pivotal Scenes – Ghost of Christmas Past | Explore the nature of the relationship between Scrooge and his sister Fan | 5. Ghost of Christmas Past |
| | 19th C Novel Pivotal Scenes - Fezziwig | Consider and contrast employment in the 19 th Century vs in modern society. | 6. Fezziwig |
| | 19th C Novel Pivotal Scenes - Fezziwig | Compare Dickens' presentation of Fezziwig's treatment of employees and celebration of Christmas with Scrooge's in the opening of the novella | 6. Fezziwig |
| Week 4 | 19th C Novel Assessment prep – extract only | Analysis task for support tracking Ensure students know the requirements of the extract question. Ensure students know how to identify the focus of the question and how to create a thesis statement to begin their argument | Past paper – Dickens presentation of Scrooge as an Outsider – analysis primarily focused on the extract |
| | 19th C Novel Assessment prep – extract only | Ensure student recognise that this preliminary assessment is focused on the extract but that mock will require engagement with the novel as a whole too. | As above |
| | 19th C Novel Assessment – extract only | Students must attempt a Literature Paper 1 ACC extract essay – under timed examination conditions. | As above |
| Week 5 | 19th C Novel Pivotal scenes - Belle | Consider roles of women in the novel and in 19 th century society. | 7. Stave 2 Belle |
| | 19th C Novel Pivotal scenes - Belle | To explore how Dickens presents the ways in which Scrooge changed from when he was a child to when he is described during his relationship with Belle. To understand how the Scrooge of the present begins to change through his reactions to reviewing events and loved ones from the past | 7. Stave 2 Belle |

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| | 19th C Novel Pivotal scenes – Ghost of Christmas Present | To explore how the beginning of Stave 3 structurally mirrors the opening of Stave 2 and consider the effect of this on the reader To explore the effect of the humorous narrative voice in the opening of Stave 3 and link with the opening of previous staves | 11. Stave 3 GoC Present |
| Week 6 | 19th C Novel Pivotal scenes – Ghost of Christmas Present | To understand the symbolism in Dickens’ presentation of the Ghost of Xmas present. To understand the nature of a Victorian Christmas, the religious values associated with it and how it differs from a modern understanding of the festival | 11. Stave 3 GoC Present |
| | DIRT | Complete DIRT of their responses and explore how to improve. | |
| | 19th C Novel Pivotal scenes – The Cratchit Family | Explore the theme of the importance and value of family. Explore how the family deal with their extreme poverty Explore how the family enjoy and celebrate Christmas. Make links between how the Cratchit’s celebrate Christmas with other characters in the novella – Scrooge, Fred, Fan, Belle, The Fezziwigs etc. | 12. The Cratchit Family |
| Week 7 | 19th C Novel Pivotal scenes – The Cratchit Family | Consider the role of the Cratchit’s as a symbol of the downtrodden working class/ the struggling workers in a capitalistic society. | 12. The Cratchit family |
| | 19th C Novel Pivotal scenes – Christmas visits away from London | Consider the lighthouse, boat and miner’s homes which are visited and explore why Dickens includes them. | 13. Christmas and Fred |
| | 19th C Novel – Christmas at Fred’s house | Compare to later in the novella and explore the change in Scrooge – the transformation in his character Make links to earlier examples in the novel of Dickens showing the change in Scrooge’s character in reaction to something he has witnessed | 13. Christmas and Fred |
| Week 1 | 19th C Novel – Ignorance and Want | Explore the importance of Ignorance and Want and the social message Dickens was making by including them | 13. Christmas and Fred |
| | 19th C Novel Pivotal scenes - Ghost of Christmas Yet to Come | Contextual link to death rates and mortality in 19 th century London To explore Dickens’ presentation of the CoCYTC and understand what he represents | 14. Stave 4 GoCYTC |

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| | | <p>To compare Scrooge's reaction to the GoCYTC with his initial reaction to the earlier ghosts and understand what the changes in reaction imply.</p> <p>To explore Dickens' presentation of Mrs Dilber and her co- thieves – What does this presentation imply about the behaviour of the poor in Victorian England</p> <p>Explore how the men from the financial district react to Scrooge's death</p> | |
| | 19th C Novel – How to tackle the Mock question | <p>Ensure students know AOs for the paper and that they are aware of timings and requirements for the whole of Paper 1 – as they go along</p> <p>Revisit tips for successfully tackling unseen texts in the exam from Year 10 Language paper 1Term 1</p> <p>Revise AO nomenclature.</p> <p>Difference between Explicit and Implicit Information</p> <p>Focus on creating Q,2,3 and 4</p> | <u>Use resources from Year 10 Term 1</u> |
| Week 2 | Prep Mocks with City of Beasts (or other) | <p>Explore AO2 and writer's methods and the effects they create</p> <p>Apply the Q2 mark scheme to their created paragraphs</p> <p>Familiarise students with Q3 structure nomenclature</p> | City of Beasts |
| | Prep Mocks with Beasts (or other) | Q4 – Understand the key phrase evaluate | |
| | Prep Mocks with Beasts (or other) | | |
| Week 3 | MOCKS | | |
| | MOCKS | | |
| | MOCKS | | |
| Week 4 | MOCKS | | |
| | MOCKS | | |
| | MOCKS | | |
| Week 5 | 19th C Novel - Tiny Tim's death | Explore the contrast in behaviour of the Cratchit family during their Christmas celebrations and in the aftermath of Tiny Tim's death | 15. Tiny Tim Dead Stave 4 |

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| | | Explore how Dickens presents the importance of family through this stave. | |
| | 19th C Novel– Tiny Tim’s death | Explore the theme of death and consider how Tiny Tim’s death impacts upon Scrooge. | 15. Tiny Tim Dead Stave 4 |
| | 19th C Novel – Stave 5 | Explore the overall transformation of Scrooge Identify examples of Scrooge’s changes in perspective about the poor, about family, about Christmas, about having money, and about social interaction | 16. Stave 5 Christmas |
| Week 6 | 19th C Novel – Stave 5 | Link Scrooge’s final transformation in stave 5 with his incremental changes after being visited by each of the ghosts. | 16, Stave 5 Christmas |
| | 19th C Novel – Revision | Themes, quotes and character revision | 18. character revision |
| | 19th C Novel - Revision | Themes, quotes and character revision | 19 Themes 23. Character revision |
| Week 7 | | | |
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