

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning

Year 8 – Term 5 and 6 Challenge Novel 19th century fiction

Intent – Rationale

At GCSE student are required to understand and interpret the meanings of both fiction and non-fiction from the nineteenth century. Oliver Twist, by Charles Dickens has been introduced as a means of aiding the development of students' ability to decode language from the nineteenth century with unfamiliar syntax, longer sentence structures and archaic vocabulary. It is providing the opportunity for students to develop their understanding of narrative techniques and how writers use these to convey meanings perspectives and attitudes pertinent to the historical period in which they were writing. Students will learn that understanding of the context of production is essential for them to interpret the implied meanings of a text. Students will also learn about literature from the literary canon and the place of the literary canon as part of British cultural heritage.

- Consolidate and build on your knowledge of grammar and vocabulary through using Standard English confidently in your own writing and speech.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Year 7 –History of English – language change over time The novel -Animal Farm – narrative techniques and the relevance of contextual knowledge to the interpretation of meaning	Year 9 - Term 3 – Non-fiction 19th century article analysis Year 10 term 4 and 5 Non-fiction 19th century article analysis Year 11 Term 1 – 19th century fiction and November Mocks KS5 – Units in English A level Literature – novels range of historical periods including set texts and novels selected for the coursework component
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 – To understand the meanings of Oliver Twist students require a solid understanding of the pertinent social, political, religious and cultural attitudes and issues evident in in order to analyse the implied meanings effectively. E.g The Poor Laws and the Poor Law amendment act. The industrial revolution, the place of Christianity and religious beliefs in society • EP – Sense of debate/ Ethical treatment of children in workplace/social responsibility 	<ul style="list-style-type: none"> • SMSC – SP3 – creative SP4 - writing an account of personal experiences M1 M3 S3– debate around child working practices section B • BV – 2 reflect on the rule of law • Careers - journalistic papers studied skills for journalism – Workplaces discussed through articles, Food industry.
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 • Private reading regularly in class – Reading Passport use to develop reader's breadth and variety • FROM THE LIBRARY <i>Little Women</i>; Louisa May Alcott <i>Peter Pan</i>; J.M Barrie <i>The Secret Garden</i>; Frances Hodgson Burnett <i>Avoid Working in a Victorian Mill</i>. John Malam His.941.08 	<ul style="list-style-type: none"> • Chronological understanding of Historical dates

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Fire spell. Laura Amy Schultz
Vile Victorians, Barmy British Empire and Villainous Victorians; Terry Deary
Worst children's Jobs in History; Tony Robinson

English Scheme of Learning Year 8 – Term 5 &6 Reading and writing

Intent – Concepts

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

Know

Term 5 and 6

Key biographical information about Charles Dickens and his works
 How to decode and closely read a text for meaning
 The sequence of events in the novel
 The narrative techniques used by Dickens to convey meaning
 How the key characters are presented by Dickens to present his perspective on Victorian society
 How the settings are used by Dickens to present his perspective of Victorian society
 How the structure of the novel evolves to explicitly convey Dickens' perspective of Victorian society
 How Dickens uses his narrator and other 'voices' to convey meaning
 The difference between explicit and implicit information in a range of texts
 Their own personal response to the themes of the novel
 What information to include in an introduction
 The key components of an effective explanatory paragraph
 Discourse markers to sequence an essay

Apply

The skills of decoding 19th Century Fiction language
 To identify narrative techniques used by an author
 To accurately label using both literary terminology and word classes in a quotation

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To apply knowledge of relevant contextual factors to the novel to support interpretations of authorial implied meanings

The skills of demonstrating a personal response to a 19th century novel through writing a formal essay

To select relevant quotations in proof of personal interpretation

Extend

Exploration of other novels or extract from novels written by Dickens for comparison of narrative style and authorial perspectives – e.g. Great Expectations/ A Tale of Two Cities

Analysis of non-fiction texts also written by Dickens for evidence of his perspectives on Victorian society – 19th century Fiction and Non-Fiction Edited by Christopher Edge

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Narrator • Intrusive narrator • Setting • Character • Characterisation • Direct speech • Protagonist • Context • Social context • Figurative language – simile metaphor, personification etc. • Motif • Narrative structure • Biographical details • Introduction 	<ul style="list-style-type: none"> • Character profiles • Illustrations of characters and of settings – annotated • Debates about social issues within the novel and comparison with the issues of today's society • Peer assessment of paragraphs with a specific character or setting focus • Newspaper opinion article about the lives of children in a poor house • Re-creation of a key scene of the novel in a playscript • Reading aloud – evaluation of decoding skills • Discussion of Dickens

Intent – Concepts

	Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
W	Introduction of biographical details about Dickens			

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Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				

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Week 8				
Week 9				