

Birkdale High School	English Department Examination Stage	Curriculum Map
Unit: A Christmas Carol	Year Group: 10	
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment
<p>To study a novella from a set GCSE canon, whilst developing analytical skills and comparison skills.</p> <ul style="list-style-type: none"> - Read and absorb the content of the text. - Understand the impact that context can have on a text. - To explore the use of language and structure and the impact this can create on the reader. - To develop the use of PETAL or 'What How Why' to analyse the text. - Recall and use a range of subject-specific terminology effectively, enabling the pupil to express their ideas clearly. - 	<ul style="list-style-type: none"> ● Develop use of vocabulary to deliver a clear and precise analysis of a text. ● Continue to develop the use of analytical models (PETAL or What How Why) to explain ideas clearly. ● Develop a strong understanding of the content of the novella – character, themes, events, context. ● Introduce exam skills: annotation, planning and timed answers. 	<ul style="list-style-type: none"> ● What knowledge are you assessing? ● Which elements of fluency of knowledge are you assessing? <p>Reading (Literature Focus)</p> <p>AO1 Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> - maintain a critical style and develop an informed personal <p>Response</p> <ul style="list-style-type: none"> - use textual references, including quotations, to support and illustrate interpretations. <p>AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3 Show understanding of the relationships between texts and the contexts in which they were written.</p> <p><u>Summative:</u></p> <p>Analysis of an extract, exploring the presentation of a character or theme, using the wider novella to develop interpretation.</p>
<p>Enabling Learning</p> <p>Year 10 have studied high-quality written texts – including poetry - in Year 7, 8 and 9. Now that they have developed their analytical skills using a range of texts, this unit seeks to add depth to their reading and understanding, whilst enhancing the</p>		

<p>phrasing of their ideas. By exploring context and intent, the class can continue to link the skills used with the GCSE specification. It will consolidate and develop the idea of linguistic and structural devices and embed the concept of writing as a conscious construct. This unit takes the skills from previous reading units a step further as pupils need to answer using points from across the whole text to answer the GCSE exam question.</p>		
Key Vocabulary		Wider Learning
<p><i>Tier 2: High frequency / Multiple meaning</i> Glossary provided for vocabulary where required. The text is written in 'Victorian' English and there are too many words to list here.</p>	<p><i>Tier 3: Subject related.</i></p> <ol style="list-style-type: none"> 1. Allegory 2. Novella 3. Stave 4. Omniscient narrator 5. Protagonist 6. Tone 7. Fairytale genre 8. Pathetic fallacy 9. Contrast 10. Symbolism 11. Foreboding 12. Repetition 13. Sensory language 14. Analepsis (flashback) 15. Prolepsis (flashforward) 16. Mirroring 17. Parallel structures 18. Tension and suspense 19. Dramatic Irony 20. Cliff-hanger 21. Similes 	<p>SMSC / RWCM / CEIAG</p> <ul style="list-style-type: none"> ● Spiritual Moral Social and Cultural - Words and their associations: what is a writer trying to make us think or feel? Writer's intent: when people try to communicate with us, we need to consider what they want us to think and why. Context of Victorian England compared to today – is the message of the text still relevant? ● Reading Writing Communication for effect – writer's intent. Analysing the impact of language and structure. How does a professional writer create impact and impart a message?

	22. Circular structure 23. Foil 24. Personification 25. Exaggeration 26. Dialogue 27. Rhetorical questions 28. Interrogative 29. Motif 30. Charactonym	
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Big Questions:

Knowledge Organiser:

KS4 A Christmas Carol Knowledge Organiser			
Preface	1. Charles Dickens write a note to his readers to explain that he wants to introduce an entertaining idea to them.	Dickens' Life	1. Charles Dickens was born on February 7, 1812 in Hampshire into a middle class family. 2. His dad was imprisoned in 1824 for debt leading to poverty for the family. 3. Charles was put to work at Warren's Blacking Factory. 4. Dickens found employment as an office boy at an attorneys. 5. A Christmas Carol was written in 1843
Stave One	1. Introduced to Ebenezer Scrooge on Christmas Eve. He is a lonely miser obsessed with money. He won't pay to heat the office properly – meaning Bob Cratchit is very cold 2. We learn Jacob Marley, Scrooge's business partner, died exactly 7 years earlier. 3. Scrooge is irritated that Christmas Day seems to be interrupting his business. Scrooge is visited by his nephew Fred, who invites his uncle to Christmas dinner. Scrooge refuses. 4. Scrooge is visited by two charity workers, asking for donations. Scrooge refuses and exclaims he wants to be left alone. 5. Scrooge allows Bob to have Christmas Day off.	Industrial Revolution	1. From 1780 factory owners in Britain began to use coal-fired steam engines to power the machines in big factories, bringing great fortune. 2. Transition from traditional farming methods to machinery led to Industrial revolution. 3. People flocked from the countryside to the cities. London's population between 1800 and 1900 from 1 million to 6 million people.

	6. Scrooge, when he is home, is visited by the Ghost of Jacob Marley – warning him he will be visited by three more ghosts to help him change his ways.		4. This led to over-crowding and hunger, disease and crime. There were no proper drainage / sewage systems. Many families had to share one tap / toilet. Children suffered the most and were exploited by factory owners who forced them to work long hours in dangerous conditions.
Stave Two	<ol style="list-style-type: none"> 1. Scrooge is visited by the Ghost of Christmas Past who takes him to witness his past. 2. Scrooge is taken first to his schoolboy years and he is reminded how his friends would go home from Christmas while he was left at school. 3. We see him with his sister, who one year took him home for the holidays. 4. Next we are shown Scrooge as a young apprentice, working for Fezziwig. Dickens describes the Christmas ball Fezziwig organised for his employees. 5. Finally, Scrooge is taken to see his ex-fiancée, Belle. We see the scene when they break up, as money has taken over Scrooge's life. 6. Scrooge cannot bear to see any more and struggles with the spirit. 	<p>CHALLENGE TASK – You do not have to learn this:</p> <p>Malthus and the Poor Laws</p>	<ol style="list-style-type: none"> 1. 1798, Thomas Malthus wrote that the human population would grow faster than food supplies leading to famines and death. Malthus believed poverty was the result of overpopulation. 2. Malthus believed people should families in later life and not have too many children. 3. Dickens believed Malthus was wrong. He believed there was plenty of food to go around but only if the rich were more generous. Dickens felt it wrong the poor should suffer because the rich were too selfish to share their wealth. 4. Malthus thought existing poor laws in Britain were too charitable. Poverty relief, he believed, encouraged laziness in the poor and reduced the incentive to work hard and save money. 5. 1834 a new Poor Law was introduced to reduce the financial help available to the poor. It also ruled that all unemployed people would have to enter a workhouse in order to receive food and shelter. Conditions in workhouses were unpleasant to discourage the poor from relying on society to help them.
Stave Three	<ol style="list-style-type: none"> 1. Scrooge is then visited by the Ghost of Christmas Present. 2. The spirit shows Scrooge how the Cratchit family celebrate Christmas. Scrooge asked if Tiny Tim will live. The spirit explain unless there are changes, he will die. The spirit reminds Scrooge of his earlier words: 'If he is to die, he had better do it, and decrease the surplus population' 3. Scrooge is then taken to see how others celebrate Christmas: miners, lighthouse workers, sailors on a ship. 4. He is then taken to Fred's house at Christmas, where they are playing games. 5. The spirit then begins to age, and see under the spirit's robes two children: Want and Ignorance. 6. The Ghost of Christmas Future then appears. 	<p>Charity</p>	<ol style="list-style-type: none"> 6. Industrial revolution led to a gap between the rich and poor with many struggling to survive relying on the generosity of those better off than themselves. 7. Some philanthropists were keen to enhance the lives of the workers. Cadburys tried to provide quality homes and improve lifestyles ofr workers at their factory in Bournville.
Stave Four	<ol style="list-style-type: none"> 1. The Ghost of Christmas Future is described. 2. The spirit takes Scrooge to see a group of businessmen discussing someone who has died. 3. Scrooge is then taken to see Old Joe, where he is in the process of buying property of the dead man – which have been stolen. 4. Scrooge then returns to Bob Cratchit's house, where it is revealed Tiny Tim has died. 5. Scrooge is then taken to the graveyard and is shown a grave stone and realises this is for him. 6. Scrooge falls to his knees and begs that he will change his ways. 	<p>Education</p>	<ol style="list-style-type: none"> 1. Dickens believed strongly in the importance of education. 2. As part of his campaign against the treatment of the poor, Dickens worked with a friend called Angela Burdett-Coutts. 3. In 1840s, Dickens and Coutts became involved in the Ragged Schools. The aim was to provide poor children with basic education. 4. Dickens believed that it is through education that one can leave poverty.
Stave Five	<ol style="list-style-type: none"> 1. Scrooge wakes up in his own bed. 2. Scrooge wonders how much time has passed and calls to a boy. He then sends the boy to the poulterer for the prize turkey to give to Bob Cratchit, 3. Scrooge meets one of the charity collectors from earlier and whispers to him that he will give a large donation. 4. Scrooge then goes to Fred's house and is welcomed in. He enjoys the dinner and party. 5. On Boxing Day, Scrooge arrives early to work, and plays a trick on Bob. Scrooge then tells him he is going to raise his salary and promises to help Bob's struggling family. 	<p>Religion</p> <p>CHALLENGE TASK – You do not have to learn this:</p>	<ol style="list-style-type: none"> 1. Christianity held a strong influence in Victorian Britain, especially amongst the middle / upper classes. 2. Good Christians believed in a strict moral code – attending church regularly, avoiding alcohol and exercise sexual restraint. 3. Dicken's view on Christianity was different. He believed that to be a good Christian people should seek out opportunities to do good deeds for other people. 4. Sabbatarianism – when people spent Sunday going to church and resting. Dickens was opposed to this because it meant that working poorer people were denied any enjoyment on their one day off – everything was shut. 5. Poorer people didn't have ovens at home so often food cooked by bakers. Sabbatarianism meant that many people couldn't get a hot meal on Sundays because the bakers were shut.
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	Scrooge is described to have completely changed and becomes a 'second father' to Tiny Tim – 'who did not die.'		3. Christmas celebrations were becoming more secular as feasts and games became a central part of the festivities.	
Characters		Features of form (Novella)		Themes
1. Ebenezer Scrooge	Miserly, mean, bitter, materialistic, unsympathetic, indifferent, cold, selfish, isolated, cynical, charitable, value driven, generous, happy, sociable, transformed.	1. Allegory	A story which can be interpreted to reveal a hidden meaning, typically a moral or political one.	1. Christmas spirit
		2. Novella	A novella is longer than a short story, but not as long as a traditional novel.	
		3. Stave	A set of five parallel lines on any one or between any adjacent two of which a note is written to indicate its pitch.	2. Redemption
		4. Omniscient narrator	A narrator that sees everything, including what a character is thinking and feeling.	3. Poverty and Social Responsibility
		5. Protagonist	The leading character in a novel.	4. Supernatural
		6. Tone	How the narrator or a character speaks; can also be set through description.	5. Family
		7. Fairytale genre	A genre (type of story) that incorporates an element of the magical.	6. Appearance versus reality
		8. Pathetic fallacy	Where human feelings and responses are attributed to inanimate things or animals.	7. Loneliness and isolation
		9. Contrast	The differences between two characters or settings etc.	8. Time
		10. Symbolism	The use of symbols to represent ideas or qualities.	9. Education
6. Marley's Ghost	Materialistic, self-centred, terrifying, haunting, exhausted, direct, reformed, regretful, hopeful, selfless, wise	11. Foreboding	A feeling that something bad will happen.	
		12. Repetition	Saying the same thing more than once for emphasis.	
		13. Sensory language	Language that connects to the five senses to create an image or description.	
7. Bob Cratchit	Uncomplaining, tolerant, courteous, deferential, patient, civil, eager, pleasurable, good-humoured, playful, caring, tender, cheerful, loving, forgiving.	14. Analepsis (flashback)	These are ways in which a narrative's dialogue re-order's a given story by "flashing back" to an earlier point in the story	
		15. Prolepsis (flashforward)	These are ways in which a narrative's dialogue re-order's a given story by "flashing forward" to a moment later in the chronological sequence of events	
		16. Mirroring	When a character, for example, resembles another character.	
		17. Parallel structures	Using the same pattern of words to show that two or more ideas have the same level of importance.	

8. Fred	Warm-hearted, empathetic, cheerful, optimistic, even-tempered, insightful, determined, generous, forgiving, jovial, enthusiastic, caring	18. Tension and suspense	A building of extreme emotion / anticipation where the outcome is uncertain.
		19. Dramatic Irony	Where the reader knows something that a character(s) are not aware of.
		20. Cliff-hanger	A dramatic and exciting ending to an episode of a serial, leaving the audience in suspense and anxious not to miss the next episode.
9. Ghost of Christmas Past	Contradictory, strong, gentle, quiet, forceful, questioning, mysterious Ephemeral	21. Similes	A figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid..
		22. Circular structure	The reader reaches a sense of closure when the piece finds its way back to the beginning of the narrative.
		23. Foil	Something or someone with opposite characteristics to the subject, used to balance them out and even to draw attention to their feelings.
10. Ghost of Christmas Present	Compassionate, abundant, generous, cheerful, jolly, friendly, severe, sympathetic Prophetic	24. Personification	Attributing a human characteristic to something non-human.
		25. Exaggeration	A statement that represents something as better or worse than it really is.
11. Ghost of Christmas Future	Mysterious, silent, ominous, intimidating, frightening, resolute	26. Dialogue	A discussion or conversation, or simply the words spoken by a character.
		27. Rhetorical questions	A question that is asked in order to make a point rather than elicit an answer.
12. Tiny Tim	Frail, ill, good, religious,	28. Interrogative	A question that seeks to find something out.
		29. Motif	An image that is repeated throughout a text showing the dominance of an idea.
		30. Characteronym	A name which helps to give the reader an idea of a character's personality.

Tier 2 Vocabulary: