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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | What is context? What is the context of A Christmas Carol? | Extended Sentences | contextstavecovetouscapitalismphantomephemeralmalevolentdeprivationignorancebenevolentspectralparable |
| **2** | What is a stave and why is ACC structured in staves? What happens at the beginning? PEEEC | Green Pen |
| **3** | How is Scrooge presented in the opening? How can we write a perceptive explanation sentence?  | Peer assessment  |
| **4** | How is Fred presented in the opening? How do we write about the effects of language?  | Peer assessment |
| **5** | What was it like to be poor in Victorian times? What is Dickens telling us about the poor in his novel?  | Self-assessment |
| **6&7** | Planning for extended writing and extended writing.  | Extended write |
| **8** | What do we learn about Marley’s ghost? Explaining quotes in detail.  | Peer assessment |
| **9** | What does the Ghost of Christmas past tell us? How is he presented?  | Peer assessment |
| **10** | How is Scrooge’s school presented? What is the difference between a modern and a Victorian school?  | Extended sentences |
| **11** | Feedback and improvements from lesson 7.  | Green Pen  |
| **12&13** | How does Fezziwig compare with Scrooge? Planning for extended writing & extended writing.  | Extended writing |
| **14** | Symbols and sympathy for Scrooge.  | Class showcase |
| **15** | The ghost of Christmas present – analysing quotations.  | Peer assessment |
| **16** | How does Dickens present the Cratchit family? | Peer assessment |
| **17** | Ignorance and Want – explanation and effect.  | Self-assessment |
| **18** | Feedback from lesson 13 | Green Pen |
| **19** | Assessment | Assessment |
| **20-22** | Scrooge’s future and the end – what is Dickens’ message? | Self-assessment |
| **23** | Assessment feedback | Green Pen |
| **24** | Recapping A Christmas Carol – revision strategies. | Self-assessment |

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**Communications Faculty- Reading Curriculum Intent - Year 7 Unit: Autumn 1**

**The 19th Century Novel – A Christmas Carol**

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| **Topic** | **Criteria** | **R** | **A** | **G** |
| **Reading and responding to unseen texts** | Show a clear understanding of languag*e* and structure |  |  |  |
| Select and apply textual detail to  develop an effective response |  |  |  |
| Make accurate use of subject terminology |  |  |  |
| **Wider exploration of texts** | Demonstrate skills for evaluation |  |  |  |
| Convey an accurate understanding of writer’s methods |  |  |  |
| Respond to tasks set, linking to whole texts studied |  |  |  |
| Explore ideas, perspectives and contextual factors |  |  |  |