

| Meden School Curriculum Planning | | | | | | | |
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| Subject | English | Year Group | 7 | Sequence No. | 3 | Topic | Oliver Twist |

| Retrieval | Core Knowledge | Student Thinking |
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| What do teachers need retrieve from students before they start teaching new content ? | What specific ambitious knowledge do teachers need teach students in this sequence of learning? | What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!' |
| <p>Week 1</p> <p>Q1. List three things about the Victorians</p> <p>Q2. Have you ever heard of Charles Dickens (or multiple-choice e.g. – Charles Dickens was... (three possible answers to choose from)</p> <p>Q3. What does the word poverty mean?</p> <p>Week 2</p> <p>Q1. List three changes that occurred in London in the Victoria era.</p> <p>Q2. What were the differences between the lives of the rich and the poor? (Give list of options for multiple choice)</p> <p>Q3. How did Dickens feel about workhouses? Challenge: Why?</p> <p>Week 3</p> <p>Q1. Why were some children in workhouses?</p> | <p>Week 1</p> <ul style="list-style-type: none"> ○ The Victorian Era: changes that happened in London in the Victorian era https://www.rmg.co.uk/stories/topics/what-happened-during-victorian-era ○ Poverty in London: difference between the lives of the rich and the poor. https://www.hiddenlives.org.uk/articles/poverty.html ○ Workhouses: life for the poor in workhouses. https://www.historyextra.com/period/victorian/the-rise-and-fall-of-the-workhouse/ ○ Charles Dickens and his attitude to the workhouses. https://www.bl.uk/romantics-and-victorians/articles/oliver-twist-and-the-workhouse <p>Week 2</p> <ul style="list-style-type: none"> ○ Explicit teaching of the word 'novel'. ○ Reading Chapter One 'Oliver Twist'. Oliver's birth and Chapter Two 'Life in a Workhouse' his childhood in the workhouse (drawing on contextual knowledge from last week for understanding). | <p>For each section of the story and for the context learned, teachers should press students to consider the moral implications and teaching of each; asking - what does this tell me about the human condition? How does this link to our society in the present day?</p> <p>Consider the constant theme of poverty and characters that are trapped in this cycle: teachers can then hook into making links to the modern world (referencing food banks, the connection between wealth and power, being defined by social class and the hereditary nature of class/poverty).</p> <p>Students can explore these ideas in a contemporary fashion - tracing them through to today to consider how the lessons in Oliver Twist (and Dickens' writing in general – A Christmas Carol will hinge from this at GCSE) are still lessons for us today, and are still lessons for the future.</p> |

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| <p>Q2. Describe Oliver using three adjectives. Q3. List three things that happened in the first chapter of the book.</p> <p>Week 4</p> <p>Q1. Describe Noah Claypole using three adjectives and a simile. Q2. In one sentence, summarise the previous week's reading. Q3. How did Oliver feel in this section of the book and how do we know?</p> <p>Week 5</p> <p>Q1. What is a topic sentence? Q2. Why did Oliver run away? Explain using specific reference to the text. Q3. What was the journey to London like? Explain how you can infer this.</p> <p>Week 6</p> <p>Q1. What can you remember about the character of Fagin? Q2. Define the term 'poverty' this time with direct reference to Oliver Twist. Q3. Describe Dodger using a metaphor.</p> <p>Week 7</p> <p>Q1. What does the word 'naïve' mean? Q2. Summarise what happened in the courtroom in one sentence.</p> | <ul style="list-style-type: none"> ○ Consider Oliver's banishment from the workhouse – considering emotions experienced by the character. <p>Week 3</p> <ul style="list-style-type: none"> ○ Chapter Three and Four - Reading about Oliver's time working at the undertakers (teacher to explain the term 'undertaker') – considering reader's emotions about Oliver's experiences. ○ Chapter Five - Reflecting on the character of Noah Claypole. ○ Explicit teaching of word 'vulnerable' – why is Oliver vulnerable? <p>Week 4</p> <p>Composing topic sentences</p> <ul style="list-style-type: none"> ○ Teacher to model examples and non-examples for clarity. ○ Reading on: Chapter Six 'The Escape' - Oliver running away from the undertakers and travelling to London. ○ Chapter Seven 'Saying Goodbye' - Reflecting on Oliver's journey – consider contrasting descriptions of rural England and Victorian London. How might Oliver react to London? https://crossref-it.info/articles/434/town-and-country-life <p>Week 5</p> <ul style="list-style-type: none"> ○ Chapter Eight 'London at Last' - Introduction to characters of Dodger and Fagin. ○ Close analysis of Dodger specifically – give students quotations or short passage to select evidence from and make inferences about. ○ Analytical paragraph: How does Dickens present the Artful Dodger in Chapter 8? ○ Opportunity to practise writing about character prior to final assessment. ○ Chapter Nine: Fagin – teach students term 'anti-Semitism' – consider experience of Jewish migrants at this time. | <p>Specific examples:</p> <p>Oliver's revealed true ancestry linking to his happy ending, poor characters forced to remain trapped in cycle of poverty.</p> <p>Dodger and child/teenage criminals – exploitation from a young age.</p> |
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| <p>Q3. Explain the link between poverty and crime.</p> <p>Week 8</p> <p>Q1. True/False statements on story so far to check understanding. Q2. Write down one way/example in which we see Bill Sikes is cruel. Q3. How do other characters feel about Bill?</p> <p>Week 9</p> <p>Q1. Why were Bill and Fagin desperate to find Oliver? Q2. What kind of a person is Bill? Q3. How does the reader feel about Nancy? (multiple choice – students explain choice further)</p> <p>Week 10</p> <p>Q1. How are Oliver and Nancy similar and different? Q2. What can we infer about Bill from his relationship with his dog? Q3. How is Oliver feeling at this point in the text and why/how do we know?</p> <p>Week 11</p> <p>Q1. Write down one fact about Fagin from last week's reading that shows him to be a villain.</p> | <p>https://www.adl.org/anti-semitism</p> <p>Week 6</p> <ul style="list-style-type: none"> ○ Chapter Ten 'A New Game' and Eleven: 'Pickpockets': the theme of crime and punishment in the Victorian era. ○ The link between poverty and criminal behaviour/criminal treatment by the legal system. https://link.springer.com/chapter/10.1057/9781137359308_2 ○ Explicit teaching of the word 'naïve' and consider how Oliver is naïve. ○ Chapter Twelve 'At the Courthouse': Reading about Oliver's rescue by Mr Brownlow. <p>Week 7</p> <ul style="list-style-type: none"> ○ Chapter Thirteen and Fourteen: Introduction to character of Bill Sikes. What do we learn? Consider other character responses too. ○ Analysing Bill in depth – share passage from novel for quotation selection. ○ Teacher to model an analytical paragraph on Bill. ○ Revising skill of supporting ideas with quotations, now using subject terminology accurately when discussing. <p>Week 8</p> <ul style="list-style-type: none"> ○ Fear of Bill Sikes (building on character analysis from previous week). ○ Bills' relationship with his dog and what can be inferred - writing an analytical paragraph. ○ Reading on: Chapter Fifteen, Sixteen and Seventeen: Oliver's kidnap by Nancy and Fagin and being forced to accompany Bill as he commits burglary. ○ Is Nancy a villain? Opportunity for discussion and debate. <p>Week 9</p> | |
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| <p>Q2. What does the murder of Nancy show us about Bill? Q3. Make a prediction based on your knowledge so far about how it will end for each character.</p> <p>Week 12</p> <p>Q1. Summarise the plot in 20 words. Q2. How does the ending make us feel? Why? Q3. Which character do you think was the most evil? Explain your response.</p> | <ul style="list-style-type: none"> ○ Explicit teaching of terms: victim, manipulate ○ Reading on: Chapter Eighteen and Nineteen: Oliver gets hurt. The Maylie’s look after him. Focus on Oliver’s feelings here. ○ Mr Bumble reveals Oliver’s past to Mr Brownlow. ○ Chapter Twenty ‘A New Plan’: Bill and Fagin plot to kidnap Oliver. <p>Week 10</p> <ul style="list-style-type: none"> ○ Reading on: Chapter Twenty One ‘A Full Confession’: Nancy tells Mr Brownlow that Oliver is in danger. ○ Chapter Twenty Two: Fagin plots revenge on Nancy – students to identify words and phrases that show him to be villainous. ○ Chapter Twenty Three: Bill murders Nancy – consider description and what it adds to our understanding of these characters and their relationship. <p>Week 11</p> <ul style="list-style-type: none"> ○ Understanding the ending of the novel – reading Chapter Twenty Four. ○ Assessment Preparation – selecting and analysing key quotations about Bill. ○ Assessment context: writing about Bill from a specific passage, but also referring to the whole play and including wider knowledge about context. <p>Week 12</p> <ul style="list-style-type: none"> ○ Further assessment preparation and completion ○ Composing an introduction, then writing the analytical paragraphs from the planning. | |
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| Week | Key question | Practice |
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| 1 | <p>What changes were happening in the Victorian era?</p> <p>How were the lives of the rich and the poor different?</p> <p>What were workhouses and what was Dickens attitude to them?</p> | <p>Paragraph summarising changes in Victorian era</p> <p>Paragraph explaining differences between rich and poor lives</p> <p>Timeline of events</p> |
| 2 | <p>What is a novel?</p> <p>What are the key events of chapter 1?</p> <p>What do we learn about Oliver's birth and childhood at the start of the text?</p> | <p>Analytical paragraph - How does Dickens present Oliver and the emotions he is experiencing in Chapter 1?</p> |
| 3 | <p>What do we learn about Oliver at the undertakers?</p> <p>How does the reader respond to these descriptions?</p> <p>How is Noah Claypole's character presented?</p> | <p>Analytical paragraph exploring Noah Claypole's character presentation by Dickens, including the reader's reactions: How is Noah Claypole's character presented in Chapter 5?</p> |
| 4 | <p>What do we learn about Oliver's journey?</p> | |

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| | <p>How will Oliver react to London?</p> <p>How is London different to the rural countryside?</p> | <p>Paragraph comparing and contrasting the descriptions of Victorian London and rural England in Chapter 7 – similarities/differences and inferences from these.</p> |
| 5 | <p>Who is Fagin?</p> <p>Who is the Artful Dodger?</p> <p>What is anti-Semitism?</p> | <p>Analytical paragraph: How does Dickens present the Artful Dodger in Chapter 8?</p> <p>Teachers to provide feedback on these responses</p> |
| 6 | <p>What happens to Oliver next?</p> <p>How was poverty linked to crime in Victorian London?</p> <p>What is a pickpocket?</p> | <p>Answer paragraph on context: crime and punishment in Victorian London, using key vocab – criminal behaviour, legal system, naïve</p> |
| 7 | <p>Who is Bill Sikes?</p> <p>How does Dickens present this character and why? Consider foreshadowing and reader response.</p> | <p>Analytical paragraph on Bill Sikes – teacher to model.</p> <p>How does Dickens present Bill Sikes in Chapter 13?</p> |

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| 8 | <p>How does Dickens build fear and tension around Bill's character? (Building on last week)</p> <p>Is Nancy a villain? Opportunities for discussion and debate.</p> | <p>Another analytical paragraph on Bill Sikes in Chapter 14 – building on/further practice of skills from last week.</p> <p>Is Nancy a villain? Arguments for and against, using Chapter 15-17 for quotes.</p> |
| 9 | <p>How is Oliver manipulated?</p> <p>What are Oliver's emotions in this section?</p> | <p>Paragraph summarising Oliver's treatment by other characters using key vocab 'victim' and 'manipulate' (Chapter 18 and 19)</p> |
| 10 | <p>How is Fagin shown to be villainous?</p> <p>How is Nancy's murder described and to what effect?</p> | <p>Analytical paragraphs on both of these questions:</p> <p>How is Fagin shown to be villainous in Chapter 22?</p> <p>How is Nancy's murder described in Chapter 23 and what is the effect?</p> <p>considering connotations of words and the effects they create.</p> |
| 11 | <p>How does the novel end?</p> | <p>Assessment Preparation – selecting and analysing key quotations about Bill from Chapter 24.</p> |

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| | How is Bill presented in the extract (Chapter 24) and in the text as a whole? | Assessment: writing about Bill from a specific passage, but also referring to the whole text and including wider knowledge about context. How is Bill presented in the extract (Chapter 24) and in the text as a whole? |
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