

Meden School Curriculum Planning							
Subject	English Literature	Year Group	10	Sequence No.	2	Topic	A Christmas Carol

Retrieval	Core Knowledge	Student Thinking
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!'
Week 1 <ul style="list-style-type: none"> <input type="checkbox"/> Victorian context- Queen Victoria, poverty from Y7/8 <input type="checkbox"/> Gothic tropes- supernatural- Y8 <input type="checkbox"/> Motifs/symbolism/allegory from Y7/8/9 	Week 1 <ul style="list-style-type: none"> • Victorian context: Charles Dickens's life and involvement in poverty- https://www.bl.uk/people/charles-dickens https://www.bbc.co.uk/history/historic_figures/dickens_charles.shtml -Dickens' life o Charles Dickens was born on February 7, 1812 in Hampshire into a middle-class family. -His father was imprisoned for debt leading to poverty for the family. -Charles was put to work at Warren's Blacking Factory. - Dickens found employment as an office boy at an attorney's office -A Christmas Carol was written in 1843 - Dickens believed strongly in the importance of education. -As part of his campaign against the treatment of the poor, Dickens worked with a friend called Angela Burdett-Coutts. -In 1840s, Dickens and Coutts became involved in the Ragged Schools. The aim was to provide poor children with basic education. -Dickens believed that it is through education that one can leave poverty. • Victorian life- poverty and wealth https://www.bl.uk/romantics-and-victorians/themes/poverty-and-the-working-classes (suggested articles- slums/ origins of ACC) -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. 	Links to poverty today <ul style="list-style-type: none"> o Food banks o Unemployment o Covid inequalities Careers <ul style="list-style-type: none"> o How have careers changed from Victorian times? More variety. o Laws about child labour. Age related laws now in place. Working hours are limited in under 18s. Population <ul style="list-style-type: none"> o London 1800 – 1 million o London 1900 – 6 million o London today – 9 million Are we doing enough today to support those in need? Do inequalities still exist?

	<p>-Some philanthropists were keen to enhance the lives of the workers. Cadburys tried to provide quality homes and improve lifestyles for workers at their factory in Bournville.</p> <ul style="list-style-type: none"> Victorian Christmas https://www.bl.uk/romantics-and-victorians/articles/victorian-christmas https://www.bl.uk/romantics-and-victorians/articles/the-condition-of-england-novel <p>- Start of 19th century Christmas was hardly celebrated. By the end of the century, it was the most important celebration of the year.</p> <p>-Traditions associated with Christmas became important: cards, crackers, carols, decorations, gifts and Christmas dinner. Prince Albert in 1840 brought a tree from Germany to Britain for the first time. Christmas Card dates to 1843 when Henry Cole asked an artist to design one for him. They were expensive so children made their own.</p> <p>-Christmas celebrations were becoming more secular as feasts and games became a central part of the festivities.</p> <ul style="list-style-type: none"> The ideology of Thomas Malthus and the Malthusian Principle- https://www.bbc.co.uk/history/historic_figures/malthus_thomas.shtml <p>-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.</p> <p>-Malthus believed people should families in later life and not have too many children.</p> <p>-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.</p> <p>-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.</p> <p>-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.</p> <ul style="list-style-type: none"> The Poor Laws and workhouses- https://www.parliament.uk/about/living-heritage/transformingsociety/livinglearning/19thcentury/overview/poverty/ https://navigator.health.org.uk/theme/workhouses-and-poor-law-amendment-act-1834 https://www.historic-uk.com/HistoryUK/HistoryofBritain/Victorian-Workhouse/#:~:text=The%20Victorian%20Workhouse%20was%20an,no%20means%20to%20support%20themselves.&text=The%20exact%20origins%20of%20the,Poor%20Law%20Act%20of%201388. 	<ul style="list-style-type: none"> NHS Welfare state - benefits Social housing <p>Charities</p> <p>How has religion changed society today?</p> <ul style="list-style-type: none"> Secular society Multi-faith society Less focus on going to church <p>How do people celebrate Christmas today?</p> <ul style="list-style-type: none"> Capitalism Money Gifts Family Charity <p>How does A Christmas Carol help to remind us that kindness, generosity and community should be celebrated today?</p> <ul style="list-style-type: none"> Family and friends True meaning of Christmas Importance of charity Morals and family values <p>TogetherNESS regardless</p>
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<p>Week 2 Context retrieval What was the Industrial Revolution? What impact did it have on the people of London?</p>	<p>-o From 1780 factory owners in Britain began to use coal-fired steam engines to power the machines in big factories, bringing great fortune. -Transition from traditional farming methods to machinery led to Industrial revolution. -People flocked from the countryside to the cities. London’s population between 1800 and 1900 from 1 million to 6 million people. -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.</p> <ul style="list-style-type: none"> • Victorian gothic and supernatural beliefs against scientific advancements (Darwin’s theory of evolution)- https://www.bl.uk/romantics-and-victorians/articles/ghosts-in-a-christmas-carol https://www.bl.uk/romantics-and-victorians/articles/the-victorian-supernatural https://www.bl.uk/romantics-and-victorians/articles/darwin-and-the-theory-of-evolution • A Christmas Carol as a religious text and an allegory for redemption- explore the Christian meaning of purgatory, Christian symbolism of fire as the presence of God, as a cleansing power, as a sign of the holy spirit- https://www.christianity.com/wiki/holy-spirit/how-is-the-holy-spirit-like-fire.html (Ghost of Christmas Past represents this), motifs of light/dark, heat/cold to show Scrooge’s negative characteristics and fog- ignorance <p>- Christianity held a strong influence in Victorian Britain, especially amongst the middle / upper classes. -Good Christians believed in a strict moral code – attending church regularly, avoiding alcohol and exercise sexual restraint. -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. -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. -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.</p> <p>Week 2</p> <ul style="list-style-type: none"> • Cold read of ACC <p>Week 3</p> <ul style="list-style-type: none"> • Cold read of ACC 	
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<p>List three facts about Dickens that influenced his writing of A Christmas Carol</p> <p>Who was Thomas Malthus?</p> <p>What were the Poor Laws?</p> <p>What charity was available in the Victorian era?</p> <p>What was the Ragged Schools?</p> <p>What was Dickens' belief about education?</p> <p>What was the main religion during the Victorian era?</p> <p>What was Dickens' view on Christianity?</p> <p>What is Sabbatarianism?</p> <p>How did Sabbatarianism affect the poor?</p> <p>How did Victorians celebrate Christmas?</p> <p><u>Week 3 and 4 (cold read retrieval)</u></p> <p>Who is Ebenezer Scrooge?</p> <p>Who is Jacob Marley?</p>	<p><u>Week 4</u></p> <p>Ebenezer Scrooge and isolation and loneliness</p> <ul style="list-style-type: none"> Miserly, mean, bitter, materialistic, unsympathetic, indifferent, cold, selfish, isolated, cynical, charitable, value driven, generous, happy, sociable, transformed. Analysis of Scrooge from Stave 1 – extract response required Quotations from each stave that show his journey to redemption Quotations from each stave that show loneliness and isolation https://pmt.physicsandmathstutor.com/download/English-Literature/GCSE/Notes/AQA/A-Christmas-Carol/Themes/Isolation.pdf https://pmt.physicsandmathstutor.com/download/English-Literature/GCSE/Notes/Edexcel/A-Christmas-Carol/Themes/Regret.pdf <p>Marley's Ghost and the supernatural</p> <ul style="list-style-type: none"> Materialistic, self-centred, terrifying, haunting, exhausted, direct, reformed, regretful, hopeful, selfless, wise Analysis of Marley's ghost – quotation explosions Quotations from each stave that present the supernatural <p><u>Week 5</u></p> <p>Ghost of Christmas Past</p> <ul style="list-style-type: none"> Contradictory, strong, gentle, quiet, forceful, questioning, mysterious, ephemeral Analysis of character – quotation explosions <p>Fred</p> <ul style="list-style-type: none"> Warm-hearted, empathetic, cheerful, optimistic, even-tempered, insightful, determined, generous, forgiving, jovial, enthusiastic, caring Analysis of quotations from Stave 1 Paragraph on quotations <p><u>Week 6</u></p>	
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<p>What is his message to Scrooge?</p> <p>What does the Ghost of Christmas Past look like?</p> <p>What does this ghost represent?</p> <p>What does this ghost show Scrooge in Stave 2?</p> <p>How does Scrooge react to seeing Little Fan again?</p> <p>What does the reader learn about Scrooge's childhood in Stave 2?</p> <p>What does the Ghost of Christmas present look like?</p> <p>What does this ghost represent?</p> <p>What does this ghost show Scrooge?</p> <p>Who are the Cratchits?</p> <p>Why is Tiny Tim so vulnerable?</p> <p>Who is Fred?</p> <p>What the Ghost of Christmas Yet to Come look like?</p> <p>What is significant about this ghost? (Does not speak)</p> <p>What does this ghost show Scrooge?</p>	<p>Bob Cratchit and family</p> <ul style="list-style-type: none"> Uncomplaining, tolerant, courteous, deferential, patient, civil, eager, pleasurable, good-humoured, playful, caring, tender, cheerful, loving, forgiving. Quotations from Stave 1 and Stave 3 – quotation explosions Quotations from Stave 3 about family <p>https://pmt.physicsandmathstutor.com/download/English-Literature/GCSE/Notes/AQA/A-Christmas-Carol/Themes/Family.pdf</p> <p><u>Week 7</u></p> <p>Ghost of Christmas Present and poverty/social responsibility plus Ignorance and Want</p> <ul style="list-style-type: none"> Compassionate, abundant, generous, cheerful, jolly, friendly, severe, sympathetic, prophetic Analysis of Ghost of Christmas Present – extract response required Ignorance and Want as symbols of poverty/ critique of greed <p>https://www.bbc.co.uk/bitesize/guides/z9r49j6/revision/2</p> <ul style="list-style-type: none"> https://pmt.physicsandmathstutor.com/download/English-Literature/GCSE/Notes/AQA/A-Christmas-Carol/Themes/Poverty%20and%20Social%20Injustice.pdf <p>Ghost of Christmas Yet to Come and appearance versus reality</p> <ul style="list-style-type: none"> Mysterious, silent, ominous, intimidating, frightening, resolute Quotations from Stave 4 Quotations about appearance versus reality <p><u>Week 8</u></p> <p>Tiny Tim</p> <ul style="list-style-type: none"> Frail, ill, good, religious, Quotations from Stave 3 and Stave 5 Analysis of the theme of the Christmas Spirit – response required 	
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<p>Who is Mrs Dilber? What did she do with Scrooge's belongings? How has Scrooge changed by the end of Stave 4? What happens in Stave 5? What lesson has Scrooge learned?</p> <p><u>Week 5</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Motifs/symbolism/allegory in the text <input type="checkbox"/> What does the GOC Past symbolise? <input type="checkbox"/> Who is Fred? <p><u>Week 6</u></p> <ul style="list-style-type: none"> -Victorian poverty and consequences -Dickens' beliefs on poverty -Malthus -Life in Victorian London -Poor Laws -Who are the Cratchits? <p><u>Week 7</u></p> <ul style="list-style-type: none"> -Victorian poverty and consequences 	<p>Scrooge in stave 5</p> <ul style="list-style-type: none"> • Transformation and redemption analysis of stave 5 contrasted to earlier staves. The role of each ghost in shaping and causing Scrooge's transformation (symbolism of each ghost- Marley- sin/purgatory/regret Past- memory/childhood/ regret Present- Christmas Spirit/family Yet to Come- Death/ • Extract response on redemption <p>https://pmt.physicsandmathstutor.com/download/English-Literature/GCSE/Notes/AQA/A-Christmas-Carol/Themes/Redemption%20and%20Change.pdf</p>	
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<p>-Dickens' beliefs on poverty</p> <p>-Malthus</p> <p>-Life in Victorian London</p> <p>-Poor Laws</p> <p>-What does the GOC Present symbolise?</p> <p>-What does the COC Yet to Come symbolise?</p> <p><u>Week 8</u></p> <p>-Childhood/ poverty context</p> <p>-Religious allegory and redemption</p> <p>-Quotations of Scrooge stave 1/2</p>		
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