

Teaching and Learning Content: English
Year Group: 10
Spring Term 1



MEADOW PARK
SCHOOL

Concept: Conflict

Students will finish studying key extracts from 'A Christmas Carol'

Home Learning:

Students are expected to complete **one piece of English home learning every week** and **one piece of Reading home learning every day**. Homework may be set on paper or online on Frog.

Key Questions:

- How does the context of the novel help us to understand key ideas in the text?
- How is the central theme of homelessness novel explored in non-fiction texts?
- Why does Dickens refer to each chapter as a 'stave'?
- How are Scrooge and Fred different?
- What is Scrooge's attitude to the poor?
- How has the past affected Scrooge's future?
- How does Dickens incite readers to feel empathy for Scrooge?
- Why does Dickens directly address the reader at the beginning of the novel?
- Why does Marley's ghost visit Scrooge?
- How does the writer show Scrooge's character development in the novel?
- What is the Ghost of Christmas Past like?
- What does the Ghost of Christmas Present show Scrooge and why?
- What makes Scrooge change?
- How does Dickens present the celebration of Christmas?
- Why is Stave 4 the climax of the story? What effect does the Ghost of Christmas Yet to Come have on Scrooge?
- How does Stave 5 parallel in Stave 1?
- How is 'A Christmas Carol' a redemption story?
- How does the writer explore the theme of social responsibility in the novel?
- How does Dickens explore the theme of appearance versus reality in the novel?
- What are the relationships between characters, and how do they change?

Diagnosis

- Retrieval activities during Recall It tasks.
- Reading assessment: How does the writer present... in this extract?
- How does the writer present the theme of poverty in 'A Christmas Carol'?

Therapy

- Whole-class feedback
- Sharing model responses
- DIRT tasks
- Peer to peer support

Students will:

- Be able to recall relevant information about characters, plot and themes from a text
- Be able to retrieve specific textual details and quotations to support their ideas
- Be able to make thoughtful inferences based on textual evidence
- Be able to use PETAL effectively to structure their ideas in relation to a question
- Be able to structure an argument in an extended essay so that it makes sense
- Be able to write a piece of descriptive writing that uses a variety of language and structural techniques.

Testing

- Students will complete a reading assessment on the presentation of a character or theme.