



Year 7 Oliver Twist: Scheme of Work

<p><u>Rationale:</u></p> <p>Pupils have studied a modern novel so far this year focusing on social and emotional factors impacting children in modern England. Pupils explored how writers' create characters, setting and plot effectively and analysed the effectiveness of their choices. Pupils were able to use a range of figurative language techniques to produce examples of creative writing. Pupils have also been introduced to non-fiction texts and devices and have been able to identify viewpoints and perspectives across texts. Pupils have presented their own viewpoints and argument through letter and speech writing. This unit seeks to develop these skills further as well as exposing pupils to 19th century literature.</p>	<p><u>Key Learning Points: Essential Knowledge:</u> <u>Throughout this unit students must:</u></p> <ul style="list-style-type: none">• Contextual understanding of Victorian Britain: education and the workplace• Contextual understanding: Charles Dickens and 19th Century literature• Contextual understanding of exploitation of children through time• Explore use of figurative language used to create character, setting and plot.• Identify writer's use of theme• Explore characterisation throughout the novel• Explore how texts are structured to interest readers• Identify poetic devices• Analyse poetry• Create poetry using knowledge of meaning, theme and techniques• Understand genre of non-fiction texts• Identify and understand conventions of various non-fiction genres• Understand audience, purpose and form and how it is used to inform texts• Awareness of register, tone and use of Standard English• Understand key terminology in order to access non-fiction texts and apply this to their own reading and writing• Understand and explore writers' viewpoints, perspectives and their use of methods to achieve effect• Identify and apply persuasive devices for effect• Develop an opinion based on factual information and present ideas confidently, using Standard English• Recognise the importance of proof-reading and editing work
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<p><u>Links to National Curriculum:</u></p> <p><u>Key Stage 2:</u> Reading In Key Stage 2 students will have read and discussed an increasingly wide range of non-fiction texts. Students will have discussed conventions in and across a wide range of writing. Students will have made comparisons within and across books. Students will have summarised the main ideas and identifying key details that support the main ideas. Students will have identified how language, structure and presentation contribute to meaning. Students will have distinguished between fact and opinions. Students will have retrieved, record and present information from non-fiction.</p> <p><u>Spoken English</u> Students will have participated in discussion building on their own and others' ideas and challenging views courteously. Students will have explained and discussed their understanding through formal presentation and debate. Students will have provided reasoned justification for their views.</p> <p><u>Writing</u> Students will have planned their writing by identifying audience, purpose and form Students will have developed initial, drawing on reading and research</p>	<p><u>Checkpoint Activities:</u></p> <p>Lesson 5: Introduction to the Dodger – Summative Marking Lesson 12: Analysis of Nancy – Summative Marking Lesson 21: Article Writing – Checkpoint Activity/Summative Marking Lesson 25: How is violence presented in the novel? Summative Marking</p>
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Students will have drafted and written by selecting appropriate grammar and vocabulary understanding how choices enhance meaning.

Students use a wide range of devices to build cohesion within and across paragraphs

Students have used further organisation and presentational devices to structure text

Students will have been taught how to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Students will have learnt how to choose the appropriate register

Key Stage 3:

Reading

Students should read a wide range of non-fiction with a wide coverage of genres, historical periods, forms and authors.

Students should understand increasingly challenging texts through learning new vocabulary and understanding it with the help of context and dictionaries

Students should make inferences and refer to evidence in the text

Students should know the purpose, audience for and context of the writing

Students should understand how language, vocabulary choice, grammar, text choice and organisational features presents meaning

Students should make critical comparisons across texts

Writing:

Students should write accurately, fluently, effectively and at length for information

Students should write for a wide range of purposes and audiences including arguments, and personal and formal letters.

Students should summarise and organise material and support ideas and arguments with any necessary factual detail

Students should apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form.

Students should draw on knowledge of rhetorical devices from their reading and listening to enhance the impact of their writing

Students should plan, draft, edit and proof-read their work.

Grammar and Vocabulary

Students should know and understand the differences between spoken and written language, including differences associated with formal and informal registers and between Standard English and other varieties of English

Students use standard English confidently in their own writing and speech

Spoken English:

Students should speak confidently and effectively using Standard English in a range of formal and informal contexts

Students should give short speeches and presentations, expressing their own ideas and keeping to the point

Students should participate in formal debates and structured discussions.

Key Stage 4: Reading

Students should read a wide range of high-quality, challenging extended literary non-fiction such as essays, reviews and journalism.

Students should understand and critically evaluate through reading in different ways for different purposes, summarising and synthesising ideas and information and evaluating their usefulness for particular purposes.

Students should draw on knowledge of the purpose, audience and context of the writing.

Students should seek evidence in the text to support a point of view including justifying inferences with evidence.

Students should distinguish between statements that are supported by evidence and those that are not, identifying bias and misuse of evidence.

Writing

Students should adapt their writing for a wide range of purposes and audiences to narrate, explain, instruct, give and respond to information, and argue.

Students should select and organise ideas, facts and key points.

Students should revise, edit and proof-read their work

Grammar and Vocabulary

Students should draw on new vocabulary and grammatical constructions from their reading and listening and use these consciously in their writing and speech to achieve particular effects

Students should analyse some of the differences between spoken and written language

Spoken English

<p>Students should use Standard English when the context and audience require it</p> <p>Students should work in groups of different sizes, taking on required roles</p> <p>Students should listen to and build on the contributions of others.</p> <p>Students should plan for different purposes and audiences.</p>	
<p><u>Summative Assessment:</u></p> <p>Lesson 7: Analysis of Fagin</p> <p>Lesson 15: Presentation of Bill Sikes</p> <p>Lesson 32: Purpose of Oliver Twist</p> <p>Lesson 34: Topic Test</p>	<p><u>Literacy/Numeracy Opportunities:</u></p> <p>Key vocabulary has been identified per lesson. Vocabulary will be recorded in vocabulary books. Students will have the opportunity to use dictionaries for some definitions, whilst the 'Frayer' model will be applied to ensure students have a deeper contextual understanding of meanings.</p> <p>Grammar/skills will be delivered throughout lessons as identified focusing on:</p> <p>Standard English</p> <p>Register</p> <p>Informal and formal English</p> <p>Change of language over time</p> <p>Active voice</p> <p>Cohesion</p> <p>Homophones</p> <p>Adverbial phrases</p>
<p><u>Reading/Wider Reading:</u></p> <p>Oliver Twist</p> <p>The Watercress Girl from London, Labour and the London Poor</p> <p>Children at Work (2012)</p> <p>Engels, Conditions of the Working Classes (1845)</p> <p>Admit it. You love cheap clothes. And you don't care about child slave labour</p> <p>Porphyria's Lover</p>	<p><u>Digital Learning Opportunities:</u></p> <p>Victorians: the filthy rich and the filthy poor - YouTube</p>

<u>Differentiation Strategies:</u> Seating plans Coloured paper/overlays for reading Readers used through TA support when needed Key vocabulary identified in each lesson prior to text reading. Writing frames for assessed pieces			<u>Cultural Capital/SMSC/British Values/Character Education:</u> Ethics surrounding modern slavery – child labour Speak fluently, confidently and coherently using Standard English Developing life skill of writing for a range of purposes and audiences		
<u>Careers Links:</u> Journalism Research Historian			<u>Cross Curricular Links:</u> History: Victorian Britain and Industrial Revolution Personal Development: Understanding of 'big ideas' of the world around us. Developing and articulating an opinion		
<u>Lesson</u>	<u>Learning Question</u>	<u>Learning Outcome</u>	<u>Lesson Activity</u>	<u>Resources</u>	<u>Key Vocabulary</u>
1	How can I explore the context of Dickens' novels?	By the end of the lesson, pupils will have an	<u>Compulsory Activities:</u> Do Now: 5-a-day retrieval practice.	PowerPoint Copy of source material	Context

Focus: Introducing Oliver Twist and Charles Dickens		understanding of who Charles Dickens was and what influenced his writing in 19 th Century Britain.	<p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Share information from slides 2-6 with pupils and allow them to make any notes in books.</p> <p>Show video from slide 8 and ask pupils to record notes.</p> <p>Assessment opportunity: Whole-class feedback from video</p> <p>Print out information from slides 9 and 11 (see Word document in resource folder). Pupils are to read through the information provided before completing set questions from slides 10 and 12.</p> <p>Assessment opportunity: Self/peer assessment of responses</p> <p>Review learning question at the end of lesson</p>	<p>YouTube clip Victorians: the filthy rich and the filthy poor - YouTube</p>	
2 Focus: The Workhouse	What were Victorian workhouses?	By the end of the lesson, pupils will have an understanding of what a 'workhouse' was and what conditions were like. Pupils will understand why people were sent to workhouses and begin to form a	<p><u>Compulsory Activities</u></p> <p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Use slide 2 to recap prior learning on Victorian society.</p> <p>Use slide 3 to explain to pupils about The Poor Laws.</p>	PowerPoint Extract linked to orphans	Workhouse

		contextual understanding of our novel.	<p>Use slides 4-24 to guide pupils through contextual information, building their knowledge.</p> <p>Present pupils with extract from slide 25 (see Word document in resource folder). Pupils to respond to questions from slide 26.</p> <p>Assessment opportunity: Self/peer assessment of responses.</p> <p>Review learning question at the end of lesson</p>		
3 Focus: Oliver and his treatment	How does Charles Dickens present the treatment of Oliver in the workhouse?	By the end of the lesson, pupils will have been introduced to Oliver Twist. They will gain an initial impression of the protagonist and his treatment in the workhouse. Pupils will explore how Dickens uses language to present the workhouse.	<p><u>Compulsory Activities</u></p> <p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Use slide 2 to read through extract as a class from the opening of Oliver Twist. Pupils to list 4 things they learn about the character.</p> <p>Assessment Opportunity: Self-assessment of responses</p> <p>Read through Chapter 1 and 2 from extracts.</p> <p>Assessment opportunity: Self/peer assessment linked to questions based on reading.</p> <p>Review learning question at the end of lesson</p>	PowerPoint Extract linked to Chapter 1 and 2	Protagonist Feebly Articulated Deposited Juvenile Beadle Gruel Diminutive

<p>4</p> <p>Focus: Analysing the characterisation of Noah and Oliver</p>	<p>How does Dickens present Noah and Oliver?</p>	<p>By the end of the lesson students will look at the way Dickens characterises Noah and Oliver.</p>	<p>Do Now: 5-a-day retrieval practice. Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should recap their knowledge of children and poverty in the 19th Century.</p> <p>Students should be given images of Noah and Oliver and write down at least 3 adjectives to describe each character. Teachers should embed the key vocabulary as part of the feedback. Assessment opportunity – verbal feedback</p> <p>Students should read Chapter 3 and 6 focusing on the presentation of Noah and Oliver. After reading, students should discuss their impressions of both characters. Assessment opportunity – verbal feedback</p> <p>Students should complete the comparison table comparing the presentation of Noah and Oliver.</p> <p>Students should write at least one paragraph comparing the presentation of Noah and Oliver. Assessment opportunity – self assessment and verbal feedback</p> <p>Review learning question at the end of lesson</p>	<p>Extract linked to Chapter 3 and 6</p> <p>Comparison Table</p>	<p>Poverty Impious Profane Solemnly Countenance Auspicious</p>
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<p>5 Focus: Introducing Dodger (Summative Marking)</p>	<p>How does Dickens present Dodger?</p>	<p>By the end of the lesson students will have analysed Dickens' presentation of Dodger.</p>	<p>Do Now: 5-a-day retrieval practice. Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should consider the connotations of 'artful' and 'dodger'</p> <p>Read through Chapter 8 as a class, exploring key vocabulary.</p> <p>Students should write down at least 5 words to describe Dodger based on their initial reading. Teachers should explore the ideas and vocabulary in class. Assessment Opportunity: Verbal feedback</p> <p>Students should identify at least 3 quotations which explore the character of Dodger. During class feedback, key quotations should be identified and explored.</p> <p>Students should then be provided with a model response to the question <i>How does Dickens present Dodger?</i> A discussion should follow regarding what makes the model a WWW.</p> <p>Students should use the model and continue writing their own analysis of Dodger. Assessment Opportunity: Self-assessment of responses</p> <p>Review learning question at the end of lesson.</p>	<p>Extract relating to Chapter 8 Model response</p>	<p>Artful Listlessly Flightly Dissipated Moral</p>
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6 Focus: Introducing Fagin	How does Dickens present Fagin?	By the end of the lesson students will have analysed Dickens' presentation of Fagin.	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should read Chapter 9 with a focus on Fagin's character.</p> <p>Students should write down at least 5 words to describe Fagin based on their initial reading. Teachers should explore the ideas and vocabulary in class.</p> <p>Assessment Opportunity: Verbal feedback</p> <p>Students should identify at least 3 quotations which explore the character of Fagin. During class feedback, key quotations should be identified and explored. Students should explore most quotations independently as preparation for their assessment.</p> <p>Students should be encouraged to include relevant contextual information.</p> <p>Review learning question at the end of lesson.</p>	Extract relating to Chapter 9	Curiosity
7 Assessment Analysing the character of Fagin	Can I analyse Dickens' presentation of Fagin?	Students will use their notes and knowledge of Fagin to write an analysis of Fagin's character.	Students should use their notes and knowledge of Fagin's character to write a detailed analysis answering the question <i>How does Dickens present Fagin?</i>		

			Students should be encouraged to proof-read their responses to correct literacy errors and add in any additional information.		
8 DIRT Lesson Checkpoint assessment using tick-tick marking	Can I assess my writing and make improvements?	Pupils to reflect on their work according to their success criteria and seek to make improvements.	<p>Do Now: 5-a-day retrieval practice. Assessment opportunity – self-assessment of prior knowledge</p> <p>Provide pupils with a model response either one that the teacher has created, or a piece of best work from within the class. Share success criteria and guide pupils through tick-tick marking process of model example. Pupils to add up total ticks.</p> <p>Pupils then to either peer or self-assess their writing using tick-tick marking process and add up their ticks. Pupils to identify WWW and EBI. Assessment opportunity – peer/self assessment</p> <p>Using green pen, pupils are to add to, or improve a section of their writing.</p>	Model response	
10 Victorian Justice System	How does Dickens present the Victorian Justice System?	Students will gain contextual knowledge of the Victorian Justice System and utilise that knowledge to analyse its presentation in the novel.	<p>Do Now: 5-a-day retrieval practice. Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should recall the definition of context. Students should be provided with images related to the Victorian Justice System and write down at least 5 initial impressions about the system. These ideas should be discussed as a class.</p>	Child Prisoners in Victorian Times article Extract relating to Chapter 11	Context Notorious Feeble

			<p>Assessment Opportunity: Verbal feedback</p> <p>Before reading the article, Child Prisoners in Victorian Times, the class should discuss their understanding of the Victorian Justice System to activate prior knowledge. After reading, students should answer information retrieval questions to develop their skim reading technique.</p> <p>Students should read Chapter 11 and consider the connections between the text and the article.</p> <p>Students should answer questions about the presentation of the Victorian Justice System.</p> <p>Assessment opportunity – self-assessment and verbal feedback</p> <p>Review learning question at the end of lesson.</p>		
11 Exploring the character of Bill Sikes	Can I explore the character of Bill Sikes?	By the end of the lesson students will have explored the character of Bill Sikes and his purpose in the novel.	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should be given images of Bill Sikes and write down at least 3 adjectives to describe him. Teachers should embed the key vocabulary as part of the feedback.</p> <p>Assessment opportunity – verbal feedback</p> <p>Students should read Chapter 16 focusing on the presentation of Bill Sikes. After reading,</p>	Model Answer	Success Criteria

			<p>students should discuss their impressions of Bill Sikes' character. Students should discuss what his role is in the novel.</p> <p>Students should be encouraged to use contextual knowledge to further their exploration of Sikes's character.</p> <p>Students should answer the question <i>Who is Bill Sikes?</i> Students should be provided with a model and success criteria.</p> <p>Assessment opportunity – verbal feedback and self/peer assessment</p> <p>Review learning question at the end of lesson.</p>		
12 Analysing the character of Nancy (Summative Marking)	How does Dickens present the character of Nancy?	By the end of the lesson students will have explored the character of Nancy and her purpose in the novel.	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should be given images of Nancy and write down at least 3 adjectives to describe her. Teachers should embed the key vocabulary as part of the feedback.</p> <p>Assessment opportunity – verbal feedback</p> <p>Students should recap their knowledge Chapter 16 focusing on the presentation of Nancy. Students should discuss their impressions of Nancy's character.</p>	Model Answer Success Criteria Extract relating to Chapter 16	Utterance Humility

			<p>Students should explore 3 quotations in relation to Nancy's character.</p> <p>Students should work through comprehension style questions to develop their inference and comprehension skills:</p> <ol style="list-style-type: none">1. What does the verb 'springing' suggest about the way Nancy acted?2. Why does Dickens use exclamation marks in Nancy's dialogue in this extract? How would the effect of her dialogue change if it were full stops?3. What does her use of repetition suggest about her?4. Dickens said that she 'screamed' and 'struggled violently'. What impression is created by the use of the verbs? How does the adverb 'violently' further this impression?5. What two adjectives are used to describe Nancy after the struggle? What impression is created and why?6. How does Nancy's use of questions towards the men support the idea she is a strong female?7. Fagin felt 'certain that it would be rather unsafe to prolong any conversation with her'. What does this tell us about Nancy? <p>Assessment opportunity – self-assessment and verbal feedback</p>		
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			<p>Students should use their ideas to write at least one paragraph answering the question <i>How does Dickens present the character of Nancy?</i> Students should be provided with a model answer and success criteria.</p> <p>Assessment opportunity – self-assessment using model answer and success criteria</p> <p>Review learning question at the end of lesson.</p>		
13 Exploring how Dickens creates tension	Can I explore how Dickens creates tension?	By the end of the lesson students will have explored how Dickens creates tension and utilised his techniques in their own writing.	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should consider what is meant by the word 'tension'. Students should consider the techniques writers use to create tension.</p> <p>Assessment opportunity – verbal feedback</p> <p>Students should read Chapter 18 considering the techniques Dickens used to create tension.</p> <p>Assessment opportunity – verbal feedback</p> <p>Students should consider the techniques they find most effective in creating tension and utilise them in their own writing. Students should aim to write at least one paragraph about somebody walking up a staircase creating tension.</p> <p>Assessment opportunity – verbal feedback and self/peer assessment</p>	Extract relating to Chapter 18	Tension Hastily

			Review learning question at the end of lesson.		
14 Evaluate to what extent Bill Sikes is presented as a villain	To what extent is Bill Sikes a villain?	By the end of the lesson students will have evaluated to what extent Bill Sikes is presented as a villain. .	<p>Do Now: 5-a-day retrieval practice. Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should discuss their thoughts about what makes a villain. Students should consider how these ideas relate to Bill Sikes during their reading.</p> <p>Students should read Chapter 22.</p> <p>Students should write down at least 5 words to describe Bill Sikes based on their initial reading. Students should also consider to what extent they view him as a villain and why. Teachers should explore the ideas and vocabulary in class. Assessment opportunity: Verbal feedback</p> <p>Students should identify at least 3 quotations which explore the character of Bill Sikes. Students should use these quotations as evidence to help evaluate to what extent Bill Sikes is presented as a villain. During class feedback, key quotations should be identified and explored. Students should explore most quotations independently as preparation for their assessment.</p>	Extract relating to Chapter 22	Loquacious

			<p>Students should be encouraged to include relevant contextual information.</p> <p>Students should use their knowledge to debate to what extent Bill Sikes is presented as a villain.</p> <p>Assessment opportunity: Verbal feedback</p> <p>Review learning question at the end of lesson.</p>		
15 Assessment Lesson Presentation of Bill Sikes	How does Dickens present Bill Sikes?	Students will use their notes and knowledge of Bill Sikes to write an analysis of Sikes' character.	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should use their notes and knowledge of Bill Sikes' character to write a detailed analysis answering the question <i>How does Dickens present Bill Sikes?</i></p> <p>Students should be encouraged to proof-read their responses to correct literacy errors and add in any additional information.</p>		
16 Recap of non-fiction texts and formats	What are the purposes of non-fiction texts?	Students will identify the conventions and purposes of non-fiction texts.	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should recap the purposes of non-fiction texts. Students should recap the different types of non-fiction texts: letters, speeches, articles, reports, reviews and their conventions/</p>	Non-Fiction Knowledge Organiser Range of non-fiction extracts and sources	Bias

			<p>Students should consider the impact/purpose of non-fiction texts in our daily lives. This should include the benefits and potential drawbacks of non-fiction texts.</p> <p>Students should be provided with a range of non-fiction sources and consider their purposes: to argue; to inform; to persuade. Students should complete the table identifying their purposes and the devices used.</p> <p>Students should then consider whether the texts are strictly informative or contain bias.</p> <p>Students should answer the question <i>what are the purposes of non-fiction texts?</i></p> <p>Assessment opportunity – verbal feedback and self/peer-assessment</p> <p>Review learning question at the end of lesson.</p>		
17 Exploring Victorian women and expectations	What was expected of Victorian women?	Students will gain knowledge regarding life for Victorian women.	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should be provided with a range of contextual information about Victorian women.</p> <p>Students should read the extract about the 'Angel in the House', extract by John Ruskin and The Ladies' Book of Etiquette. Students</p>	19th-Century extracts about the position of women Model answer	'Angel in the House'

			<p>should consider the differing expectations of women.</p> <p>Students should answer the question <i>What was expected of Victorian women?</i> Students should be provided with a model answer and paragraph ideas to help develop their responses.</p> <p>Assessment opportunity – verbal feedback and self/peer-assessment</p> <p>Review learning question at the end of lesson.</p>		
18 Understanding how to format and create an article	What is the purpose of an article?	Students will understand the purpose of an article and develop their knowledge of the structure of an article.	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>SPAG focus = Exclamation marks</p> <p>Students should recap the conventions and purposes of an article. Students should consider the differences between a broadsheet and a tabloid newspaper.</p> <p>Students should consider the purpose of a headline and create a headline for key moments in the novel: <i>Child Dares to Ask for More!</i></p> <p>Students should recap the importance of an introductory article paragraph: who? What? Where? When? After creating a class opening</p>		<p>Emotive language</p> <p>Indubitably</p> <p>Orphan</p> <p>Prudent</p> <p>Voracious</p>

			<p>paragraph about Oliver asking for more food, students should pick a key moment to write their own introductory paragraph. The focus should be emotive language.</p> <p>Students should recap the importance of a conclusion: offering a way to move forward; recapping key information; etc. After creating a class conclusion about Oliver asking for more food, students should use the key moment they chose to write their own conclusion. The focus should be emotive language.</p> <p>Assessment opportunity – verbal feedback and self/peer-assessment</p> <p>Review learning question at the end of lesson.</p>		
19 The Ballad of Charlotte Dymond – exploring the presentation of women	How are women presented in The Ballad of Charlotte Dymond?	By the end of the lesson students will have analysed The Ballad of Charlotte Dymond.	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should recap the expectations of women in Victorian society.</p> <p>Students should be provided with the definition of a ballad.</p> <p>Students should analyse the way language is used to present Charlotte Dymond guided by the teacher.</p>	The Ballad of Charlotte Dymond	Gauze Sable Moorland Ballad

			<p>Assessment opportunity – verbal feedback and self/peer-assessment</p> <p>Review learning question at the end of lesson.</p>		
<p>20</p> <p>Comparing presentation of women: Nancy V Rose Maylie</p>	<p>Can I compare Nancy and Rose Maylie</p>	<p>By the end of the lesson students will have compared the presentation of Nancy and Rose Maylie using contextual information to develop their understanding.</p>	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should write down at least 3 adjectives to describe Nancy and Rose Maylie. Students should recap their knowledge of Nancy and Rose Maylie.</p> <p>Assessment opportunity – verbal feedback</p> <p>Students should recap contextual knowledge of Victorian women to further their understanding of Nancy and Rose Maylie.</p> <p>Assessment opportunity – verbal feedback</p> <p>Students should complete the comparison grid based on Nancy and Rose Maylie using contextual information to enhance their understanding of the characters.</p> <p>Assessment opportunity – verbal feedback and self/peer-assessment</p> <p>Review learning question at the end of lesson.</p>	<p>Extracts relating to Chapter 30 and 31 Comparison Grid</p>	<p>Fatal Sturdy Bitterness</p>

<p>21</p> <p>Assessment Lesson</p> <p>Write an article linked to Victorian women (Summative Marking)</p>	<p>Can I write an article about Victorian women?</p>	<p>Students will use their knowledge to write an article about Victorian women.</p>	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should spend 10 minutes completing the planning grid focusing on life for Victorian women. Students should be given a range of paragraph ideas to choose from or create their own.</p> <p>Students should spend 40 minutes writing their article about Victorian women and 5 minutes proof-reading their article.</p>	<p>Planning Grid</p>	
<p>22</p> <p>DIRT Lesson</p> <p>Checkpoint assessment using tick-tick marking</p>	<p>Can I assess my writing and make improvements?</p>	<p>Pupils to reflect on their work according to their success criteria and seek to make improvements</p>	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Provide pupils with a model response either one that the teacher has created, or a piece of best work from within the class. Share success criteria and guide pupils through tick-tick marking process of model example. Pupils to add up total ticks.</p> <p>Pupils then to either peer or self-assess their writing using tick-tick marking process and add up their ticks. Pupils to identify WWW and EBI. Assessment opportunity – peer/self assessment</p> <p>Using green pen, pupils are to add to, or improve a section of their writing.</p>	<p>Model Response</p>	

23 Introduction to report writing	What is the purpose of a report?	Students will understand the purpose of a report.	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>SPAG focus = Commas (multiple adjectives)</p> <p>Students should recap the conventions and purposes of a report.</p> <p>Students should recap the events of the burglary.</p> <p>Students should recap the importance of an introductory report paragraph: who? What? Where? When? After creating a class opening paragraph about the burglary, students should pick a key moment to write their own introductory paragraph. The focus should be factual language.</p> <p>Students should recap the importance of a conclusion: offering a way to move forward; recapping key information; etc. After creating a class conclusion about the burglary, students should use the key moment they chose to write their own conclusion. The focus should be factual language.</p> <p>Assessment opportunity – verbal feedback and self/peer-assessment</p>		
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			Review learning question at the end of lesson.		
24 Explore Dodger's demise	How does Dickens present Dodger's demise?	By the end of the lesson students will have recapped the key events surrounding the Dodger and considered his purpose in the novel.	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should recap the key events relating to the Dodger in the novel.</p> <p>Students should recap their contextual knowledge of childhood and poverty in Victorian society to further their understanding of the Dodger and his demise.</p> <p>Students should consider to what extent the Dodger is a sympathetic character. Students should discuss this as a class.</p> <p>Students should answer the question <i>How does Dickens present the Dodger's demise?</i> Students should use the success criteria to assist them.</p> <p>Assessment opportunity – verbal feedback and self/peer-assessment</p> <p>Review learning question at the end of lesson.</p>	Extract relating to Chapter 41 Success Criteria	Sympathetic Guileless Articulate
25 How is violence presented throughout the novel?	How is violence presented throughout the novel?	By the end of the lesson students will have considered how violence is presented in the	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p>	Extract relating to Chapter 46 and 47	Quest Concealed

(Summative Marking)		novel and what it reveals about Victorian society.	<p>Students should recap the key events relating to violence in the novel.</p> <p>Students should recap their contextual knowledge to develop their understanding of the key events and consider what the novel reveals about Victorian society.</p> <p>Students should answer the question <i>How is violence presented in the novel?</i> Students should use the success criteria to assist them.</p> <p>Assessment opportunity – verbal feedback and self/peer-assessment</p> <p>Review learning question at the end of lesson.</p>		
26 Report Writing: Nancy's death	Can I write a report about Nancy's death?	By the end of the lesson students will have used the conventions of a report to write a report on Nancy's death.	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>SPAG Focus: Speech Marks for direct speech</p> <p>Students should recap the conventions and purpose of a report.</p> <p>Students should bullet point the key events leading to Nancy's death.</p>	Extract relating to Chapter 47 Model Answer Success Criteria	Overthrow

			<p>Students should use the report plan grid to spend 30 minutes writing a report about Nancy's death.</p> <p>Pupils then to either peer or self-assess their writing using tick-tick marking process and add up their ticks. Pupils to identify WWW and EBI.</p> <p>Assessment opportunity – peer/self-assessment</p>		
27 Introducing speech writing	What is the purpose of a speech?	Students will understand the purpose of a speech.	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>SPAG focus = Commas (multiple adjectives)</p> <p>Students should recap the conventions and purposes of a report.</p> <p>Students should the key points about the Dodger.</p> <p>Students should recap the importance of an introductory speech paragraph: creating an impact; directly addressing the audience; hooking the audience. After creating a class opening paragraph about the Dodger, students should pick a key moment to write their own introductory paragraph. The focus should be rhetorical questions.</p>		

			<p>Students should recap the importance of a conclusion: offering a way to move forward; recapping key information; etc. After creating a class conclusion about the Dodger, students should use the key moment they chose to write their own conclusion. The focus should be retorical questions.</p> <p>Assessment opportunity – verbal feedback and self/peer-assessment</p> <p>Review learning question at the end of lesson.</p>		
<p>28</p> <p>Explore how Dickens presents the demise of Fagin</p>	<p>What happens to Fagin?</p>	<p>By the end of the lesson students will have explored what happens to Fagin in the novel.</p>	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should recap the key events relating to Fagin in the novel.</p> <p>Students should read the extracts relating to Chapter 51, 52 and 53. Students should focus on the demise on Fagin. Students should discuss the demise of Fagin and their thoughts about his character.</p> <p>Students should answer the question <i>What happens to Fagin?</i> Students should use the success criteria to assist them.</p> <p>Assessment opportunity – verbal feedback and self/peer-assessment</p>	<p>Extract relating to Chapter 51, 52 and 53</p> <p>Success Criteria</p>	<p>Demise</p> <p>Unquenchable</p> <p>Ensnared</p>

			Review learning question at the end of lesson.		
29 Exploring the theme of crime and punishment	How are crime and punishment presented in the novel?	By the end of the lesson students will have explored how crime and punishment are presented in the novel.	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should recap the key events relating to crime and punishment in the novel.</p> <p>Students should recap their contextual knowledge about crime and punishment.</p> <p>Students should answer the question <i>How are crime and punishment presented in the novel?</i></p> <p>Students should use the success criteria to assist them.</p> <p>Assessment opportunity – verbal feedback and self/peer-assessment</p> <p>Review learning question at the end of lesson.</p>		Sympathetic Critical
30 What does Dickens criticise about Victorian society through his novel?	What does Dickens criticise about Victorian society through his novel?	By the end of the lesson students will have explored what Dickens criticises about Victorian society in the novel.	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should read an extract of a speech from Dickens about Victorian society.</p> <p>Using think, pair, share, students should consider what they think Dickens is critical about Victorian society in the novel.</p>	Charles Dickens Speech	

			<p>Students should recap their contextual knowledge about crime and punishment.</p> <p>Students should answer the question <i>What does Dickens criticise about Victorian society in his novel?</i> Students should use the success criteria to assist them.</p> <p>Assessment opportunity – verbal feedback and self/peer-assessment</p> <p>Review learning question at the end of lesson.</p>		
31 Exploring social responsibility	How is social responsibility explored in Oliver Twist?	Students will be able to define what is meant by social responsibility and the impact it has on our lives. Students will be able to relate this knowledge to Oliver Twist and consider what was Dickens' purpose when he wrote Oliver Twist.	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should discuss the meaning of social responsibility and how it impacts our lives. Students should consider the ways social responsibility is presented in the novel.</p> <p>Students should consider what was Dickens' purpose when writing Oliver Twist. Students should consider their contextual knowledge about Dickens and his life.</p> <p>Students should complete the planning grid focusing on social responsibility in Oliver Twist. Students should be given a range of paragraph ideas to choose from or create their own.</p>	Planning Grid	

			Review learning question at the end of lesson.		
32 Assessment Lesson What is the purpose of the novel Oliver Twist?	What is the purpose of the novel Oliver Twist?	Students will use their knowledge of social responsibility and Dickens and his life to write a speech about the purpose of the novel Oliver Twist.	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Students should use their notes from the previous 3 lessons to write a speech about the purpose of the novel Oliver Twist. The title of the speech should be <i>The presentation of Life in Oliver Twist</i>. In this speech, students should consider how Dickens presents life for different characters and the message he was conveying.</p> <p>Students should spend 10 minutes using the planning grid to plan their assessment.</p> <p>Students should spend 45 minutes writing their speech and 5 minutes proof-reading their speech.</p> <p>Review learning question at the end of lesson.</p>	Planning Grid	
33 DIRT Lesson Checkpoint assessment using tick-tick marking	Can I assess my writing and make improvements?	Pupils to reflect on their work according to their success criteria and seek to make improvements.	<p>Do Now: 5-a-day retrieval practice.</p> <p>Assessment opportunity – self-assessment of prior knowledge</p> <p>Provide pupils with a model response either one that the teacher has created, or a piece of best work from within the class.</p>	Model Answer	

			<p>Share success criteria and guide pupils through tick-tick marking process of model example. Pupils to add up total ticks.</p> <p>Assessment opportunity – peer/self assessment</p> <p>Using green pen, pupils are to add to, or improve a section of their writing.</p> <p>Review learning question at the end of lesson.</p>		
34 Topic Test	Can I use my knowledge of Oliver Twist to complete the Topic Test?	Students will use their knowledge of the novel to complete the Topic Test.	<p>Students should complete the Topic Test.</p> <p>Self/peer-assess.</p> <p>Review learning question at the end of lesson.</p>	Topic Test	