



YEAR 11 2023-24 Aut 2 / Spring 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Language Paper 1 / A Christmas Carol / mock revision

In addition to developing the skills and knowledge listed below, we aim to give all students access to a wide range of high-quality texts in order to develop their language and communication skills, as well as their cultural capital and empathy to allow them to be fulfilled in their future lives and employment and contribute positively to society. We aim to foster a love of reading for all students so that they read independently, widely and often.

NC Links:

Reading

Curriculum Intent

Pupils should be taught to:

Read and appreciate the depth and power of the English literary heritage through:

- Reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism including:
- Works from the 19th, 20th and 21st centuries
- Poetry since 1789, including representative Romantic poetry
- Re-reading Literature and other writing as a basis for making comparisons
- Choosing and reading books independently for challenge, reading and enjoyment

Skills / National Curriculum Links

Understand and critically evaluate texts through:

- reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes.
- drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation.
- identifying and interpreting themes, ideas and information.
- exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects.
- seeking evidence in the text to support a point of view, including justifying inferences with evidence.
- Distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence.
- analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact.
- making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading.
- make an informed personal response, recognising that other responses to a text are possible and evaluating these.

Writing

Pupils should be taught to:

Write accurately, fluently, effectively and at length for pleasure and information through:

- adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information and argue.
- selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis.
- selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices to reflect audience, purpose and context, and using Standard English where appropriate.
- make notes, draft and write.

Revise, edit and proof-read through:

- reflecting on whether their draft achieves the intended impact.

	<ul style="list-style-type: none"> • Restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness. • paying attention to the accuracy and effectiveness of grammar, punctuation and spelling. <p><u>Grammar and vocabulary</u> Pupils should be taught to: Consolidate and build on knowledge of grammar and vocabulary through:</p> <ul style="list-style-type: none"> • studying their effectiveness and impact in the texts they read. • drawing on new vocabulary and grammatical constructions from their reading, and using these consciously in their writing to achieve particular effects. • using linguistic and literary terminology accurately and confidently in discussing reading and writing. <p><u>Spoken English</u> Pupils should be taught to: Speak confidently, audibly and effectively, including through:</p> <ul style="list-style-type: none"> • using Standard English when the context and audience require it. • listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary. • Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary, • listening and responding in a variety of different contexts.
<p>Cross Curricular Links</p>	<p>SMSC: Spiritual, moral, social and cultural values are represented by the choice of the novel, literary fiction and non-fiction texts within the unit of work as well as the explicit teaching of contextual factors. PSHE/British Values: Individual liberty, mutual respect and tolerance are represented by the choice of novel, fiction and non-fiction texts within the unit. Numeracy: N/A</p>
<p>Literacy</p>	<p>Vocabulary Tier 2 – philanthropy, supernatural, redemption, salvation, nostalgia, solitude, benevolence, avarice, glorious, poverty, ignorance, want, genuflect, destitution. Tier 3 – noun, setting, narrative structure, antithesis, Byronic hero, chiasmus, simple sentence, dynamic verb, pathos, motif, dramatic irony. Reading Strategies – comprehending, inferring, deducing, predicting, questioning, summarising, clarifying, connecting. Writing opportunities – extended writing to describe and narrate, proof-reading and editing, essay writing.</p>

<p>Becoming future ready</p>	<div style="text-align: center;">  </div> <p>Personal Skills / skills builder: Careers/Employability: Proof reading and editing, written communication.</p>
<p>Adaptation</p>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
<p>QFT/SEND Provision</p>	<p>By product: All students will be taught to produce high-quality pieces of written and spoken English as well as high quality analytical essays. By resource: All students will be given a range of resources including knowledge organisers, vocabulary mats, reciprocal reading mats and revision booklets. Individual powerpoint presentations have sections for students aiming for grades 7-9. However, these are taught to all students to encourage ambition. Model answers are available at all grades. By Intervention: Wave 1 – high quality teaching, wave 2 – support sessions for identified cohorts, wave 3 – support for individual students by the class teacher. By Progressive Questioning: exploring pupils’ understanding through interactive dialogue. By Grouping: according to prior attainment. By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. By Offering Optional Activities: In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<p>Implementation Curriculum Delivery</p>	<p>The following planning table together with the long-term curriculum map and lesson powerpoints outline how knowledge and skills will be taught as well as how learners’ understanding will be checked, how misconceptions will be addressed and how teaching sequences can be adapted as and when necessary.</p>
<p>Learning Outcomes (Knowledge)</p>	
<p>Current learning to be developed in the future within:</p>	<p>Interleaved learning is outlined in the long-term curriculum map and shows how content is revisited to ensure it is remembered.</p>
<p>Assessment</p>	<p>Mock exams take place in the two weeks directly after half term Students will sit both Language Papers as part of the PiXL Wave as well as a a hybrid Literature paper comprising of A Christmas Carol, AIC and unseen poetry. All assessments on this unit are highlighted in green in the planning table below. Impact will be measured through a range of formative and summative assessments and support will be put in to place when teachers judge that students are not fulfilling</p>

	<p>their potential. Our aim is to ensure all students perform to the best of their ability and are ready for the next stage of their education or career by the end of the GCSE course.</p> <p>Refer to assessment maps, and for formative and summative assessment opportunities.</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>

<p><u>Teacher notes:</u></p>
<p><u>Key resources:</u> These are outlined below in the medium-term planning section of this document</p>

Medium term planning

WALTs	Suggested Activities / Resources / Links
<p>WALTs are outlined in the teaching powerpoints within the units if they are not in this column below</p>	<p><u>Key resources:</u></p> <ul style="list-style-type: none"> • Lesson powerpoints. <p><u>Language Paper 1 reading section linked to ‘A Christmas Carol.’</u></p> <p><u>Lesson 1 – Language Paper 1 – nouns and close reading of a text</u></p> <p>Follow the lesson powerpoint. Each student will need a copy of pages 1 and 2 of the Christmas Carol Lang P1 booklet. This booklet includes a number of extracts from the novella with linked Language Paper 1 style section A questions and we will be using these throughout the unit.</p>

Lesson 2 – Language Paper 1 – questions 1 and 2

Follow the lesson powerpoint. Each student will need their copy of pages 1 and 2 of the Christmas Carol Lang P1 booklet from last lesson.

Homework – a past paper 1 question 1 and 2 of your choice. All past papers are in a clearly labelled folder in the unit of work,

Lesson 3 – Language Paper 1 – question 3

Follow the lesson powerpoint. Each student will need their copy of pages 1 and 2 of the Christmas Carol Lang P1 booklet from last lesson.

You will be giving a marking sticker with feedback and a NOW task on a paper 1 question 3 the students will be answering.

Homework – a past paper 1 question 3 of your choice. All past papers are in a clearly labelled folder in the unit of work.

Lesson 4 – Language Paper 1 – question 4

Follow the lesson powerpoint. Each student will need their copy of pages 1 and 2 of the Christmas Carol Lang P1 booklet from last lesson (please note I have changed the focus of the question on the ppoint as I didn't like the AQA one.'

There is a slide for students to peer or self-assess their answer to Q4. They will each need a marking sticker for this.

Homework – a past paper 1 question 4 of your choice. All past papers are in a clearly labelled folder in the unit of work.

A Christmas Carol

Lesson 1 – Introduction and the beginning of Stave 1

Follow the lesson powerpoint. Each student will need a copy of the Christmas Carol Text Guide booklet and the novella itself and will need to keep them throughout the unit. These are printed and ready in R313.

Lesson 2 – Stave 1 continued

Follow the lesson powerpoint.

Lesson 3 – Who is Scrooge?

Follow the lesson powerpoint.

There is a context based homework on the last slide. Students will need their text guide for this.

Lesson 4 – Marley’s ghost

Follow the lesson powerpoint. Students will need a copy of the Marley’s ghost analysis grid.

There is a homework activity on the last slide which you will set via Seneca. Please choose the ones you think will challenge the ability of your class. This is also a task on the marking and feedback policy.

Stave 2

Lesson 5 – The Ghost of Christmas Past

Follow the lesson powerpoint. Use your visualiser to annotate the text.

Lesson 6 – Scrooge’s old school

Follow the lesson powerpoint. Use your visualiser to annotate the text.

Note, there is a slide on here re-iterating what will be in the mock exams and a revision activity to prepare for the AIC (there will be more to follow.) You will need to set the Seneca AIC course. Make it clear to students that no time will be given in class for the revision so the homework must be completed.

Lesson 7 – Fezziwig

Follow the lesson powerpoint. Use your visualiser to annotate the text. Students will need a copy of the ‘Fezziwig at a glance’ ppoint slide for this lesson.

Lesson 8 – Belle

Follow the lesson powerpoint. Use your visualiser to annotate the text. Students will need a copy the paper revision booklet we gave them at the beginning of the unit.

Practice essay 1

Follow the lesson powerpoint. Students will need a copy of the practice essay 1 word document which has the essay question on.

You will be feeding back with a marking sticker on this essay.

The extract for the exam will come from either Stave 1 or 2.

Language Paper 1 – lesson 5 – What makes fiction interesting?

We will now loop back to language paper 1 to practice question 5 – narrative / descriptive writing. The powerpoints are in the Language Paper 1 folder. Follow the powerpoint. Students will need a copy of

Language Paper 1 – lesson 6 – narrative writing

Follow the powerpoint.

Unseen poetry revision lesson

Work through the unseen poetry powerpoint. Students will each need a copy of the poems and questions on slide 2. There are also lots of teacher slides at the end of the powerpoint including the mark scheme and sample answers.

Homework – give students a past unseen poetry question of your choice. All past papers are on Sharepoint.

A Christmas Carol – Stave 3

Lesson 9 – The Ghost of Christmas Present

Follow the lesson powerpoint. Use your visualiser to annotate the text. Students will need a copy of the ‘Plenty’s Horn’ worksheet which is on the one slide ppt presentation of the same name in the lesson folder.

Lesson 10 – A walk about the Streets

Follow the lesson powerpoint. Use your visualiser to annotate the text. Students will need a copy of the reciprocal reading mat in the lesson folder as well as the non-fiction booklet (printed and in R313.)

Lesson 11 – The Cratchits

Follow the lesson powerpoint. Use your visualiser to annotate the text. Students will need a copy of the Cratchits analysis grid in the lesson folder.

There is a homework task on the last slide and students will need a copy of the Guardian Christmas Carol and Poverty article in the stave folder.

Lesson 12 – The celebration of Christmas Day

Follow the lesson powerpoint. Use your visualiser to annotate the text.

Lesson 13 – Ignorance and Want

Follow the lesson powerpoint. Use your visualiser to annotate the text. All students will need a copy of the Ignorance and Want worksheet in the Stave 3 folder.

There is a homework to give students a past paper 1 of your own choice. All past papers are on Sharepoint.

You will mark and feedback on question 5 using a CHS marking sticker before getting students to re-draft and improve in class.

Lesson 14 - The Ghost of Christmas Yet to Come

Follow the lesson powerpoint. Use your visualiser to annotate the text.

Lesson 15 – An obscure part of town

Follow the lesson powerpoint. Use your visualiser to annotate the text.

Lesson 16 – The Death of Tiny Tim

Follow the lesson powerpoint. Use your visualiser to annotate the text.

There is a homework task on the last slide which you will need to set on Seneca. Choose the tasks appropriate to your class.

Lesson 17 – Stave 5

Follow the lesson powerpoint. Use your visualiser to annotate the text. There are slides that will need printing off for the students.

End of unit

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