

CORE CONCEPTS:

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

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Lesson	Vocabulary	Key Concept	Retrieval	Success Criteria	Hinge Question	Red Zone
Lesson 1 - To know the GCSE-Literature course outline. SF – Comprehension	- Prose - Play - Poetry	- Comprehension and Inference - Communication	- Exploding quotations.	- I can outline the difference between poetry, prose, and a play. - I can recall how many examinations I will sit for this GCSE. - I can state which texts I will be studying at GCSE level. - I will know which texts are relevant to which paper.	How many exams will you sit, over both GCSEs? A) 3 B) 4 C) 5 D) 2	Summarise what you believe you will encounter during your ‘GCSE Literature’ course.

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Lesson 2 - To know the GCSE-Language course outline for Paper 1 (only). - SF Comprehension		- Comprehension and Inference - Communication	- Apostrophes	- I can differentiate between my Literature and Language GCSE. - I can express my knowledge of the questions that I am going to receive on this paper. - I can recall how long to spend on each question and what each question will require of me.	A) What is the most important thing to understand about GCSE Language Paper 1? B) It tests your ability to analyse and create responses to fiction C) It only tests spelling, punctuation and grammar	Closed book: What are the demands of your Language Paper 1?
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					D) It requires you to study one specific novel It is entirely a creative-writing examination	
Lesson 3 - To comment on what makes a good story. - SF – Comprehension and inference		- Communication - Critical Thinking - Authors’ Choices	- Syntax	- I can express my opinion on what makes a good story, either when reading one, or writing one. - I can read an excerpt from Stephen King’s ‘On Writing’ and outline what he thinks makes a good writer.	Which combination is most important when creating an effective story? A. Complex vocabulary and as many characters as possible B. A surprising ending and lots of dialogue	Discuss, in detail, one book you have read and why that has been so memorable for you.

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				- I can discuss one book that I have read that I really enjoyed and explain why.	C. A purposeful structure, engaging ideas and deliberate use of language D. Short sentences and constant action	
Lesson 4 - To be able to understand what life was like during the Victorian era. SF: Context and comprehension	- Monarchy - Reign - Industrial Revolution	- Comprehension and Inference - Authors’ Choices - Analysis and Interpretation	- Exploding quotations.	- I can understand what life was like in Victorian Britain. - I can explain what the ‘Poor Laws’ were. - I can define the Malthusian Theory and see how it applies to some of Dickens’ characters.	Laissez-faire means: A) Allow it B) Leave things alone C) Intervene D) Be polite	What was life like during the Victorian Era?

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Lesson 5 - To assess Dickens' authorial intent and motivation behind his novella. SF: AO3	- Authorial Intent - Political Diatribe - Allegory - Introspection	- Comprehension and Inference - Communication - Authors' Choices	- Allegory	- I can outline the life of Charles Dickens and infer how his life applies to the Victorian context. - I can discuss the meanings of 'political diatribe' and 'allegory'. - I can explain why he might have wanted to write this political diatribe. - I can write a WHW about Dickens' proposed motivations behind writing ACC.	Lesson 5 Why did Dickens write <i>A Christmas Carol</i>? A. Primarily to entertain wealthy Victorian readers B. To encourage readers to recognise social inequality and consider their responsibility towards others C. To provide an accurate historical account of Christmas D. Primarily to	Charles Dickens created 'A Christmas Carol' to force some introspection onto the rich in Victorian England. To what extent do you agree?
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					criticise Christmas as a religious celebration	
Lesson 6 - To be able to read a short story and answer comprehension questions. SF: Comprehension	-	- Comprehension and Inference	- Word classes	- I can read a new short story - I can ascertain the meaning behind it. - I can prove my comprehension of it by answering comprehension questions.	When answering a comprehension question, what should you do first? A. Analyse every language technique you can identify B. Find the relevant information in the text and ensure your answer is supported by it C. Explain the writer’s purpose in detail	Answer these 10 questions correctly.

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					D. Give your personal opinion about the text	
Lesson 7 - To be able to read a short story and answer comprehension questions. SF: Comprehension	-	- Comprehension and Inference	- Rhetoric	- I can read a new short story - I can ascertain the meaning behind it. - I can prove my comprehension of it by answering comprehension questions in GCSE format.	What makes a strong comprehension answer? A. A detailed interpretation even if it is not supported by the text B. A quotation followed by several language techniques C. Accurate understanding supported by relevant textual evidence	Write our four correct statements about the passage of text you have just read.

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					D. A long response using sophisticated vocabulary	
Lesson 8 - To understand the genre of Dickens’ text ‘ACC’. - SF: Inference and Genre “To see the dingy cloud come drooping down, obscuring everything, one might have thought that Nature lived hard	- Gothic - Pathetic Fallacy - Greed - Redemption - Christmas Spirit - Supernatural - Poverty Vs Wealth	- Communication - Analysis and Interpretation - Comprehension and Inference - Authors’ Choices	- Discourse markers	- I can understand what the genre of ‘Gothic’ is. - I can outline different aspects of ‘The Gothic’ in the opening pages of the novella. - I can understand the themes that are in his novella ‘ACC’ and how they fit this genre of Literature. - I can theorise as to why Dickens would	What genre best describes A Christmas Carol? A. A realistic autobiography B. A Gothic ghost story with elements of social criticism C. A historical documentary D. A traditional detective story	“How does Dickens use the Gothic to lay the foundations for his allegorical novella?”

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by, and was brewing on a large scale.”				open his novella this way.		
Lesson 9 - To know how Dickens’ protagonist is presented. - SF: Characterisation Begin from “ The door of Scrooge’s counting-house was open that he might keep his eye upon his clerk, who in a dismal little cell beyond, a	- Juxtaposition - Antithesis - Characterisation - Misanthropic - Philanthropic - Generosity	- Analysis and Interpretation - Comprehension and Inference - Authors’ Choices	- Figurative language	- I can judge the character ‘Ebenezer Scrooge’. - I can judge the character ‘Fred’. - I can compare how they are presented by Charles Dickens. - I can comment on why Dickens might have chosen to expose his audience to this stark difference so early in his novella.	What is Dickens mainly establishing about Scrooge in this opening presentation? A. He is wealthy but generous towards those around him B. He is isolated, miserly and emotionally cold towards others C. He is frightened by the supernatural	“How does Dickens present Ebenezer Scrooge?”

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sort of tank, was copying letters.” To stop at “This lunatic, in letting Scrooge’s nephew out, had let two other people in.”				- I can be guided through an essay plan and WHW structure.	D. He is poor because society has mistreated him	
Lesson 10 - To answer a GCSE Question 1. Using the Woman in Black. - SF: Comprehension	-	- Compre nsion and Inference	- Industrial Revolution	- I can read the opening of ‘The Woman in Black’ and be able to articulate its significance. - I can find four things that are true.	What is the key skill being tested by GCSE Language Paper 1 Question 1? A. Selecting four correct statements about the text B. Analysing the writer’s use of language	Write down four things that are true, from this passage of text.

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					C. Evaluating the effectiveness of the whole text D. Comparing two different sources	
Lesson 11 - To understand how a writer uses language for effect. - SF: Zoom in		- Comprehension and Inference - Analysis and Interpretation - Communication	- Punctuating Speech	- I can articulate how this is similar to the skills that I use throughout my Literature GCSE. - I can learn something from a passage of text. - I can explode a quote that proves this. - I can discuss how this quote/use of language, has	What does it mean to analyse language “for effect”? A. Identify a technique and name it B. Explain what a word or phrase means and how the writer’s choice affects meaning or the reader	How does the writer use language to describe the train journey?

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				impacted my understanding/feelings.	C. Find the longest quotation in the paragraph D. Explain whether the writer’s grammar is correct	
Lesson 12 - To comment on how Dickens presents the attitudes of the rich. - SF: AO2 Begin at: “This lunatic, in letting Scrooge’s nephew out, had let two other people in.” End at: “	- Mournful - Congenial - Capitalist - Unethical	- Comprehension and Inference - Analysis and Interpretation - Authors’ Choices	- Language devices	- I can make inferences as to how the interaction between Scrooge and the Gentlemen represents Victorian life/views towards the poor. - I can make references as to why Marley has been mentioned in this chapter.	A. Wealth is presented as automatically producing happiness B. Wealth is associated with social power, but Dickens encourages readers to question how the wealthy treat others C. Wealth is presented as	How far does Dickens present the rich, misanthropists’ attitudes towards the poor as unethical?

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not a knocker, but Marley’s face.”				- I can infer the reason behind Marley’s supernatural appearance at the end of today’s reading.	completely irrelevant to people’s behaviour D. The wealthy are presented as victims of the poor	
Lesson 13 - To know how Dickens presents the concept of greed. - SF: Analysis Start with: “not a knocker, but Marley’s face.” End Stave 1. Pg 16-25 pdf	- Impenetrable - Inexplicable - Purgatory - Omniscient - Consequences	- Comprehension and Inference - Analysis and Interpretation - Critical Thinking - Authors’ Choices	- Pathetic fallacy	- I can explain who Marley is. - I can explain how Marley and Scrooge resemble the rich, greedy, misanthropic, Victorian population. - I can find links between today’s	How does Dickens present greed in Stave 1? A. As a harmless characteristic that benefits society B. As something that isolates people and prioritises money over human relationships C. As a quality found	How far does Dickens present greed as something sinful that should be punished? MARKED PIECE

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				reading and ‘The Gothic’ - I can comment on actions, consequences, and how Dickens’ message is beginning to be communicated to his Victorian audience.	only in poor people D. As something that Scrooge learns to embrace	
Lesson 14 - To be able to analyse how Hill has structured an excerpt of her story to create tension. - SF: Inference	- Tension	- Comprehension and Inference - Communication - Authors’ Choices	- Scanning for information	- I can define tension. - I can identify some structural/organisational choices that the writer has made to facilitate the build-up of tension.	Which structural choice would be most effective for building tension? A. Revealing the outcome immediately B. Gradually	How has the writer structured the text to create tension?

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				I can write a WHW paragraph explaining the intended and actual effect of Hill’s organisational decisions.	withholding information before revealing something significant C. Describing every character in equal detail D. Moving randomly between unrelated events	
Lesson 15 - To be able to respond to a student statement regarding the <i>Woman in Black</i>. - SF: Analysis	Forensic	- Communication - Critical Thinking	Engaging characters	- I can form an opinion surrounding the statement provided. - I can find evidence to support my views.	Which response best demonstrates an informed argument about <i>The Woman in Black</i>? A. “I agree because the character is scary.”	A student said: “During this part of the extract, it is impossible not to feel sorry for Jennette Humfrye.” To what extent do you agree?

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				- I can forensically explode my quotations to substantiate my choice. - I can utilise this evidence in a WHW paragraph, to convince my reader of my correct stance.	B. “I disagree because I don't like the ending.” C. “I agree to an extent because Hill presents the character as threatening, but her structural choices make the reader question what is actually happening.” D. “The writer uses adjectives to make the reader interested.”	
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Lesson 16 - To know the significance of the Ghost of Christmas Past. - SF: Symbolism Begin pg 27 with Stave 2. End with pg33: “The Ghost smiled thoughtfully, and waved its hand: saying as it did so, “Let us see another Christmas!”	- Redemption - Foreshadowing	- Comprehension and Inference - Analysis and Interpretation - Authors’ Choices	- Political diatribe	- I can comment on the characterisation of the GOCPast and what it may symbolise. - I can make inferences as to why Dickens showed us these events. What were they meant to achieve? - I can explain where I have spotted the first signs of redemption.	Why is the Ghost of Christmas Past significant? A. It only shows Scrooge events that will happen in the future B. It forces Scrooge to confront experiences that help explain how he became emotionally isolated C. It exists mainly to frighten Scrooge into giving away his money D. It shows Scrooge that his childhood	How has Dickens characterised the GOCPast and why is that significant?
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					was completely happy	
Lesson 17 - To argue my point of view on one of Dickens’ characters. - SF: Analysis Begin with pg33: “The Ghost smiled thoughtfully, and waved its hand: saying as it did so, “Let us see another Christmas!” End on pg 35: “Scrooge	- Inference - Conscience	- Comprehension and Inference - Analysis and Interpretation - Authors’ Choices	- Dickens’ life	- I can discuss Scrooge’s childhood’s potential influence on his misanthropic state today. - I can examine the juxtaposing emotions Scrooge shows between Staves 1 to 2. - I can make inferences as to why Dickens wanted us to see this. I can link	Which statement would provide the strongest argument about Scrooge at this point in the novella? A. Scrooge is evil and therefore cannot change B. Scrooge appears emotionally affected by his past, suggesting that his present behaviour has developed from earlier experiences	“Scrooge is not a bad man – he is also a victim of society.” Argue your point of view on this idea.

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seemed uneasy in his mind; and answered briefly, “Yes.”				this to “Solitary as an oyster”.	C. Scrooge is wealthy, which means he must be unhappy D. Scrooge dislikes Christmas because he dislikes food	
Lesson 18 - To know the ingredients of effective descriptions and story openings and to plan an effective one. - SF: AO5	- Exposition - Sensory language - Figurative language	- Communication - Authors’ Choices	- Poor Laws	- I can label the core ingredients of effective description/story openings. - I can think outside the box to ensure an original response. - I can thoroughly plan my first description/story opening.	Which combination is most important in an effective description or story opening? A. Purposeful vocabulary, sensory detail and controlled structure B. Long sentences, difficult words and as	Plan a description of a haunted house. Or, write a story opening titled “Alone”.

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					many characters as possible C. Dialogue, rhetorical questions and a happy ending D. Similes in every sentence and constant action	
Lesson 19 - To write a description or story-opening. - SF: AO5	-	- Communication	- Gender pre 1900	- I can use my plan to inform my writing. - I can use paragraphs, sentences, and punctuation properly to write my first 40marker.	What should be the main priority when writing a successful description/story opening? A. Using as many techniques as possible B. Creating a deliberate effect on	Write a description of a haunted house. Or, write a story-opening titled “Alone”. MARKED PIECE

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					the reader through controlled language and structure C. Making every sentence the same length D. Including a complete plot with a beginning, middle and ending	
Lesson 20 - To know the characters ‘Fezziwig’ and ‘Belle’, and what they each resemble.	- Foil - Thesis	- Comprehension and Inference - Analysis and Interpretation	- AFORESTFIRE	- I can judge Fezziwig, as a character. - I can infer the reasons behind the creation of Fezziwig. - I can make inferences about the relationship	What do Fezziwig and Belle mainly represent in relation to Scrooge? A. Two people who demonstrate the importance of wealth	How does Dickens present the character of ‘Fezziwig’?

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- Symbols and Inference Begin pg35: “Scrooge seemed uneasy in his mind; and answered briefly, “Yes.” End on pg41: “Why do you delight to torture me?”		- Communication		between Belle and Scrooge. - I can deduce what Belle is saying by “A golden one”. How does this link to Scrooge’s view of Victorian misanthropists? - I can plan an answer to the question “How does Dickens present Fezziwig?”	B. Two contrasting reminders of the happiness, generosity and relationships Scrooge has lost C. Two characters who encourage Scrooge to become richer D. Two supernatural figures who predict Scrooge’s death	
Lesson 21 - To recognise and comment on what Victorian (and current)	- Tumultuous - Uproarious - Pillaged	- Comprehension and Inference - Critical Thinking	- Dickens’ intentions	- I can comment on the perceived effectiveness of the visit by the GOCPast.	What is Dickens suggesting through his presentation of misanthropy?	What was Scrooge (and by extension, the rich misanthropists in

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misanthropists were (are) meant to learn. - SF: Characterisation Begin pg41: “ Why do you delight to torture me?”. End at end of Stave 2.		- Authors’ Choices		- I can deduce this Stave’s individual message. - I can determine my feelings towards Dickens’ character ‘Scrooge’, and why I might be made to feel this way. (What is the point of making me feel this way? If I feel like this, how do others that it is more relevant to feel? WHY?)	A. Disliking humanity is an admirable way to live B. Isolation and selfishness can prevent people from experiencing meaningful human relationships C. Society is responsible for every individual's behaviour D. Victorian people were naturally more miserable than modern people	Victorian England) meant to learn from the GOCPast’s visit?
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Lesson 22 - To complete a P1,Q1 from a new text. - SF: Comprehension	-	- Comprehension and Inference	- Onomatopoeia	- I can read a new text and comprehend it (A Monster Calls). - I can label four things that are true within a highlighted extract.	Which approach is most appropriate for Language Paper 1 Question 1? A. Select four statements that are supported by the text B. Select the four statements that sound most sophisticated C. Select four statements that contain quotations D. Select four statements that you personally agree with	Write down four correct statements from the extract.
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Lesson 23 - To analyse how the writer uses language for effect. - SF: Zoom in	-	- Comprehension and Inference - Analysis and Interpretation - Communication	- Superlatives	- I can articulate how this is similar to the skills that I use throughout my Literature GCSE. - I can learn something from a passage of text. - I can explode a quote that proves this. - I can discuss how this quote/use of language, has impacted my understanding/feelings.	Which analysis best explains a writer’s use of language? A. “The writer uses a metaphor.” B. “The metaphor is effective.” C. “The metaphor presents the character as trapped, suggesting that they feel unable to escape their situation.” D. “This is a metaphor because it compares two things.”	How does the writer use language to demonstrate that the Monster is becoming frustrated?
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Lesson 24 To respond to a GCSE question. SF: All	-	All Concepts	- Marley’s ghost	- I can be guided through how to plan and write an essay (pages 6-7 on AQA = Question paper: Paper 1N The 19th-century novel - November 2021)	What makes a strong response to a GCSE English question? A. Repeating the question several times B. Making a clear argument and supporting it with precise textual evidence and analysis C. Using as many quotations as possible D. Writing as much as possible regardless of relevance	Starting with this extract, explore how Dickens presents ideas about joy and happiness in A Christmas Carol.
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Lesson 25 - To understand the significance of the GOCPast and why it conveyed Scrooge to the Cratchits’. Begin Stave 3 pg45. End on pg52: “The Ghost of Christmas Present blessed his four-roomed house!”	- Connotation - Social Injustice - Disparity	- Comprehension and Inference - Analysis and Interpretation	- Parenthesis	- I can explain how food acts as a symbol for wealth (money, knowledge, experience, time etc). - I can comment on GOCPresent’s symbolic relevance to Christmas itself. - I can predict the living conditions of Bob Cratchit and his family. - I can substantiate my claims with referencing Dickens’ message/intentions	Why does the Ghost of Christmas Present take Scrooge to see the Cratchits? A. To show Scrooge that poor people are responsible for their own poverty B. To expose Scrooge to the humanity and generosity of people living in poverty C. To prove that Christmas is only enjoyable for poor families	What do you predict the living conditions of the Cratchit family to be and why?
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1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors’ Choices (Authorial Intent, Narratology, Genre)

					D. To show Scrooge that Tiny Tim is wealthy	
Lesson 26 - To explore how the writer uses structural/organisational methods to build tension.	- Undeniable	- Comprehension and Inference - Analysis and Interpretation - Authors’ Choices	- Speech	- I can define tension. - I can identify some structural/organisational choices that the writer has made to facilitate the build-up of tension. - I can write a WHW paragraph explaining the intended and actual effect of Ness’ organisational decisions.	Which structural method is most likely to build tension? A. Withholding key information and gradually revealing it B. Giving the reader the ending at the beginning C. Describing the setting without changing anything	How does the writer structure this part of the text to create tension?

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					D. Introducing every character immediately	
Lesson 27 - To respond to a statement with conviction, in GCSE style.	- Indubitable	- Critical Thinking - Communication - Analysis and Interpretation	- Syllables	- I can form an opinion surrounding the statement provided. - I can find evidence to support my views. - I can forensically explode my quotations to substantiate my choice. - I can utilise this evidence in a WHW paragraph, to convince my reader	What does it mean to respond to a GCSE statement “with conviction”? A. State your opinion without using evidence B. Present a clear, confident argument supported by relevant evidence and analysis C. Agree with the statement regardless	This part of the extract clearly shows that Conor’s Grandmother is actually very supportive and loving.” To what extent do you agree? “

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				of my correct stance.	of your actual interpretation D. Write a very long introduction	
Lesson 28 - To know how the Cratchits are presented and why they are central to Dickens’ message. Begin pg52: “The Ghost of Christmas Present blessed his four-roomed house!”. End on pg56: “God bless us every one!”	- Emblematic - Representative	- Comprehension and Inference - Analysis and Interpretation - Critical Thinking - Authors’ Choices	- Belle	- I can assess Cratchit’s family home and family members. - I can understand how Tiny Tim has been characterised. - I can suggest why they have been presented this way. - I can make links between Dickens’ message/intentions and Dickens’ own Victorian context.	Why are the Cratchits central to Dickens’ message? A. They demonstrate that poor people are always happier than rich people B. They humanise poverty and demonstrate values such as love, generosity and family despite hardship	How have the Cratchits been presented by Dickens? MARKED PIECE

CORE CONCEPTS:

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4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors’ Choices (Authorial Intent, Narratology, Genre)

said Tiny Tim, the last of all”.						C. They prove that poverty does not cause suffering D. They exist mainly to make Scrooge appear wealthy	
Literature PAZ							
Language PAZ							
Green Pen Lit and Lang							